



# OAK LAWN-HOMETOWN

School District 123

## K-5 Music Standards & Benchmarks

The District 123 Music curriculum is based on state and national learning standards for what students should know and be able to do. The weekly elementary music instruction focuses on rhythm patterns, melody and beat. Students will apply skills and knowledge necessary to create and perform in one or more of the arts.

### **KINDERGARTEN** – Students will be able to.....

#### Trimester 1

- Identify loud and soft sounds and fast and slow tempos.
- Echo a steady beat.
- Identify sing, speak, shout, and whisper voices.

#### Trimester 2

- Demonstrate getting louder and getting softer.
- Demonstrate changes in tempo.
- Move appropriately to different moods in music.
- Sing, play, or move appropriately in a performance medium.

#### Trimester 3

- Identify small classroom instruments.
- Demonstrate a singing voice in tune.
- Move to show melodic direction.

### **FIRST GRADE** – Students will be able to .....

#### Trimester 1

- Distinguish between loud and soft sounds and between fast and slow tempos.
- Move to a steady beat.
- Identify high and low sounds.

#### Trimester 2

- Read basic rhythmic symbols of sound and silence (quarter, eighth, rest).
- Sing songs of various cultures with an in-tune singing voice.
- Demonstrate changes in tempo through movement.
- Sing, play, or move appropriately in a performance medium.

#### Trimester 3

- Identify same and different parts of a song.
- Read the pitches *so* and *mi* on the staff.
- Write basic rhythmic symbols of sound and silence (quarter, eighth, rest).

### **SECOND GRADE** – Students will be able to .....

#### Trimester 1

- Understand dynamic markings for loud and soft.
- Read basic rhythmic patterns using quarter, eighth, and rests.
- Sing a short melodic pattern accurately.

### Trimester 2

- Create basic rhythmic patterns using quarter, eighth, and rests.
- Sing, play, or move to songs of various styles with appropriate tempo and dynamics in a performance medium.
- Distinguish between beat versus rhythm.

### Trimester 3

- Create basic rhythmic patterns using quarter, eighth, rests and sixteenths.
- Distinguish between same and different sections in a piece of music.
- Read the pitches *so*, *mi*, and *la* on the staff.

## **THIRD GRADE** – Students will be able to.....

### Trimester 1

- Identify different expressive elements and explain how they create a mood in a musical selection.
- Identify melodies going upward, downward, or staying the same in a musical selection.

### Trimester 2

- Sing or play simple rhythmic or melodic patterns from a written score.
- Create and/or perform short songs or instrumental pieces within specified guidelines.

### Trimester 3

- Identify notes by letter name on the treble staff.
- Sing, play, or move to music while demonstrating proper performing techniques.

## **FOURTH GRADE** – Students will be able to....

### Trimester 1

- Read and/or write basic rhythmic patterns using quarter, eighth, sixteenth, half notes, and rests in duple or triple meter.
- Investigate and discuss styles and composers in music history.

### Trimester 2

- Classify instruments according to how their sounds are produced (i.e., string, woodwind, brass, and percussion).
- Learn to play a melody instrument.

### Trimester 3

- Identify simple music forms (i.e., AB, ABA, rondo, and theme/variation).
- Sing, play, or move to music while maintaining pitch, rhythm, and steady beat and demonstrating proper performing techniques.

**FIFTH GRADE** – Students will be able to....

Trimester 1

- Understand different time signatures.
- Understand different musical term definitions (i.e., tempo, dynamic, articulation, etc.)

Trimester 2

- Perform rhythms in different time signatures.
- Compare and contrast the use of expressive qualities in two or more musical examples.

Trimester 3

- Create sample rhythms in different time signatures.
- Sing, play, or move to music while maintaining pitch, rhythm, steady beat, appropriate dynamics and proper performing techniques.