APS Elementary Music – SPBR Power Standards and Skills/Objectives for Assessment

PS1 - Sing and Perform Alone and with Others

Skill	NCAS	K-1 students will:	After meeting K-1 objectives, **2-3 students will:**	After meeting K-1-2-3 objectives, **4-5 students will:**
Sing Solo	Pr 456	Sing a SML song, matching pitch (implies head voice), with good posture and corresponding *solfege* hand signs	Sing a pentatonic song, matching pitch, with good posture and corresponding *solfege* hand signs	Sing a full diatonic eight note scale song, matching pitch, with good posture and corresponding *solfege* hand signs
Sing Group	Pr 456	Demonstrate different voices - sing, speak, whisper, call / Replace words/actions in a verse/refrain or cumulative song	Sing an extended echo song / Sing a partner song	Sing a 2-part canon / Sing a song with 2-part harmony
Move-ment, Dance	Dance Stds?	Move to music, mirroring a leader (using grade level appropriate elements of Body, Energy, Space and Time) / Move appropriately in circle games, same-partner dances	Create movement (grade level B.E.S.T.) / Move appropriately in changing partner dances	Create and lead movement (grade level B.E.S.T.) / Move appropriately in complex dances with changing partners and steps
Beat Meter	Pr 456	Demonstrate pulse of music through whole body movement and BP (pat): march (duple) and swing (6/8, 3/4)	Demonstrate pulse of music (4/4, 6/8, 3/4) through movement and body percussion (pat, clap)	Demonstrate pulse (duple/triple) through movement, body percussion, and playing instruments instruments
Rhythm	Cr 123 Pr 456	Imitate 4 beat rhythms of speech and body percussion (clap, pat, stamp, Ta, Ta-Ti, rest at end) / Improvise 4 beats using the same. / Relate rhythm to grade level speech syllables.	Imitate 8 beat rhythms of speech and body percussion (snap, clap, pat, stamp, Ta, Ta-Ti, rest at end) / Improvise 8 beats using the same. / Relate rhythm to grade level speech syllables.	Imitate 8 - 16 beat rhythms of speech and body percussion (snap, clap, pat, stamp), relating rhythm to speech syllables / Improvise 8 - 16 beats using the same. / Relate rhythm to grade level speech syllables.
Melodic	Cr 123 Pr 456	Imitate 4 note melody using SML / Improvise 4 beat melody SML (can repeat notes, use Ta-Ti)	Improvise 8 beat phrase in Pentatonic scale, end on Do / Advanced: 2 phrases, 1st end on So, 2nd end on Do	Improvise 16 beat phrase in Pentatonic scale, end on Do / Advanced: 2 phrases, 1st end on So, 2nd end on Do
W Drum	Cr 123 Pr 456	Play 4 beat drumming pattern in a song. / Play rhythm of own name in Call-response drumming.	Play 8 beat drumming pattern in a 3 part ensemble / Improvise 8 beats in Question-answer drumming activity	Play changing drumming patterns in multiple part ensemble. / Improvise for 16 - 32 beats in a song
Instru-ments	Cr 123 Pr 456	Play instruments at a specific time in a song (such as refrain) or in a soundscape. / Improvise QA 4 bts with BP - teacher/student, 2-3 choices / Play Orff instr *borduns* simple and broken.	Play 8 beat ostinato with instruments / Improvise QA 8 bts - student partners, LSM bars / Play with several peers together within a larger ensemble / Play Orff instr *borduns* cross-over and levels. Ukuleles I-V	Play 16 beat ostinato with instruments / Improvise QA 16 bts - student partners, pentatonic bars / Perform own part independently in a 2 or 3 part ensemble / Play Orff instr *borduns* I-IV-V. Ukuleles I-IV-V

PS2 - Read, Listen, Analyze, and Describe Music

Skill	NCAS	K-1 students will:	After meeting K-1 objectives, **2-3 students will:**	After meeting K-1-2-3 objectives, **4-5 students will:**
Melody	Re 78	Identify (aural/respond with movement) higher - lower (pitch)	Identify melodic direction (aural/visual).	Identify interval steps and leaps (aural/visual).
Expres-sion	Re 78	Identify (aural/respond with movement) fast/slow (tempo), and loud/quiet (dynamics), smooth/detached (articulation). Identify music symbols (e.g. *p, f*)	Identify faster to slower, louder to quieter. Begin to use formal music vocabulary and symbols.	Describe tempo and dynamics using formal music vocabulary and symbols
Meter	Re 78	Identify (aural) swinging (6/8, 3/4) and marching (2/4, 4/4)	Identify (aural) duple and triple meter groupings	Identify (aural) compound meters
Timbre	Re 78	Identify simple instruments by sight and sound (timbre classification: woods, metals, drums, scrapers/shakers)	Identify (aural/visual) and label common world/folk/pop/orch instruments (e.g. guitar, drums, violin, flute)	Identify (aural/visual) and label all orchestral instruments by name and family, world instruments by culture/nationality
Notate Rhythm	Cr 123	Notate and compose music using icons representing quarter, double eighths, and quarter rests in 4/4 meter	Notate and compose music using quarter, double eighths, four sixteenths, and quarter rests in 4/4. Advanced: dotted half in 3/4, single-double-triple eighth 6/8	Notate and compose all of 2-3 grade skills plus syncopation, half notes, whole notes, and half rests in 4/4 Advanced: dotted notes and all rests in 4/4, 3/4, and 6/8
Notate Pitch	Cr 123	Notate (using icons) SML on a 3 line staff	Identify and notate pitches on 5-line staff (c-c")	Identify and notate pitches and rhythm on 5-line staff
Harmony	Re 78	Identify resting tone (tonic)	Identify major and minor tonalities	Identify modes, I-V
Form	Re 78	Identify (aural/visual) repeated phrases and ab form	Identify (aural/visual) and compose with elemental forms (aba, abac, rondo, etc.)	Identify (aural/visual) and compose with complex forms (e.g. theme & variation, 12 bar blues)
Style	Cn 10,11	Describe the mood of various examples of music (e.g. happy, sad, peppy)	Describe the musical style or use of various examples of music (e.g. lullaby, pop, classical, march, dance, movie)	Describe the culture, nationality, musical style and/or place in history for various examples of music
Listening Map	Re 789 Cn 11	Review elements, listen quietly for 3 min., analyze	Review elements, listen quietly for 5 min., analyze	Review elements, listen quietly for 10 min., analyze

Created by Jan Delgado for 2015-16…a work in progress and subject to change