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| State |  | Expression | State |  | Creation | State |  | Theory | State |  | Aesthetics | PSD |  | Movement |
| 2.1.1a |  | Perform 2 part rounds using speech, body percussion, singing, movement, and instruments | 2.2.1a |  | Improvise short instrumental phrases: do, re, mi, sol, la | 2.3.1a  2.3.1b |  | Use words and demonstrate piano/forte, crescendo/decrescendo, and smooth/connected when describing music | 2.4.1a |  | Recognize and demonstrate appropriate audience behavior in a live performance | D.u |  | Perform a one part movement phrase |
| 2.1.1.b |  | Follow conductor’s cues: dynamic changes, tempo changes, and fermata | 2.2.1b |  | Improvise question and answer phrases | 2.3.1c |  | Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments | 2.4.1b |  | Contribute to a group effort by listening to and discussing music | D.v |  | Perform a simple dance using elements of dance (space, time, energy) |
| 2.1.2a |  | Perform 4 and 8 beat patterns: do, re, mi, sol, la and half note/rest, whole note/rest | 2.2.1c |  | Create movements to express pitch, tempo, form, and dynamics | 2.3.2a |  | Aurally identify ABA form and verse/refrain | 2.4.1c |  | Contribute to a group effort by making music and reflecting on the performance | D.w |  | Perform simple dances with a sense of rhythm in small groups |
| 2.1.2b |  | Play tonic chords in C, F, G | 2.2.1d |  | Improvise instrumentally and/or vocally over the I chord in C, F, G | 2.3,2b |  | Identify notated examples of bar lines, double bar lines, and measures | 2.4.1d |  | Articulate ideas about holding and respecting musical preferences | D.x |  | Perform movement phrases in response to a variety of rhythms and changes in moods |
|  |  |  | 2.2,2a |  | Create patterns using learned rhythms on treble clef | 2.3.2c |  | Aurally identify coda | 2.4.2a |  | Use specific music terminology in discussing individual preferences for music | D.y |  | Study everyday postures and gestures in the global community to identify how movement communicates meaning and emotions |
|  |  |  | 2.2.2b |  | Create patterns using learned pitches on treble clef | 2.3.3a |  | Identify vocal sound groupings (high and low voices) | 2.4.2b |  | Create appropriate movements to express pitch, tempo, form, and dynamics in music | D.z |  | Learn to move in ways that encourage a healthy body |
|  |  |  |  |  |  | 2.3.3b |  | Identify instrumental sound groupings (woodwinds, percussion, strings) | 2.4.2c |  | Identify how musical elements communicate ideas or moods | D.aa |  | Perform a simple dance sequence from memory for an audience |
|  |  |  |  |  |  | 2.3.4a |  | Identify and use step/skip/repeat, do, re, mi, sol, la | 2.4.3a |  | Recognize and demonstrate interest in creating, performing, and moving to music | D.bb |  | Improvise a movement phrase alone and with a partner, and select a movement starting point |
|  |  |  |  |  |  | 2.3.4b |  | Identify half note/rest, whole note/rest | 2.4.3b |  | Recognize and demonstrate interest in listening to several types of music | D.cc |  | Select movement for the phrase that has meaning and relevance to the idea or stimuli |
|  |  |  |  |  |  | 2.3.4c |  | Visually identify a chord (space-space-space or line-line-line) | 2.4.3c |  | Describe music from various cultures in general terms | D.dd |  | Perform selected social dances |
|  |  |  |  |  |  |  |  |  | 2.4.3d |  | Explain their own cultural and social interests in music | D.ee |  | Understand different cultures have unique styles of dance based on their cultural influences |
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