



**San Diego City Schools – Visual and Performing Arts Department**  
**California State Content Standards – Music**  
**Core Learnings – General Music – Grades 3 – 5**

<b>1.0 Artistic Perception</b>			
<b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</b>			
<i>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</i>			
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>1.1</b>	<p><b>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, and transcribe simple rhythm patterns, using eighth, quarter, half, dotted half, whole notes and rests and perform by echo clapping, body percussion, and on classroom instruments.</li> <li><input type="checkbox"/> Create original rhythm patterns, written and through the use of manipulatives. (e.g., construction paper strips and note cards).</li> </ul>	<p><b>Read, write, and perform melodic notation for simple songs in major keys, using solfege.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify simple songs in major keys through listening and notation.</li> <li><input type="checkbox"/> Perform melodies written in the major keys of C, F, and G using solfege and on classroom instruments.</li> <li><input type="checkbox"/> Transcribe melodic dictation of simple, short phrases using do through sol.</li> <li><input type="checkbox"/> Create, write, and perform original melodic patterns in keys of C, F, and G Major.</li> </ul>	<p><b>Read, write, and perform simple melodic notation in treble clef in major and minor keys.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between major and minor tonality in aural and written examples.</li> <li><input type="checkbox"/> Sing and perform on classroom instruments melodies written in the major keys of C, G, and F and the minor keys of Am, Em, and Dm.</li> </ul>
<b>1.2</b>	<p><b>Read, write, and perform pentatonic patterns, using solfege.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and sing melody patterns of do, re, mi, sol, and la (solfege syllables) from staff notation.</li> <li><input type="checkbox"/> Identify and perform patterns using a scale having five tones to the octave and containing no half steps (pentatonic scale) in familiar songs from staff notation.</li> <li><input type="checkbox"/> Create own pentatonic patterns and perform using solfege.</li> </ul>	<p><b>Read, write, and perform diatonic scales.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write and perform (voice, recorder, and on classroom instruments) the first five notes (do through sol) of the C, F, and G major scales using solfege and standard notation.</li> </ul>	<p><b>Read, write, and perform major and minor scales.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, and perform full octave major scales in C, F, and G and the first five notes of Am, Dm, and Em scales using solfege and standard notation.</li> <li><input type="checkbox"/> Identify the difference between major and minor (3<sup>rd</sup>).</li> </ul>
<b>1.3</b>	<p><b>Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish the melody and identify the contour of the melodic line in selected listening samples.</li> <li><input type="checkbox"/> Identify even, uneven and dotted rhythms in selected listening samples.</li> <li><input type="checkbox"/> Identify harmony in partner and simple songs.</li> <li><input type="checkbox"/> Describe mood, feeling, and tone color using music vocabulary.</li> <li><input type="checkbox"/> Differentiate between 4/4 meter (duple) and 3/4</li> </ul>	<p><b>Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and perform sixteenth, dotted quarter and dotted eighth-sixteenth note patterns.</li> <li><input type="checkbox"/> Illustrate strong and weak beat patterns and even and uneven rhythm patterns through movement.</li> <li><input type="checkbox"/> Identify rhythm patterns in familiar songs.</li> <li><input type="checkbox"/> Differentiate between 2/4, 4/4, and 3/4 meters.</li> </ul>	<p><b>Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and perform eighth-note and quarter-note triplets, and syncopated patterns.</li> <li><input type="checkbox"/> Identify rhythm patterns with combinations of sixteenth-notes and tied quarter and eighth-notes from notation and through listening.</li> <li><input type="checkbox"/> Differentiate between 2/4, 3/4, 4/4, and 6/8 meters.</li> </ul>

	meter (triple).		
<b>1.4</b>	<p><b>Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between string, woodwind, brass, and percussion in orchestral recordings and pictures.</li> <li><input type="checkbox"/> Identify male and female voices from recordings of solos and ensembles.</li> </ul>	<p><b>Describe music according to its elements, using the terminology of music.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extend music vocabulary to include an understanding of the terms a cappella, timbre, improvisation, syncopation, dynamics (piano, forte), tempo (andante, allegro), measure, treble and bass clef, staff, key signature, time signature, melody, harmony, accent, fermata, breath mark, articulation, staccato, legato, balance, tone, repeat sign, 1<sup>st</sup> and 2<sup>nd</sup> endings, and phrase.</li> </ul>	<p><b>Analyze the use of music elements in aural examples from various genres and cultures.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify similarities and differences in the rhythms, tempos, dynamics, and harmonies of music from a variety of cultures and historical periods.</li> <li><input type="checkbox"/> Extend musical vocabulary to include crescendo, decrescendo, mezzo-forte, mezzo-piano, (D.C. al fine, natural sign, ritardando, pick up (anacrusis), blues and folk songs.</li> <li><input type="checkbox"/> Distinguish the difference between partner songs, rounds, descants, and two-part harmony in aural examples.</li> </ul>
<b>1.5</b>	<p><b>Describe the way in which sound is produced on various instruments.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how sound is produced through vibration (e.g., reeds, strings, lips, vocal chords, etc.).</li> </ul>	<p><b>Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore instruments from various cultures and classify them by the way they produce sound through vibration (e.g., percussion that are scraped or shaken--idiophone, or struck--membranophone; wind instruments--aerophone; and string instruments--chordophone).</li> </ul>	<p><b>Identify vocal and instrumental ensembles from a variety of genres and cultures.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish tone colors heard in a variety of vocal ensembles (e.g., solo, duet, trio, quartet, choir ensemble, opera, etc.).</li> <li><input type="checkbox"/> Explore the contrast between solo and chorus parts of a song.</li> <li><input type="checkbox"/> Distinguish timbre heard in a variety of instrumental ensembles (e.g., string quartet, woodwind ensembles, orchestra, recorder ensembles, mariachi, gamelan orchestra, etc.).</li> <li><input type="checkbox"/> Compare male and female voicings (soprano, alto, tenor and bass) to instrumental quartet voicings (e.g., string quartet).</li> </ul>
<b>1.6</b>	<p><b>Identify simple musical forms (e.g., AABA, AABB, round).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify rounds and expanded simple forms of AABA, AABB, from listening and notation.</li> <li><input type="checkbox"/> Demonstrate how to use the repeat signs often found in AABA and AABB music.</li> </ul>	<p><b>Recognize and describe aural examples of musical forms, including rondo.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify rounds, call and response, AB, ABA, and AABA forms from listening and notation.</li> <li><input type="checkbox"/> Demonstrate how to follow repeat signs in expanded form.</li> <li><input type="checkbox"/> Identify similar and contrasting sections in rondo form (e.g., ABACA).</li> </ul>	<p><b>Identify and describe music forms, including theme &amp; variations and twelve-bar blues.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify theme and variation in a variety of musical selections.</li> <li><input type="checkbox"/> Identify how a composer changes a theme to create theme and variation form.</li> <li><input type="checkbox"/> Analyze the chord progression that forms a basic 12-bar blues song in aural and written examples.</li> </ul>

## 2.0 Creative Expression

### Creating, Performing, and Participating in Music

*Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>2.1</b>	<b>Sing with accuracy in a developmentally appropriate range.</b> <ul style="list-style-type: none"><li>□ Expand vocal range from middle C to high D (a ninth) using appropriate voice placement.</li><li>□ Sing with appropriate pitch, tone quality, posture, diction, and breathing, alone and with others.</li></ul>	<b>Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</b> <ul style="list-style-type: none"><li>□ Expand two-part singing skills through performing partner songs, rounds, and descants from various cultures.</li></ul>	<b>Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</b> <ul style="list-style-type: none"><li>□ Identify unison and harmony parts visually and aurally.</li><li>□ Read and sing a two-part score demonstrating an understanding of harmony.</li><li>□ Sing complex (extended range, expanded phrases, even and uneven rhythms) partner songs, rounds, and descants.</li></ul>
<b>2.2</b>	<b>Sing age-appropriate songs from memory, including rounds, partner songs and ostinatos.</b> <ul style="list-style-type: none"><li>□ Demonstrate layering that creates harmony and different vocal textures through singing rounds with multiple entrances.</li><li>□ Combine two separate songs into a partner song to create harmony and reinforce independent singing.</li><li>□ Create and perform melodic ostinato accompaniments and discuss the effect on the texture of a song.</li></ul>	<b>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos by oneself and with others.</b> <ul style="list-style-type: none"><li>□ Play simple melodies in unison on classroom instruments.</li><li>□ Play simple descants, rounds, and ostinato on recorders.</li><li>□ Create accompaniments using pitched (e.g., mallets, recorders, piano, etc.) and non-pitched (drums, shakers, etc.) instruments alone and with others.</li></ul>	<b>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</b> <ul style="list-style-type: none"><li>□ Play complex melodies (extended range in tonal centers, expanded phrases, even and uneven rhythms) in unison on classroom instruments.</li><li>□ Play a variety of songs from diverse cultures on recorders in two-part harmony.</li></ul>
<b>2.3</b>	<b>Play rhythmic and melodic ostinatos on classroom instruments.</b> <ul style="list-style-type: none"><li>□ Develop dexterity on mallet instruments through playing the root and fifth tones of the scale (bordon), countermelodies, and ostinatos.</li><li>□ Play combinations of ostinatos to create layered rhythms.</li><li>□ Play one, two, and three note tonal patterns, ostinatos, and melodies on the soprano recorder.</li><li>□ Play with accuracy (correct rhythms and notes) and expressively, to show fast and medium tempos (allegro and moderato) and loud and soft</li></ul>	<b>Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</b> <ul style="list-style-type: none"><li>□ Create body percussion rhythm patterns to illustrate classmates' names, sound effects, chants, lyrics, etc.</li><li>□ Compose short musical questions (phrases) for classmates to answer.</li><li>□ Compose a rhythmic and melodic ostinato to a familiar song.</li><li>□ Improvise melodic patterns on classroom instruments (e.g., recorders, mallets, keyboard, etc.) to help tell a story or to add harmony to a</li></ul>	<b>Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</b> <ul style="list-style-type: none"><li>□ Compose an eight-measure melody using a pentatonic scale and a variety of rhythms.</li><li>□ Compose and improvise a rhythmic and melodic variation of a four-measure phrase.</li><li>□ Combine I, IV, and V chordal patterns to create an accompaniment on a pitched instrument.</li><li>□ Compose and improvise simple melodies over a basic 12 bar blues chord progression.</li></ul>

	dynamics (forte and piano).	song.	
<b>2.4</b>	<p><b>Create short rhythmic and melodic phrases in question-and-answer form.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create vocal and instrumental phrases in question and answer form.</li> <li><input type="checkbox"/> Improvise responses that have a clear relationship to a call (e.g., through rhythm, notes, dynamics, etc.).</li> </ul>		
<p><b>3.0 Historical and Cultural Context</b>  <b>Understanding the Historical Contributions and Cultural Dimensions of Music</b>  <i>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians and composers.</i></p>			
<p><i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></p>			
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>3.1</b>	<p><b>Identify the uses of music in various cultures and time periods.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify Native American and other cultures within the local region.</li> <li><input type="checkbox"/> Find similar and different uses for music that occurs in all cultures (e.g, lullabies, work songs, religious and ceremonial songs, honor songs, etc.).</li> <li><input type="checkbox"/> Explore the use of music historically and currently and compare functions that are the same and different.</li> </ul>	<p><b>Explain the relationship between music and events in history.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how music reflects, foreshadows and recalls events in history.</li> <li><input type="checkbox"/> Explore ways that music influences society and how society influences musical traditions.</li> </ul>	<p><b>Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the connection between music and dance to celebrations, rituals, work, traditions, story telling, and socializing among different cultures.</li> <li><input type="checkbox"/> Recognize different dances and folk tunes from various times in American history and identify their social function (e.g. court style dance of the colonial era; informal play party games, square dances, and reels of the pioneers, Native American ceremonial songs and dances, etc.).</li> </ul>
<b>3.2</b>	<p><b>Sing memorized songs from diverse cultures.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore song traditions of the local region through singing (sea chanteys, cowboy, railroad songs, etc.) and perform group singing games, identifying the culture or country they represent.</li> </ul>	<p><b>Identify music from diverse cultures and time periods.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify music from different cultures and time periods and explain what makes each distinct.</li> <li><input type="checkbox"/> Identify types of instruments and styles of music representative of cultures found in California.</li> </ul>	<p><b>Identify different or similar uses of musical elements in music from diverse cultures.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen, sing, and play music from a variety of cultural traditions representative of the regions of the United States and compare and contrast melody, style, tempo, dynamics, rhythm and form.</li> </ul>

3.3	<b>Play memorized songs from diverse cultures.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore instrumental traditions of the local region through performing melodies and accompaniments on classroom and hand-made instruments, identifying the culture or country they represent.</li> </ul>	<b>Sing and play music from diverse cultures and time periods.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music of a variety of cultures representative of California history.</li> </ul>	<b>Sing and play music from diverse cultures and time periods.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music of a variety of cultures representative of the regions of the United States. (Northeast, Southeast, Midwest, Southwest, West).</li> </ul>
3.4	<b>Identify differences and commonalities in music from various cultures.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast instruments, voices, and languages in music from a variety of cultures.</li> <li><input type="checkbox"/> Identify how musical elements are used in diverse music.</li> </ul>	<b>Compare musical styles from two or more cultures.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify three songs from different cultures that have a similar theme (e.g., celebration songs from Native American, Mexican, and Asian traditions) and compare and contrast style, rhythm, instrumentation, and language.</li> </ul>	<b>Describe the influence of various cultures and historical events on musical forms and styles.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research regions of the United States and discuss the musical forms and styles that were developed and influenced by local cultures.</li> </ul>
3.5		<b>Recognize the influence of various cultures on music in California.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music related to Spanish exploration and colonization of California, California Indians, Gold Rush period, immigration and migration to California.</li> <li><input type="checkbox"/> Perform songs and dances from Native American, Hispanic, Asian, Pacific Island, African, and European cultural traditions.</li> </ul>	<b>Describe the influences of various cultures on the music of the United States.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music of the five regions of the United States.</li> </ul>

#### 4.0 Aesthetic Valuing

##### Responding to, Analyzing, and Making Judgments About Works of Music

*Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.*

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
4.1	<b>Select and use specific criteria in making judgments about the quality of a musical performance.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a rubric identifying the criteria to assess a musical performance using music vocabulary, including how tempo and dynamics are used in performance.</li> <li><input type="checkbox"/> Explain likes and dislikes about a performance using music vocabulary.</li> </ul>	<b>Use specific criteria when judging the relative quality of musical performances.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a rubric identifying the criteria to assess personal and professional musical performances (e.g., performers are expected to be focused, well rehearsed, quiet on or off stage, prepared, and sing in tune with proper tone and correct expression).</li> <li><input type="checkbox"/> Evaluate and discuss personal and professional</li> </ul>	<b>Identify and analyze differences in tempo and dynamics in contrasting music selections.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen and identify contrasts in tempo (allegro, andante, largo) and dynamics (forte, mezzo-forte, mezzo-piano, piano, crescendo and decrescendo) in contrasting musical examples.</li> </ul>

		musical performances using a rubric and describe what was liked about the performance.	
<b>4.2</b>	<b>Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how the energy, gesture, and tempo contribute to the expression of music.</li> <li><input type="checkbox"/> Create movements to communicate an element of music (e.g., create contrasting movements for different sections, use strong or weak movements to identify dynamics).</li> </ul>	<b>Describe the characteristics that make a performance a work of art.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how a performance becomes a work of art (e.g., lasting impact, artistry, etc.).</li> <li><input type="checkbox"/> View a variety of recorded performances and predict which might become a significant work of art.</li> </ul>	<b>Develop and apply appropriate criteria to support personal preferences for specific musical works.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate and discuss musical works according to performance quality, style/genre, and musical elements using student and teacher developed rubrics.</li> </ul>
<b>4.3</b>	<b>Describe how specific musical elements communicate particular ideas or moods in music.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how composers and performers can manipulate the elements of music to express ideas and contribute to the mood or style of a musical selection.</li> </ul>		
<b>5.0 Connections, Relationships, Applications</b> <b>Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</b> <i>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</i>			
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>5.1</b>	<b>Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the commonalities between music and visual art (e.g., line, shape, pattern, rhythm, etc.).</li> </ul> <p>2.0 Discuss the similarities between music and dance (e.g., tempo, rhythm, beats, pattern, accents, phrasing, etc.).</p> <p>3.0 Discuss the similarities between music and theater (e.g., themes, thematic development, expressive qualities, etc.).</p> <p>4.0 Discuss how the elements of dance, visual art, music, and theatre share common vocabulary but may be interpreted differently (e.g., form).</p>	<b>Identify and interpret expressive characteristics in works of art and music.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of expressive elements (e.g., dynamics, color, tempo, texture, etc.) used in visual art and music.</li> </ul>	<b>Explain the role of music in community events.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how music adds to occasions and is used for entertainment, ceremonies, processions, community events and festivals.</li> </ul>

<p><b>5.2</b></p>	<p><b>Identify what musicians and composers do to create music.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss where composers get inspiration to create music (e.g., an idea or concept, feeling, image, historical event, etc.).</li> <li><input type="checkbox"/> Analyze a short composition and discuss how the elements of music may express the composer's intent.</li> <li><input type="checkbox"/> Identify the creative process involved in composing and performing (e.g., inspiration, practice, revision, performance, etc.).</li> </ul>	<p><b>Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transform a picture or dramatic idea into a short musical and movement sequence.</li> <li><input type="checkbox"/> Create movement sequences and sound effects or musical accompaniments to enhance dramatic ideas.</li> <li><input type="checkbox"/> Demonstrate an understanding that art forms can combine to create new genres (e.g., opera, musicals and movies).</li> </ul>	<p><b>Identify ways in which the music professions are similar to or different from one another.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify musical professionals (e.g., performer, conductor, teacher, composers, lyricist, music publisher, engineer, piano tuner or technician, music store owner, etc.).</li> <li><input type="checkbox"/> Discuss what singers, instrumentalists, and conductors have in common (e.g., warm up, practice, receive feedback, refine skills and technique, perform, etc.).</li> <li><input type="checkbox"/> Discuss what music teachers, composers, and performers have in common (e.g. plan, create, problem solve, revise, time management, etc.).</li> <li><input type="checkbox"/> Discuss the differences and similarities between a lyricist and a composer.</li> </ul>
<p><b>5.3</b></p>		<p><b>Relate dance movements to express musical elements or represent musical intent in specific music.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transform music into movement sequences that demonstrate appropriate form and expressive qualities.</li> </ul>	
<p><b>5.4</b></p>		<p><b>Evaluate improvement in personal musical performances after practice or rehearsal.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify common activities a performer must do to prepare for a performance (e.g., vocal exercises and warm-ups, breathing exercises, posture, memorization, diction, following director, etc.).</li> <li><input type="checkbox"/> Develop a personal performance journal to record growth in musical skills and knowledge through individual practice and group performance.</li> </ul>	