



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Music
Core Learnings – General Music – Grades K– 2

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music			
<i>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</i>			
	Kindergarten	1 st Grade	2 nd Grade
1.1	<p>Use icons or invented symbols to represent beat.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create symbols or use manipulatives (paper cups, popsicle sticks, blocks, etc.) to represent beat, arrange in patterns, and perform with body percussion and/or rhythm instruments. 	<p>Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the difference between high and low pitches. <input type="checkbox"/> Identify pitch direction (going up, down or staying the same) through listening, moving, singing, or playing instruments <input type="checkbox"/> Echo sing and notate with icons or manipulatives sol-mi pitch patterns. <input type="checkbox"/> Distinguish between long and short sounds. <input type="checkbox"/> Recognize, define, notate, and perform (through movement, clapping, and playing) steady beat in twos and threes and repeated rhythm patterns. 	<p>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, read, and notate (using simple stick notation or manipulatives) simple rhythm patterns of quarter and eighth notes and quarter rests. <input type="checkbox"/> Notate and represent through manipulatives combinations of long and short beats (half, quarter and eighth notes) and silent beats (rests). <input type="checkbox"/> Read combinations of rhythm patterns from notation and perform using echo clapping, body percussion, and classroom instruments.
1.2	<p>Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the ability to discriminate between music grouped into beats of two and beats of three. <input type="checkbox"/> Demonstrate through speech, singing, movement and manipulatives (bean bags, scarves, cups) the following opposites used in music: high/low (pitch), fast/slow (tempo), loud/soft (dynamics). 	<p>Identify simple musical forms (e.g., phrase, AB, echo).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare musical phrases to sentences in writing and identify short phrases in simple songs. <input type="checkbox"/> Demonstrate through appropriate movement (gestures or whole body) alternating sections in music (AB form). <input type="checkbox"/> Discuss how echoing requires a leader and a follower who imitates. 	<p>Read, write, and perform simple patterns of pitch, using solfege.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a tone ladder to show placement of solfege pitches (do, re, mi, fa, sol, la). <input type="checkbox"/> Recognize melody patterns constructed from sol, mi, la, re, do from staff notation and imitate through voice and movement. <input type="checkbox"/> Identify familiar songs from staff notation. <input type="checkbox"/> Notate simple patterns using manipulatives.
1.3		<p>Identify common instruments visually and aurally in a variety of music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify piano, violin, flute, trumpet, drum and guitar from visuals and listening examples and discuss how they are played. <input type="checkbox"/> Describe the sounds of a variety of classroom instruments and the way they are played. 	<p>Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a melody map that outlines melodic direction (e.g., drawing lines that go up and down according to the melody). <input type="checkbox"/> Respond to even and uneven rhythm patterns through appropriate movement.

1.4			<p>Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify verse and refrain in simple song forms. <input type="checkbox"/> Identify AB and ABA form while listening to music or from graphic and musical notation.
1.5			<p>Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify families of Western orchestral instruments (woodwind, brass, strings, and percussion) from visuals and listening examples and identify their tone colors (characteristic sound) and match them with the appropriate instrument. <input type="checkbox"/> Identify common instruments used in different music ensembles (e.g., orchestra, band, pop music, folk groups, etc.).
<p>2.0 Creative Expression Creating, Performing, and Participating in Music <i>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.</i></p>			
	Kindergarten	1 st Grade	2 nd Grade
2.1	<p>Use the singing voice to echo short melodic patterns.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use speaking and singing voices to produce different sounds (e.g. whisper, shout, talk, sing, etc.). <input type="checkbox"/> Repeat (echo) familiar patterns of at least two measures in length using a high singing voice (head voice) <input type="checkbox"/> Match pitch within the range of D to A. <input type="checkbox"/> Echo sing sol-mi patterns. 	<p>Sing with accuracy in a developmentally appropriate range.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the difference between singing and speaking voice. <input type="checkbox"/> Sing within the range of D to B using head voice. <input type="checkbox"/> Sing in unison with others in correct tempo, rhythm and pitch. <input type="checkbox"/> Explore solo singing in call and response and echo songs. <input type="checkbox"/> Relate mood and meaning of song lyrics through expressive singing. 	<p>Sing with accuracy in a developmentally appropriate range.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the difference between head voice and chest voice. <input type="checkbox"/> Sing with correct pitch within the full octave range of D to D. <input type="checkbox"/> Demonstrate a clear, natural and relaxed singing tone. <input type="checkbox"/> Demonstrate independence by singing solo. <input type="checkbox"/> Demonstrate different vocal qualities that match the mood and meaning of song lyrics.
2.2	<p>Sing age-appropriate songs from memory.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memorize and perform folk songs from the United States and other countries, nursery rhymes, singing games, finger-plays, holiday, seasonal, call and response songs. 	<p>Sing age-appropriate songs from memory.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memorize and perform folk songs of the United States and other countries, nursery rhymes, singing games, call and response songs, holiday, seasonal, and patriotic songs. 	<p>Sing age-appropriate songs from memory.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memorize and perform patriotic, action, child-created, ethnic, spiritual, nature, travel, ecology, and career songs.

2.3	<p>Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the strong beats of songs grouped in twos and threes on classroom instruments or through body movement. <input type="checkbox"/> Respond to dynamic and tempo opposites (loud/soft, fast/slow) while playing classroom instruments and through body movement. <input type="checkbox"/> Demonstrate pitches that move from high to low or from low to high (melodic direction) in children’s songs. 	<p>Play simple accompaniments on classroom instruments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform steady beat and create rhythm patterns on classroom instruments with appropriate dynamics and tempo while listening to recorded music or classroom singing. 	<p>Play rhythmic ostinatos on classroom instruments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create persistent, repeated rhythmic patterns (ostinato) using eighth notes, quarter notes, half notes and rests on classroom instruments to accompany familiar folk songs. <input type="checkbox"/> Use classroom instruments and play the root and fifth tones of the scale (bordun) and octave tones to accompany class songs.
2.4	<p>Create accompaniments, using the voice or a variety of classroom instruments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create sound effects to accompany a song. <input type="checkbox"/> Create vocal and classroom instrument accompaniments that match the mood of a song. 	<p>Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create patterns of long and short sounds. <input type="checkbox"/> Create an original eight-beat pattern and perform by clapping and/or through body percussion. <input type="checkbox"/> Create a rhythmic pattern that adds to the mood or dramatic effect of a song. 	<p>Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore rhythms on non-pitched percussion instruments to accompany a variety of songs. <input type="checkbox"/> Create melodic patterns on pitched instruments using a scale having five tones to the octave and containing no half steps (pentatonic scale) to accompany a variety of songs. <input type="checkbox"/> Explore different vocal qualities in singing and speaking voices to complement songs and sound stories.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

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.

Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).

	Kindergarten	1 st Grade	2 nd Grade
3.1	<p>Identify the various uses of music in daily experiences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, list, and discuss where music is heard and sung in the home, school and community. 	<p>Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and list the cultures within the school community. <input type="checkbox"/> Discuss holiday times and special times when music is an important part of a celebration. 	<p>Identify the uses of specific music in daily or special events.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the use of patriotic music at school and in society and the appropriate behaviors expected when singing or listening to this music (e.g., standing for national anthems). <input type="checkbox"/> Listen to a variety of music and match the culture or event that it represents.
3.2	Sing and play simple singing games from various	Sing and play simple singing games from various	Sing simple songs and play singing games from

	<p>cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform group singing games from family traditions. 	<p>cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform group singing games from cultures represented in the classroom. 	<p>various cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sing songs and perform group singing games identifying the culture or country they represent. <input type="checkbox"/> Sing songs with succeeding and expanding verses (cumulative songs like <i>Old MacDonald Had a Farm</i>).
3.3	<p>Use a personal vocabulary to describe voices and instruments from diverse cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss how singing and speaking voices are similar and different in various cultures. <input type="checkbox"/> Describe the sounds of percussion instruments from a variety of cultures and the ways in which the sounds are produced (e.g., the guiro is scraped, maracas are shaken, goat hooves are rattled). <input type="checkbox"/> Describe the sounds of instruments made from natural materials from a variety of cultures, and the ways in which the sounds are produced, (e.g., A didgeridoo comes from Australia, is made from a hollow tree trunk or limb and is played by blowing into the tube). 	<p>Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish songs sung in different languages and describe the different vocal styles of various cultures. <input type="checkbox"/> Discuss how diverse instruments create sound, what they are made of, and how they are played. 	<p>Describe music from various cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to music of different genres and from a variety of cultures, identifying instrumental and vocal characteristics using the vocabulary of music. <input type="checkbox"/> Recognize simple rhythmic and melodic phrases that repeat in traditional folk, celebratory and current music.
3.4	<p>Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create movements that correspond to the beat and rhythm in classical, folk, pop, marches, and waltzes (e.g., conduct or march to the beat). <input type="checkbox"/> Respond to the speed (tempo) and style of a song using appropriate movements (e.g., walking, running, skipping, hopping, waving, tapping, etc.). <input type="checkbox"/> Illustrate through movement the upward, downward or unchanging direction of the melody (melodic direction). 	<p>Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create movement that corresponds to rhythm, melody and form in classical, folk, pop, country, jazz, marches, waltzes, and lullabies. <input type="checkbox"/> Compare and contrast melodies, rhythm patterns and form in two different styles and genres. 	

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.

	Kindergarten	1 st Grade	2 nd Grade
4.1	Create movements that correspond to specific music. <ul style="list-style-type: none"><input type="checkbox"/> Respond to musical elements (steady beat, melodic direction, tempo) in a variety of music with a range of appropriate movement.<input type="checkbox"/> Illustrate the expressive qualities of a song with creative movement (e.g., smooth and lyrical).	Create movements to music that reflect focused listening. <ul style="list-style-type: none"><input type="checkbox"/> Respond to musical elements (rhythm, form) in a variety of music with a range of appropriate movements.<input type="checkbox"/> Develop a basic understanding of musical affect through listening to a variety of music and decide what movements would match or support the composer or performer's meaning.	Use the terminology of music in discussing individual preferences for specific music. <ul style="list-style-type: none"><input type="checkbox"/> Describe music using basic music vocabulary including fast/slow (tempo), loud/soft (dynamics), high/low (pitch), and structure (form).<input type="checkbox"/> Identify different musical styles and genres, describe what makes them recognizable (e.g., popular, folk, and classical), and explain which ones you prefer and why, using the vocabulary of music.
4.2	Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby). <ul style="list-style-type: none"><input type="checkbox"/> Sing, play, and discuss music used for celebration (birthday, patriotic, seasonal celebrations), entertainment and religion.<input type="checkbox"/> Compare and contrast the tempo of one song to another (e.g., a lullaby and a game song) and explain why they are different.<input type="checkbox"/> Listen to music and describe how it makes you feel.	Describe how ideas or moods are communicated through music. <ul style="list-style-type: none"><input type="checkbox"/> Describe how the sounds of certain instruments (timbre) can communicate ideas and feelings.<input type="checkbox"/> Describe how the musical elements of tempo, dynamics, rhythm and beat can communicate ideas and feelings.<input type="checkbox"/> Listen to music and describe how it makes you feel using musical terms.	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music. <ul style="list-style-type: none"><input type="checkbox"/> Create locomotor and axial movements to communicate musical elements, perform for the class, and discuss how body shape and gestures help clarify the music.
4.3			Identify how musical elements communicate ideas or moods. <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate knowledge of musical affect by describing how the musical elements of tempo, dynamics, pitch, melodic direction, rhythm (even and uneven), and beat can communicate ideas and feelings.<input type="checkbox"/> Identify and respond through body movement to differences in various styles or moods of music.

4.4			<p>Respond to a live performance with appropriate audience behavior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design a rubric for appropriate audience etiquette and practice respectful behaviors (e.g., listening without talking, showing appreciation with proper applause, keeping hands to self, etc.).
<p>5.0 Connections, Relationships, Applications Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers <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></p>			
	Kindergarten	1 st Grade	2 nd Grade
5.1	<p>Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore how color in visual art and tone color in music can support the meaning of a story. <input type="checkbox"/> Discover how sound effects can change the impression or meaning of a song or story. <input type="checkbox"/> Explore how the tone color of different instruments and voices can help in dramatizing a story. <input type="checkbox"/> Make meaning of text and images through the use of music and movement. 	<p>Recognize and explain how people respond to their world through music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss how people respond to music through moving, listening, creating, talking, and writing. 	<p>Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the use of repeated patterns in stories, music, dance, and visual art. <input type="checkbox"/> Compare how form is used to organize text, music and dance. <input type="checkbox"/> Compare how line is used in music (e.g., melodic line) and visual art (e.g., contour line).
5.2	<p>Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore personal reasons for singing, dancing, role-playing, drawing and painting, constructing, creating and performing. <input type="checkbox"/> Discuss emotional, historical, and cultural reasons artists might have for creating their works (e.g., to relate feelings, to offer enjoyment and beauty to others, to pass on cultural history and folklore, and to keep traditions alive for generations). 	<p>Describe how the performance of songs and dances improves after practice and rehearsal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize that practice can be individual or with a group. <input type="checkbox"/> Describe how rehearsals help performers prepare for a performance. <input type="checkbox"/> Describe how an individual and a group can improve with practice. 	<p>Identify and discuss who composes and performs music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the differences between a composer and a performer. <input type="checkbox"/> Distinguish between professional and non-professional composers and performers.