

## Grade Level Objectives

### *Pre-K*

- Participation in all areas of singing;
- Appropriate movement to the music to imitate style;
- Moving to display an understanding of beat;
- Identifying simple repeated rhythm patterns;
- Understanding of Tempo – Fast, Slow
- Understanding of Volume – Loud, Soft
- Ability to perform left to right body movement

### *Grade 1*

- Participation in all areas of singing;
- Appropriate use of music instruments;
- Appropriate movement to the music to imitate style;
- Moving to display an understanding of beat;
- Identifying simple repeated rhythm patterns;
- Identifying tempo – Fast, Slow
- Identifying volume – Soft, Loud
- Ability to perform left to right body movement;
- Performing simple circle dances.

### *Grade 2*

- Participation in all areas of singing and demonstrate ability to sing on key;
- Distinguish between rhythm and beat;
- Perform a simple rhythm patterns given a beat;
- Read simple rhythm patterns;
- Follow and perform Solfege Hand signs;
- Perform more complicated circle dances – demonstrating an ability to follow directions;
- Identify melody lines as rising or falling.

### *Grade 3*

- Participation in all areas of singing and demonstrate ability to sing on key;
- Distinguish between rhythm and beat and perform underlying beat or rhythm patterns given a beat;
- Read simple rhythmic patterns;
- Sing and perform scale using Solfege Hand signs;

- Identify melody lines as rising or falling and perform melody lines on recorder and singing;
- Display the ability to imitate melody patterns on the recorder

#### *Grade 4*

- Participation in all areas of singing and demonstrate ability to sing on key;
- Sing in a round;
- Perform rhythmic patterns over a given beat;
- Identify all parts of the staff including notes on the scale;
- Identify the instruments of the orchestra;
- Create ostinatos given a simply rhyme;
- Identify major musical time periods.
- Follow a melodic line.

#### *Grades 5*

- Participation in all areas of singing and demonstrate ability to sing on key;
- Sing in simple parts;
- Create and perform rhythmic patterns over a given beat;
- Identify all parts of the staff including notes on the scale;
- Identify the instruments of the orchestra and distinguish between musical genres;
- Identify major musical time periods and which instruments were used during those periods;
- Follow a melodic line using a hand bell.

#### *Grade 6*

- Participation in all areas of singing and demonstrate ability to sing on key;
- Sing in simple parts;
- Create and perform rhythmic and melodic patterns;
- Notate simple rhythmic patterns;
- Identify all parts of the staff including notes on the scale;
- Notate the parts of the staff including notes on the scale;
- Identify the major musical time periods and what the major events, composers, and inventions of the time were in the United States;
- Follow a melodic line using a hand bell.

#### *Grade 7*

- Participation in all areas of singing and demonstrate ability to sing on key and in simple parts;
- Create and perform rhythmic and melodic patterns and identify form;
- Notate simple rhythmic patterns;
- Identify all parts of the staff including notes on the scale in treble and bass cleff;

- Identify the major musical time periods and what the major events, composers, and inventions of the time were in the world;
- Identify form in contemporary music;
- Follow a melodic line using a handbell.

*Grade 8*

- Participation in all areas of singing and demonstrate ability to sing on key and in simple parts;
- Create and perform rhythmic and melodic patterns and identify form;
- Notate simple rhythmic and melodic patterns;
- Identify all parts of the staff including notes on the scale in treble and bass cleff;
- Identify the major musical time periods and what the major events, composers, and inventions of the time were in the world.
- Identify form in contemporary music;
- Follow a handbell part.