

Knowledge and Skills Statement

| Knowledge and Skills Statement | Student Expectation | Breakout |
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(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures

(iii) Foundations: music literacy. The student



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| <p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p> | <p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p> | <p>(v) use known music symbols referring to tempo to identify musical sounds presented aurally</p> |
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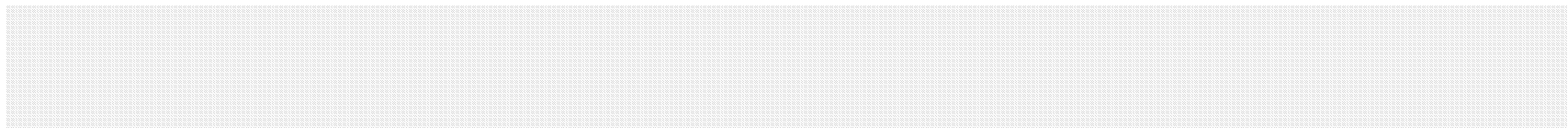
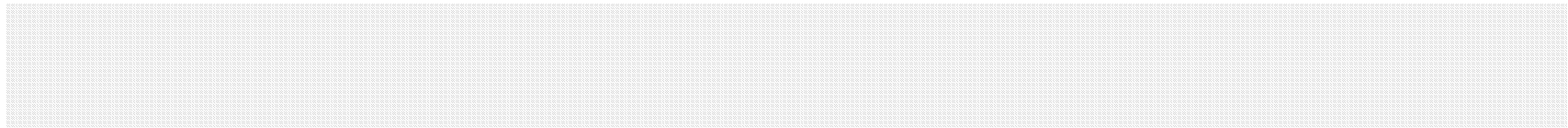
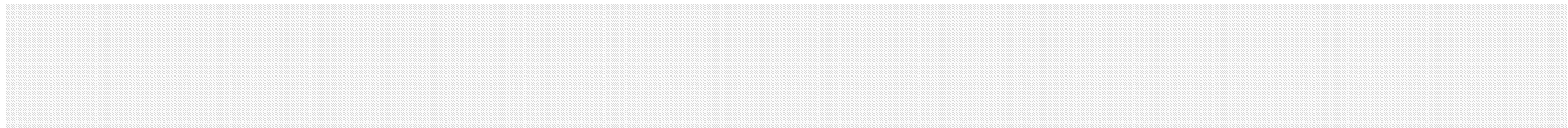
| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works | (i) identify small musical forms presented aurally in simple songs |
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(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works

(iv) identify large musical forms aurally in simple songs and larger works



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| <p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p> | <p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p> | <p>(iv) read rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate</p> |
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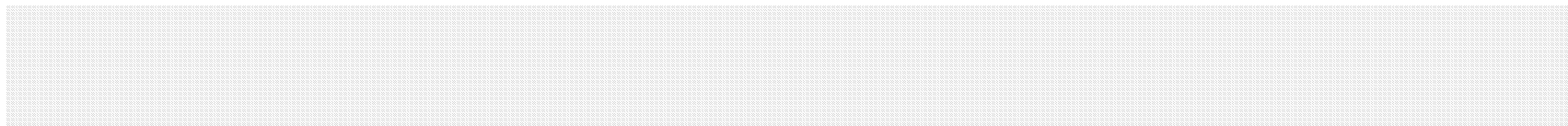
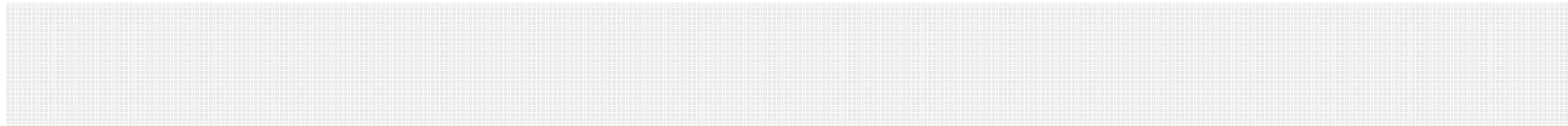
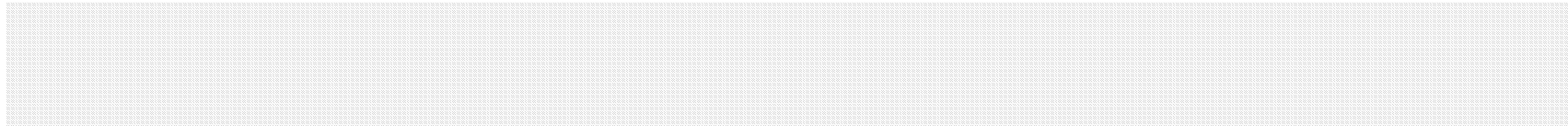
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(A) read, write, and reproduce rhythmic



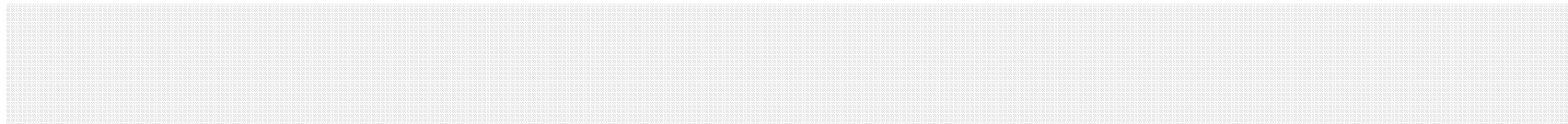
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| <p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p> | <p>(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p> | <p>(xi) identify previously learned music terms referring to dynamics, including mezzo piano</p> |
| <p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p> | <p>(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p> | <p>(xii) identify previously learned music terms referring to dynamics, including mezzo forte</p> |
| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups</p> | <p>(i) sing or play classroom instruments with accurate intonation independently or in groups</p> |

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(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups

(ii) sing or play classroom instruments with accurate rhythm independently or in groups

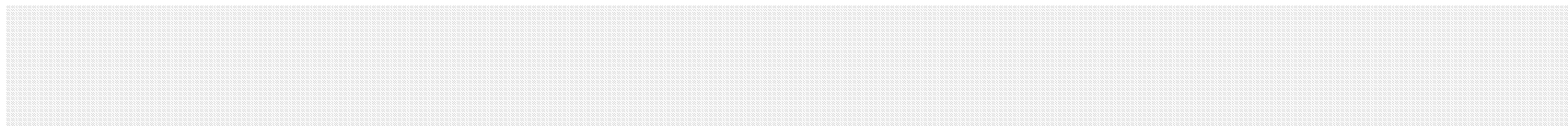


(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

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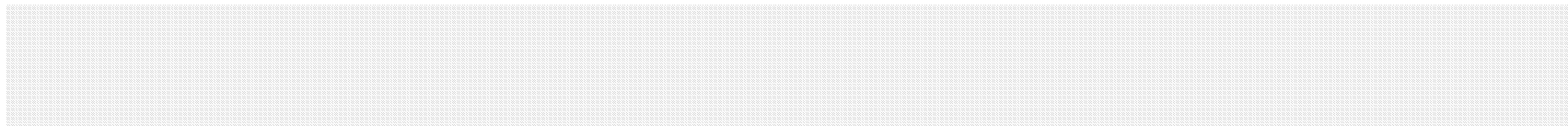
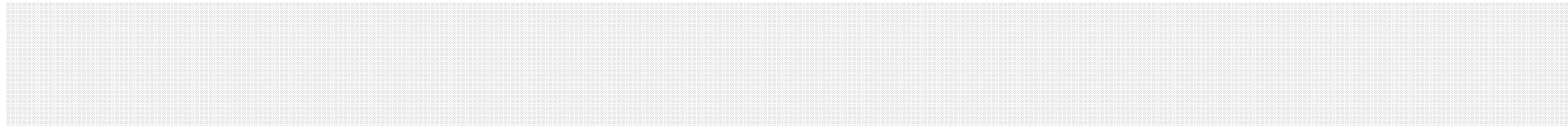


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(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together

(ii) move alone or with others to a varied repertoire of music using fine motor skills and integrated movement such as hands and feet moving together



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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p> | <p>(iv) move alone or with others to a varied repertoire of music using non-locomotor skills</p> |
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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p> | <p>(v) move alone or with others to a varied repertoire of music using integrated movement</p> |
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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire</p> | <p>(i) perform simple part work including rhythmic ostinati derived from known repertoire</p> |

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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p> | <p>(i) interpret through performance new music symbols referring to tempo</p> |

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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p> | <p>(viii) interpret through performance previously learned music symbols referring to dynamics, including mezzo piano</p> |
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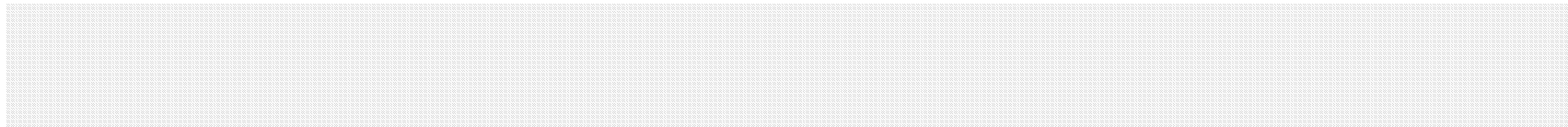
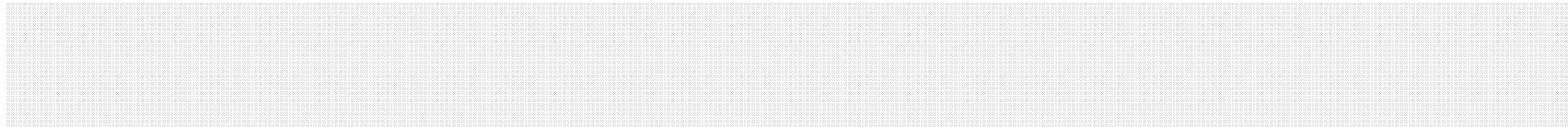
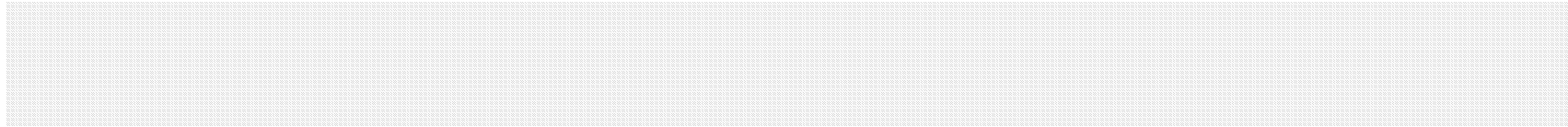
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| <p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p> | <p>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p> | <p>(xii) interpret through performance previously learned music terms referring to dynamics, including mezzo forte</p> |
| <p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p> | <p>(A) create rhythmic phrases through improvisation or composition</p> | <p>(i) create rhythmic phrases through improvisation or composition</p> |
| <p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p> | <p>(B) create melodic phrases through improvisation or composition</p> | <p>(i) create melodic phrases through improvisation or composition</p> |

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| (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: | (C) create simple accompaniments through improvisation or composition | (i) create simple accompaniments through improvisation or composition |
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| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures | (i) perform a varied repertoire of songs representative of American culture |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures | (ii) perform a varied repertoire of songs representative of local culture |
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| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures | (iii) perform a varied repertoire of movement representative of American culture |
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| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures | (iv) perform a varied repertoire of movement representative of local cultures |
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| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures | (v) perform a varied repertoire of musical games representative of American culture |
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(5) Historical and cultural relevance. The student



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| <p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p> | <p>(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary</p> | <p>(i) recognize known rhythmic elements in aural examples using appropriate vocabulary</p> |
| <p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p> | <p>(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary</p> | <p>(ii) recognize known melodic elements in aural examples using appropriate vocabulary</p> |
| <p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p> | <p>(C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary</p> | <p>(i) identify specific musical events in aural examples using appropriate vocabulary</p> |

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| (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: | (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary | (ii) describe a variety of formal or informal musical performances using specific music vocabulary |
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