

RHYTHM

(K)R.1 Explore steady pulse/beat.
(K)R.1.m Demonstrate steady pulse/beat using actions/movement.
(K)R.1.s Speak/sing steady pulse/beat using rhymes, poems, and songs.
(K)R.1.l Recognize steady pulse/beat found in listening examples.
(K)R.1.p Demonstrate steady pulse/beat playing unpitched instruments.
(K)R.1.r Read steady pulse/beat using devised/stick notation.
(K)R.1.c Create actions or body percussion to demonstrate steady pulse/beat.

(K)R.2 Explore duple meter (2/4, 4/4, 6/8).
(K)R.2.m Show duple meter using actions.
(K)R.2.s Speak/sing duple meter using rhymes, poems, and songs.
(K)R.2.l Recognize duple meter while listening to a musical example.
(K)R.2.p Demonstrate duple meter playing unpitched instruments.
(K)R.2.r Read devised notation in duple meter.
(K)R.2.c Create actions or body percussion to demonstrate duple meter.

(K)R.3 Explore rhythmic patterns using rhythmic values (quarter note, quarter rest, two eighth notes).
(K)R.3.m Echo rhythmic patterns and values using body percussion.
(K)R.3.s Explore rhythmic patterns and values to isolate a pattern in a familiar song.

(K)R.4 Explore movement games and organized dance using pulse, meter, and rhythm.
(K)R.4.m Explore movement games and organized dance.
(K)R.4.c Create movement patterns in movement games and organized dance.

MELODY

(K)M.1 Explore pitch matching and vocal tone production.
(K)M.1.s Explore the difference between speaking and singing voices.

(K)M.2 Sing songs with a limited range.
(K)M.2.s Sing bi-tonic and tri-tonic songs with teacher support.
(K)M.2.c Experiment/improvise two and three note melodies on Sol-Mi/Sol-Mi-La.

(K)M.3 Perform a varied song repertoire in relation to history and culture.
(K)M.3.s Sing songs from a variety of cultures, historical periods, and styles.

(K)M.4 Explore the relationship between the size of the sound source/instrument and its pitch.
(K)M.4.l Explore pitch of larger and smaller instruments in listening examples.
(K)M.4.p Discover pitch production of larger and smaller instruments.

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- (K)M.5 Explore high/low contrasts and melodic direction.**
(K)M.5.m Demonstrate high/low contrasts and melodic direction using movement.
(K)M.5.s Imitate high/low contrasts and upward and downward direction using vocal sounds.
(K)M.5.l Identify high/low contrasts and upward and downward melodic direction found in listening examples.
(K)M.5.p Explore familiar nursery rhymes or poems playing high/low contrasts and upward/ downward melodic direction on barred instruments.
(K)M.5.r Explore high/low contrasts and upward and downward melodic direction using visuals.

HARMONY

- (K)H.1 Explore major/minor tonality.**
(K)H.1.m Demonstrate the ability to hear tonality changes in major/minor using movement.
(K)H.1.s Sing a variety of songs in major/minor tonality.
(K)H.1.l Experience major/minor tonality found in listening examples.
(K)H.2 Experience a rhyme with a teacher accompanied ostinato.
(K)H.2.s Sing/speak a rhyme, poem, or song with teacher created ostinato accompaniment.
(K)H.5 Explore mallet technique.
(K)H.5.p Explore sounds using correct hand position on barred instruments.

FORM

- (K)F.1 Explore phrase and phrase relationships.**
(K)F.1.m Explore phrases using movement and props.
(K)F.1.s Explore phrase through poem, rhyme, or song.
(K)F.1.l Demonstrate phrase-length found in listening examples.
(K)F.1.r Discover phrases length in nursery rhymes using visuals.
(K)F.1.c Create dramatizations to illustrate phrases in a poem, rhyme, or song.
(K)F.2 Explore form: AB
(K)F.2.m Demonstrate the different AB sections using actions/movement.
(K)F.2.s Perform singing games in AB form.
(K)F.2.l Identify AB form found in listening examples.
(K)F.2.p Demonstrate contrasting AB form sections using unpitched instruments.
(K)F.2.r Symbolize AB form through visuals.
(K)F.2.c Create a song dramatization showing contrasting AB sections.

EXPRESSIVE QUALITIES

- (K)EQ.1 Incorporate creative movement and music to interpret stories, rhymes, and poetry.**
- (K)EQ.1.m Explore personal space using creative movement to interpret stories, rhymes, poems, and songs.
 - (K)EQ.1.s Perform a dramatization of a poem, story, or song.
- (K)EQ.2 Experience music styles of world cultures and historical periods.**
- (K)EQ.2.m Explore movement from varied cultures and historical periods.
 - (K)EQ.2.s Sing songs from different cultures, historical periods, and styles.
 - (K)EQ.2.l Listen to authentic examples of music from varied cultures, historical periods, and styles.
- (K)EQ.3 Participate in an ensemble while following a conductor.**
- (K)EQ.3.m Perform movement in an ensemble while following a conductor.
 - (K)EQ.3.s Sing in an ensemble while following a conductor.
 - (K)EQ.3.p Play in an ensemble while following a conductor.
- (K)EQ.4 Experience contrasts in tempo.**
- (K)EQ.4.m Match faster/slower tempos with movement.
 - (K)EQ.4.s Sing a song with text implying the use of tempo.
 - (K)EQ.4.l Explore a variety of tempos found in listening examples.
 - (K)EQ.4.c Explore a variety of tempos using nursery rhymes, poems and visuals.
- (K)EQ.5 Experience contrasts in dynamics.**
- (K)EQ.5.m Demonstrate dynamics using movement.
 - (K)EQ.5.s Discuss the relationship between loud and soft using song repertoire.
 - (K)EQ.5.l Identify dynamics found in listening examples.
 - (K)EQ.5.c Create dynamics using body percussion, rhymes, poems, and visuals.
- (K)EQ.6 Experience contrasts in timbre.**
- (K)EQ.6.m Explore timbre/timbre groupings with movement.
 - (K)EQ.6.s Discover vocal timbre using different tone qualities.
 - (K)EQ.6.l Explore timbre contrasts (vocal, instrument, and environmental) by using varied sound sources and the locations of its source.
 - (K)EQ.6.p Play unpitched percussion and classify by timbre.
 - (K)EQ.6.c Create simple accompaniments using varied vocal and unpitched percussion timbres.
- (K)EQ.7 Demonstrate unpitched percussion technique.**
- (K)EQ.7.p Play unpitched percussion with correct technique to accompany rhymes, poems, and songs.
- (K)EQ.10 Explore the role of music and dance in daily life.**
- (K)EQ.10.l Explore the uses of music and dance in daily life as a career (e.g. composer, performer, educator, dancer, actress, musician, conductor).

Clark County School District
Music K- Grade Level Expectations

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- (1)EQ.11 Explore connections between music and the other arts and disciplines.**
- (1)EQ.11.1 Explore the similarities in the principles, subject matter, and vocabulary of the other arts and disciplines and how they are connected with those in music.

Key

(K)R.1	CCSD Music Standard
(K)R.1.m	Grade Level Expectation
(K)	Grade Level
R	Element of Music (R= Rhythm, M= Melody, H= Harmony, F= Form, EQ= Expressive Qualities)
.1	Expectation (Concept, skill)
m	Learning Modes (m= moving, s= speaking/singing, l= listening, p= playing, r= reading/ notating, c= creating)