Elko County School District Elementary Music Curriculum

Revised 2005-2006

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Rationale for the Elementary Music Program

Music is a unique intelligence.
Music is an expression of unique thoughts and feelings.
Music is a manifestation of culture and heritage.
Music has an inherent value.
Music is a powerful and profound symbol system, which develops critical thinking skills.
Music encourages effort and self-discipline.
Music develops responsibility and cooperative effort.
Music opens an avenue of success for at risk students.
Music is learned more easily if students are offered a rich musical environment.
Music contributes to the development of language, mathematical, scientific skills, and overall achievement.
Music develops imagination and creativity.
Music develops positive self-concept, self-expression, self-discipline and social skills.
Music develops aesthetic awareness and expression.
Music develops psychomotor skills
Music benefits the individual community and mankind by:
- providing skills essential for living in today's society
- providing enjoyable life-long recreational opportunities
- providing career opportunities
- fostering community involvement by participating as a performer or listener
- promoting historical appreciation of our own and other cultural heritages
- communicating feelings that facilitate international understanding.

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MUSIC: Singing

Content Standard 1.0: *Students sing a varied repertoire of music alone and with others.*

Suggested guidelines for implementation of the content standards:

- Utilize the singing voice as distinct from the speaking voice.
- Sing in tune alone or with a group using a clear free tone.
- Show an awareness of beat, tempo, dynamics, pitch, and similar/different phrases through singing, movement, and playing classroom instruments.
- Experience singing, moving to music, and playing instruments alone and with others.
- Sing with appropriate musical expression.
- Begin to build a repertoire of songs to sing and play.
- Sing from memory a repertoire of folk and composed songs.
- Sing songs accurately and independently, reflecting an understanding of tonal and rhythmic elements.
- Participate in music through singing and playing instruments.
- Perform with other students in an ensemble while controlling the individual instrument or voice to achieve the desired group result.
- Create short melodic patterns on classroom instruments or by singing.
- Sing or play one part alone or in a small group while others sing or play contrasting parts.
- Create answers to unfinished melodic phrases by singing or playing on classroom instruments.
- Perform musically with an awareness of pitch, phrasing, tempo, and dynamics.
- Control the voice in order to produce the desired musical quality to communicate expressive intent.
- Produce a clear singing tone with careful enunciation.
- Follow and interpret conducting gestures.

K approaching benchmarks: 1.3.1, 1.3.4
1st grade approaching benchmarks: 1.3.1, 1.3.4
2nd grade approaches or meets benchmarks: 1.3.1, 1.3.3, 1.3.4
3rd grade meets or exceeds benchmarks: 1.3.1, 1.3.3, 1.3.4
4th grade approaching benchmarks: 1.5.1, 1.5.2, 1.5.3, 1.5.4
5th grade meets or exceeds benchmarks: 1.5.1, 1.5.2, 1.5.3, 1.5.4
6th grade approaches benchmarks: 1.8.1, 1.8.2, 1.8.4

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
1. 3.1 Sing a simple melody with accurate pitch.	1.5.1 Sing independently and expressively.	1.8.1 Sing with **technical accuracy** and good breath control throughout their singing ranges.	**Individual Singing Technique**
	1.5.2 Sing in an ensemble while following a conductor.	1.8.2 Sing a repertoire of vocal literature in small and large ensembles with **expression**, technical accuracy, and breath control.	**Choral Singing Technique**
1.3.3 Sing simple **ostinati** and two-part rounds such as *Row, Row, Row Your Boat.*	1.5.3 Sing **descants**, partner songs, and three-part rounds.	1.8.3 Sing choral literature written in two and three parts with and without accompaniment.	**Independent Part Singing**
1.3.4 Sing patriotic songs, folk songs, and multicultural selections.	1.5.4 Sing more complex patriotic songs, folk songs, and multicultural selections.	1.8.4 Sing music representing diverse **genres** and **styles** (e.g. Baroque, classical).	**Variety of Repertoire**

Descant – An additional melody sung above the main melody to create harmony.
Expression – With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.
Genres – A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, dixieland).
Ostinati - A short musical pattern repeated persistently throughout a composition.
Style – The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), medic (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).
Technical Accuracy – The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Performance Level Descriptors
Music
Grade 3

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing folk songs, patriotic songs, and multi-cultural selections using skips, steps, and leaps with correct pitch and mood using the head tone. • Sing simple ostinati on pitch consistently and in ensemble. • Maintain a part while singing a round in a small ensemble.
Meets Standard	• Sing folk songs, patriotic songs, and multi-cultural selections with correct pitch and mood using the head tone. • Sing simple ostinati on pitch**.** • Maintain a part while singing a round in an ensemble.
Approaches Standard	• Match pitch inconsistently. • Sing ostinati on pitch inconsistently. • Maintain a part while singing a round with assistance.

Performance Level Descriptors
Music
Grade 5

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing complex folk, patriotic, and multicultural songs independently and expressively with correct intervals, mood, and tempo while using the head voice. • Respond to conductor nuances. • Sing complex ostinati on pitch and in a small ensemble. • Maintain their own parts while singing descants, partner songs, and three-part rounds in a small ensemble.
Meets Standard	• Sing folk, patriotic, and multicultural songs demonstrating correct pitch, mood, and tempo while using the head voice • Respond to conductor cues. • Sing complex ostinati on pitch consistently. • Maintain their own parts while singing descants, partner songs, and three-part rounds in a large ensemble.
Approaches Standard	• Sing independently a phrase from a simple melody demonstrating correct pitch. • Respond to conductor cues inconsistently. • Sing simple ostinati on pitch inconsistently. • Maintain their own parts while singing descants, partner songs, and three-part rounds with assistance.

Performance Level Descriptors
Music
Grade 8

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing repertoire independently and with precision in expression, technical accuracy, good breath control, correct intonation, articulation, and rhythm throughout their singing ranges consistently. • Sing repertoire independently in small and large ensembles. • Sing two and three-part repertoire with and without accompaniment, maintaining their own parts, with expression, technical accuracy, and good breath control.
Meets Standard	• Sing with expression, technical accuracy, good breath control, correct intonation, articulation, and rhythm throughout their singing ranges, alone and with others. • Sing in small and large ensembles while following a conductor. • Sing repertoire in two and three parts, with and without accompaniment, maintaining their own parts.
Approaches Standard	• Sing with limited expression, breath control, and technical accuracy throughout their singing ranges alone and with others. • Sing in small and large ensembles with limited accuracy in intonation, diction/articulation, and rhythm while following a conductor. • Sing repertoire written in two and three parts, with accompaniment and teacher assistance, maintaining their own parts, with expression, technical accuracy, and breath control.

MUSIC: Playing Instruments

Content Standard 2.0: *Students perform a varied repertoire of music on instruments alone and with others.*

Suggested guidelines for implementation of the content standards:

- Echo rhythm patterns with body or classroom instruments.
- Show an awareness of beat, tempo, dynamics, pitch, and similar/different phrases through singing, movement, and playing classroom instruments.
- Explore sound patterns on classroom instruments.
- Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities.
- Recognize classroom instruments by sight and sound.
- Play simple pitch patterns on melodic instruments such as bells or recorders.
- Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities.
- Experience singing, moving to music, and playing instruments alone and with others.
- Follow and interpret conducting gestures.
- Begin and build a repertoire of songs to sing and play.
- Sing or play one part alone or in a small group while others sing or play contrasting parts.
- Perform with other students in an ensemble while controlling the individual instrument or voice to achieve the desired group result.
- Participate in music through singing and playing instruments.
- Create short melodic patterns on classroom instruments or by singing.
- Perform musically with an awareness of pitch, phrasing, tempo, and dynamics.
- Perform basic tonal patterns, rhythm patterns, simple songs, and choral accompaniments with classroom instruments.
- Perform simple ostinato accompaniments on classroom instruments.
- Perform rhythmic accompaniments for songs.
- Listen to and demonstrate an understanding of rhythm by responding physically or with the use of rhythm instruments.
- Improvise simple ostinato accompaniments on classroom instruments.
- Learn to play the recorder in fourth or fifth grade.

K approaching benchmarks: 2.3.1, 2.3.4
1st grade approaching benchmarks: 2.3.1, 2.3.4
2nd grade approaches or meets benchmarks: 2.3.1, 2.3.4
3rd grade meets or exceeds benchmarks: 2.3.1, 2.3.4
4th grade approaching benchmarks: 2.5.1, 2.5.4
5th grade meets or exceeds benchmarks: 2.5.1, 2.5.4
6th grade approaches benchmarks: 2.8.1, 2.8.2, 2.8.3, 2.8.4

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
2.3.1 Play **classroom instruments** using proper technique.	2.5.1 Play rhythmic, melodic, and chordal patterns.	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.	**Individual Playing Techniques**
		2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.	**Ensemble Playing Technique**
		2.8.3 Perform multiple-part ensemble literature.	**Independent Part Playing**
2.3.4 Accompany simple folk, traditional, and multicultural music.	2.5.4 Play or accompany folk, traditional, and multicultural music.	2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.	**Variety of Repertoire**

Classroom Instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, autoharps, mallet instruments, simple percussion instruments, *fretted instruments, and electronic instruments.

Performance Level Descriptors
Music
Grade 3

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Play independently a melodic or rhythmic pattern on classroom instruments with proper technique. • Accompany simple folk, traditional, and multicultural music using complex rhythmic and melodic patterns.
Meets Standard	• Play a melodic or rhythmic pattern on classroom instruments with proper technique. • Accompany simple folk, traditional, and multicultural music using accurate rhythmic and melodic patterns.
Approaches Standard	• Play melodic or rhythmic patterns on classroom instruments with inconsistent technique. • Accompany simple folk, traditional, and multicultural music using rhythmic and melodic patterns with assistance.

Performance Level Descriptors
Music
Grade 5

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Play melodic, rhythmic, and simple chordal patterns independently on classroom instruments with proper technique. • Echo a sixteen beat rhythmic and melodic pattern. • Play or accompany independently any folk, traditional, and multicultural music using accurate rhythm and melodic patterns.
Meets Standard	• Play a melodic, rhythmic, and chordal pattern on classroom instruments with proper technique. • Echo an eight beat rhythmic and melodic pattern. • Play or accompany folk, traditional, and multicultural music using accurate rhythm and melodic patterns.
Approaches Standard	• Play a melodic, rhythmic, or chordal pattern on classroom instruments with proper technique. • Echo an eight beat rhythmic and melodic pattern demonstrating the lack of ability to maintain a steady beat. • Play or accompany folk, traditional, and multicultural music using accurate rhythm and melodic patterns with assistance.

Performance Level Descriptors
Music
Grade 8

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 3 on a scale of 1 to 6 in small and large ensembles following conducting subtleties. • Perform complex mixed-meter literature making a smooth transition from one meter to another. • Perform various and complex genres with stylistic accuracy and exceptional expression.
Meets Standard	• Play with expression, technical accuracy, and appropriate ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles while following conductor. • Play mixed-meter repertoire, making a smooth transition from one meter to another. • Play diverse genres with stylistic accuracy and appropriate expression.
Approaches Standard	• Play with limited expression and technical accuracy and ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles with limited response to conductor. • Play mixed-meter repertoire, making a transition from one meter to another with hesitation. • Play diverse genres with limited stylistic accuracy and expression.

MUSIC: Improvisation

Content Standard 3.0*:* *Students improvise melodies, variations, and accompaniments.*

Suggested guidelines for implementation of the content standards:

- Create short pieces consisting of non-traditional sounds available in the classroom or with the body.
- Create answers to unfinished melodic phrases by singing or playing classroom instruments.
- Express ideas or moods using instruments and environmental or body sounds.
- Create short melodic patterns on classroom instruments or by singing.
- Listen to and demonstrate an understanding of rhythm by responding physically or with the use of rhythm instruments.
- Improvise simple ostinato accompaniments on classroom instruments.
- Create simple descants, introductions, and codas.

K approaching benchmarks: 3.3.1
1st grade approaching benchmarks: 3.3.1
2nd grade approaches or meets benchmarks: 3.3.1
3rd grade meets or exceeds benchmarks: 3.3.1
4th grade approaching benchmarks: 3.5.1, 3.5.3
5th grade meets or exceeds benchmarks: 3.5.1, 3.5.3
6th grade approaches benchmarks: 3.8.1, 3.8.3, 3.8.4

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in previous grades and:	Students **who elect to take an advanced music class at the middle school level** know and are able to do everything required in previous grades and:	
3.3.1 **Improvise** short melodic and rhythmic patterns.	3.5.1 Improvise melodic and rhythmic patterns within the context of a musical phrase.	3.8.1 Improvise simple melodies.	**Improvising Rhythms and Melodies**
		3.8.2 Improvise simple harmonies in a given key.	**Improvising Harmonies**
	3.5.3 Improvise introductions and **codas**, B sections, and changing parts of the **rondo**.	3.8.3 Improvise melodic and rhythmic embellishments on given **pentatonic** melodies.	**Improvising Variations**

Coda – An ending or conclusion of a piece.
Improvise – To compose, recite, or perform spontaneously.
Pentatonic – Five note melody using 1, 2, 3, 5, 6 scale design.
Rondo – A musical form which constantly returns to the A section and with contrasting alternating sections; Ex. ABACA

Performance Level Descriptors
Music
Grade 3

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise two rhythmic and melodic phrases while maintaining a steady beat.
Meets Standard	• Improvise a rhythmic and melodic phrase while maintaining a steady beat.
Approaches Standard	• Improvise an incomplete rhythmic and melodic phrase while maintaining a steady beat.

Performance Level Descriptors
Music
Grade 5

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise two rhythmic and melodic phrases (16 beats) using complex rhythms. • Improvise by playing, speaking or singing a specific section of music, such as introductions and codas, independent of the teacher.
Meets Standard	• Improvise two rhythmic and melodic phrases (16 beats) while maintaining a steady beat. • Improvise by playing, speaking or singing a specific section of music, such as introductions and codas.
Approaches Standard	• Improvise one rhythmic and melodic phrase (8 beats) while maintaining a steady beat. • Improvise by playing, speaking, or singing a specific section of music, such as introductions and codas, with assistance.

Performance Level Descriptors
Music
Grade 8

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise musical phrases in more than one key. • Improvise harmonies in more than one key. • Improvise complex melodic and rhythmic embellishments on given pentatonic melodies and melodies in major keys.
Meets Standard	• Improvise simple musical phrases in a given key. • Improvise simple harmonies in a given key. • Improvise melodic and rhythmic embellishments on given pentatonic melodies.
Approaches Standard	• Improvise simple musical phrases. • Improvise simple harmonies. • Improvise limited melodic and rhythmic embellishments on given pentatonic melodies.

MUSIC: Writing

Content Standard 4.0: *Students compose and arrange music within specified guidelines.*

Suggested guidelines for implementation of the content standards:

- Utilize pictures, geometric shapes, and other symbols to represent pitch and durational patterns.
- Create short pieces consisting of non-traditional sounds available in the classroom or with the body.
- Create short melodic patterns on classroom instruments or by singing.
- Employ a system of counting rhythm.
- Create simple descants, introductions, and codas.
- Use hand motions and other body movements or graphic designs to indicate how portions of a musical work sound.

K approaching benchmarks: 4.3.1, 4.3.2
1st grade approaching benchmarks: 4.3.1, 4.3.2, 4.3.3
2nd grade approaches or meets benchmarks: 4.3.1, 4.3.2, 4.3.3
3rd grade meets or exceeds benchmarks: 4.3.1, 4.3.2, 4.3.3
4th grade approaching benchmarks: 4.5.1, 4.5.2, 4.5.3
5th grade meets or exceeds benchmarks: 4.5.1, 4.5.2, 4.5.3
6th grade approaches benchmarks: 4.8.2

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the middle school level** know and are able to do everything required in earlier grades and:	
4.3.1 Create music to interpret stories, rhymes, and poetry.	4.5.1 Create music to interpret readings or dramatizations.		**Creating**
4.3.2 Create short songs and instrumental pieces.	4.5.2 Create and perform songs and instrumental pieces.	4.8.2 **Compose** short pieces using the **elements of music**.	**Composing**
4.3.3 Organize pieces using a variety of **sound sources**.	4.5.3 Organize and perform pieces using a variety of sound sources.	4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.	**Arranging**

Compose – To create literary or musical pieces that are original.
Elements of Music - Pitch, rhythm, harmony, dynamics, timbre, texture, and form
Sound source – Traditional or non-traditional sounds available in the classroom, body percussion sounds, and sounds produced by electronic means.

Performance Level Descriptors
Music
Grade 3

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Organize sounds into musical interpretations of stories, rhymes, and poetry in small groups. • Create in small groups a two-phrase song/instrumental piece with a beginning, middle, and end using a pentatonic scale. • Organize simple pieces using a variety of sound sources in a small group.
Meets Standard	• Organize sounds into musical interpretations of stories, rhymes, and poetry in large groups. • Create, with teacher assistance, a two-phrase song/instrumental piece with a beginning, middle, and end using a pentatonic scale. • Organize simple pieces using a variety of sound sources.
Approaches Standard	• Create sound effects to stories, rhymes, and poetry in large groups. • Create, with teacher assistance, a song/instrumental piece without form. • Organize simple pieces using limited sound sources.

Performance Level Descriptors
Music
Grade 5

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a small group. • Create and perform independently songs/instrumental pieces in a specific form (AB, ABA, and rondo) using a variety of sound sources.
Meets Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a large group. • Create and perform with assistance songs/instrumental pieces in a specific form (AB, ABA and rondo), using a variety of sound sources.
Approaches Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a large group with assistance. • Do not use a specified form when creating and performing a song or instrumental piece.

Performance Level Descriptors
Music
Grade 8

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Compose short pieces independently or in groups demonstrating the use of the elements of music. • Arrange pieces using correct transpositions and appropriate vocal/instrumental ranges.
Meets Standard	• Compose short pieces in groups using the elements of music. • Arrange simple pieces for voices/instruments.
Approaches Standard	• Compose short pieces using some of the elements of music with teacher assistance and in groups. • Arrange simple pieces for voices/instruments with some incorrect transpositions.

MUSIC: Reading

Content Standard 5.0: *Students read and notate music.*

Suggested guidelines for implementation of the content standards:

- Utilize pictures, geometric shapes, and other symbols to represent pitch and durational patterns.
- Employ a system of counting rhythm.
- Interpret the basic notational symbols for rhythm patterns including quarter, eighth, half, and sixteenth notes and rests by engaging in appropriate movements such as clapping, walking, playing, and chanting.
- Recognize tonal and rhythm patterns and musical forms.
- Use a systematic approach to music reading.

K approaching benchmarks: 5.3.1
1st grade approaching benchmarks: 5.3.1, 5.3.2, 5.3.5
2nd grade approaches or meets benchmarks: 5.3.1, 5.3.2, 5.3.5
3rd grade meets or exceeds benchmarks: 5.3.1, 5.3.2, 5.3.3, 5.3.5
4th grade approaching benchmarks: 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5
5th grade meets or exceeds benchmarks: 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5
6th grade approaches benchmarks: 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
5.3.1 Read quarter notes, quarter rests and eighth notes in duple **meter**.	5.5.1 Read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter.	5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and **alla breve** meter signatures.	**Rhythmic Reading**
5.3.2 Read melodic patterns using **solfege**, numbers and/or letters.	5.5.2 Read melodic patterns in the treble clef using solfege, numbers and/or letters.	5.8.2 Read simple melodies in the student's **appropriate clef**.	**Melodic Reading**
5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines).	5.5.3 Use complex music symbols (e.g. **dynamics**, **tempo**).	5.8.3 Apply music symbols to the repertoire.	**Musical Symbols**
	5.5.4 **Sight read** rhythmic and melodic patterns.	5.8.4 Sight read in unison with technical accuracy and expression.	**Sight Reading**
5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	5.5.5 Notate simple rhythm and melody using standard symbols.	5.8.5 Notate simple musical phrases using standard symbols.	**Notating**

Alla Breve is the meter signature indicating the equivalent of 2/2 time
Appropriate Clef – Specified use of clef (e.g. treble clef, tenor clef, alto clef, bass clef, etc.)
Dynamics – Degree of soft and loud.
Meter – The groupings in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.
Sight read – The ability to read and perform music at first sight, without preparation.
Solfege – A series of syllables indicating pitches, often accompanied by hand signals, used to indicate melodic placement within a scale. Ex: do, re, mi, fa, sol, la, ti, do.
Tempo – Degree of slow and fast.

Performance Level Descriptors
Music
Grade 3

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read quarter notes, quarter rests and eighth notes independently and perform through speaking, body percussion, and instruments. • Create and read simple pentatonic patterns using solfege, numbers, and/or letters. • Add music symbols to written notation. • Notate and play a simple oral rhythmic pattern. • Notate and play a simple oral melodic pattern.
Meets Standard	• Read quarter notes, quarter rests, and eighth notes and perform through speaking, body percussion, and unpitched instruments. • Sing/play simple pentatonic patterns using solfege, numbers and/or letters. • Utilize music symbols (e.g. fermata, repeat signs, and double bar lines). • Notate a simple oral rhythmic pattern. • Notate a simple oral melodic pattern.
Approaches Standard	• Read quarter notes, quarter rests, and eighth notes through speaking and body percussion with assistance, • Sing/play simple pentatonic patterns inconsistently. • Identify music symbols such as fermata, repeat signs, and double bar lines. • Notate a simple oral rhythmic pattern with errors. • Notate a simple oral melodic pattern with errors.

Performance Level Descriptors
Music
Grade 5

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read and play whole, half, dotted half, quarter, and eighth notes and rests, and sixteenth notes on classroom instruments. • Create and read melodic patterns in the treble clef. • Add music symbols to written notation. • Sight read rhythmic phrases and pentatonic/diatonic melodic phrases. • Notate an eight-beat complex rhythm pattern in standard notation. • Notate an eight-beat complex melodic pattern in standard notation.
Meets Standard	• Demonstrate knowledge of whole, half, dotted half, quarter, and eighth notes and rests through speaking and body percussion. • Read melodic patterns in the treble clef with solfege, letters and/or numbers. • Define and use musical symbols such as dynamics and tempo. • Sight read a rhythmic and pentatonic pattern. • Notate an eight-beat rhythm pattern in standard notation. • Notate an eight-beat melodic pattern in standard notation.
Approaches Standard	• Read inconsistently whole, half, dotted half, quarter, and eighth notes and rests through speaking and body percussion. • Read melodic patterns in treble clef with solfege, letters and/or numbers inconsistently. • Identify music symbols such as dynamics and tempo. • Sight read a rhythmic pattern **or** a pentatonic melodic pattern. • Notate an eight-beat rhythm pattern in standard notation with errors. • Notate an eight-beat melodic pattern in standard notation with errors.

Performance Level Descriptors
Music
Grade 8

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meters while singing or playing an instrument in parts. • Read complex melodies in given major and minor keys in students' appropriate clefs. • Apply standard musical symbols within the context of the repertoire with a level of difficulty of 3 on a scale of 1 to 6. • Sight read, with technical accuracy and expression, music with a level of difficulty of 2 on a scale of 1 to 6. • Use standard notation to record complex musical ideas.
Meets Standard	• Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meters through speaking/body percussion in two and three parts. • Read simple melodies in students' appropriate clefs. • Apply standard musical symbols within the context of the repertoire with a level of difficulty of 2 on a scale of 1 to 6. • Sight read, with technical accuracy and expression, music with a level of difficulty of 1 on a scale of 1 to 6. • Use standard notation to record simple musical ideas.
Approaches Standard	• Read inconsistently whole, half, quarter, eighth, and sixteenth notes and rests in various meters through speaking/body percussion in two and three parts. • Read simple melodies in students' clefs inconsistently. • Apply some standard musical symbols within the context of repertoire with a level of difficulty of 2 or less on a scale of 1 to 6. • Sight read, with errors, music with a level of difficulty of 1 on a scale of 1 to 6. • Use standard notation with limited accuracy to record simple musical ideas.

MUSIC: Listening

Content Standard 6.0: *Students listen to, analyze, and describe music.*

Suggested guidelines for implementation of the content standards:

- Recognize tonal and rhythm patterns and musical forms.
- Describe with movement or language similarities and differences in music such as loud/soft, fast/slow, up/down/same, smooth/jumpy, short/long, and similar/contrasting.
- Use a simple vocabulary of musical terms to describe sounds.
- Listen attentively to short musical selections from various styles and countries.
- Recognize aurally the differences between long/short, repeated/contrasting phrases, slow/fast tempos, and other contrasting sound patterns.
- Identify the patterns of simple form.
- Recognize aurally timbre of basic wind, string, and percussion instruments.
- Describe in simple terms the stylistic characteristics of a variety of singing or listening selections.
- Listen to and demonstrate an understanding of rhythm by responding physically or with the use of rhythm instruments.
- Correctly identify simple pitch and rhythm patterns presented aurally.
- Identify tempo by listening.
- Listen attentively to a basic repertoire of standard orchestral and vocal compositions.
- Identify orchestral instruments and classifications of voices by listening.
- Identity dynamic levels by listening.
- Identify various types of music by listening.
- Indicate aural recognition of high and low pitches by making directional hand movements that follow the pitch of a melodic line.
- Listen to/identify compositions that represent various composers *(ex.: Beethoven, Bach, Mozart)*, historical periods *(ex.: Baroque, Romantic, Classical)* and cultures *(ex.: Native American, gypsy, folk music from around the world)*.

K approaching benchmarks: 6.3.1
1st grade approaching benchmarks: 6.3.1
2nd grade approaches or meets benchmarks: 6.3.1
3rd grade meets or exceeds benchmarks: 6.3.1
4th grade approaching benchmarks: 6.5.1
5th grade meets or exceeds benchmarks: 6.5.1
6th grade approaches benchmarks: 6.8.1, 6.8.2

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
6.3.1 Identify simple elements of music.	6.5.1 Compare and contrast simple elements of music when presented aurally.	6.8.1 Apply knowledge of the elements of music in aural examples.	**Analysis of Elements of Music and Performance**
		6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.	**Analysis Within Cultural and Historical Context**

Performance Level Descriptors
Music
Grade 3

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Compare rhythmic and melodic patterns within two musical pieces. • Compare forms used within two musical pieces. • Identify the voices among children's, male and female voices when two are presented together. • Identify in a musical example unpitched instruments by name and by family.
Meets Standard	• Identify repeated rhythmic and melodic patterns within a musical piece. • Identify and describe a simple musical form. • Identify the difference in vocal timbres among children's, male and female voices when presented separately. • Identify unpitched instruments in a musical example.
Approaches Standard	• Identify repeated rhythmic and melodic patterns within a musical piece with assistance. • Identify a simple musical form with assistance. • Identify two out of three voices when presented separately. • Identify unpitched percussion instruments with errors.

Performance Level Descriptors
Music
Grade 5

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Identify and compare groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form. • Describe musical examples using appropriate musical terminology and compare that to a second example. • Identify individual instruments within an instrument family.
Meets Standard	• Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form. • Describe musical examples using appropriate musical terminology such as tempo, dynamics, and mood. • Identify families of instruments.
Approaches Standard	• Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form with assistance. • Describe musical examples using musical terminology with assistance. • Identify some of the families of instruments.

Performance Level Descriptors
Music
Grade 8

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Apply knowledge of rhythm, melody and musical forms to complex aural examples using appropriate terminology. • Compare and contrast the uses of the elements of music in aural examples representing diverse genres and cultures.
Meets Standard	• Apply knowledge of rhythm, melody and musical forms to aural examples using appropriate terminology. • Describe the uses of the elements of music in aural examples representing diverse genres and cultures.
Approaches Standard	• Apply limited knowledge of rhythm, melody and musical forms to aural examples using some appropriate terminology. • Demonstrate limited ability to describe the uses of the elements of music in aural examples representing diverse genres and cultures.

MUSIC: Evaluation

Content Standard 7.0*:* *Students evaluate music and music performances.*

Suggested guidelines for implementation of the content standards:

- Describe with movement or language similarities and differences in music such as loud/soft, fast/slow, up/down/same, smooth/jumpy, short/long, and similar/contrasting.
- Describe in simple terms the stylistic characteristics of a variety of singing or listening selections.
- Use a simple vocabulary of musical terms to describe sounds.
- Use musical terms and concepts to express thoughts about music.
- Use correct terminology to discuss the characteristics of a work including melody, rhythm, meter, key, form, expressive qualities, and style.
- Critique individual and group performances.
- Discuss the qualities of a work or performance.

K approaching benchmarks: 7.3.1, 7.3.2
1st grade approaching benchmarks: 7.3.1, 7.3.2
2nd grade approaches or meets benchmarks: 7.3.1, 7.3.2
3rd grade meets or exceeds benchmarks: 7.3.1, 7.3.2
4th grade approaching benchmarks: 7.5.1, 7.5.2
5th grade meets or exceeds benchmarks: 7.5.1, 7.5.2
6th grade approaches benchmarks: 7.8.1, 7.8.2

By the end of **Grade 3 s**tudents know and are able to:	By the end of **Grade 5** students know and are able to do everything required in previous grades and	**S**tudents **who elect to take a music class at the middle school level** know and are able to do everything required in previous grades and	
7.3.1 Use **criteria** to evaluate performances and compositions.	7.5.1 Construct criteria using standard music vocabulary.	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	**Developing Musical Criteria**
7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g. loud/soft; high/low).	7.5.2 Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g. **crescendo/decrescendo**; rondo **form**).	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.	**Applying Musical Criteria**

Crescendo/decrescendo – gradually getting louder/gradually getting softer.
Criteria – a musical characteristic or standard on which a judgment is based.
Form – The overall structural organization of a musical composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of musical events within the overall structure.

Performance Level Descriptors
Music
Grade 3

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Construct criteria to evaluate performances and compositions. • Verbalize responses to evaluate performances and compositions using complex musical terminology.
Meets Standard	• Use provided criteria to evaluate performances and compositions. • Verbalize responses to evaluate performances and compositions using their own words.
Approaches Standard	• Use provided criteria to evaluate performances and compositions with assistance. • Verbalize minimal responses to evaluate performances or compositions using their own words.

Performance Level Descriptors
Music
Grade 5

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Construct criteria using musical terms for evaluating a performance or composition independently. • Verbalize insightful responses to evaluate performances and compositions using standard musical vocabulary.
Meets Standard	• Construct criteria for evaluating musical performances and compositions. • Verbalize responses to evaluate performances and compositions using standard musical vocabulary.
Approaches Standard	• Construct criteria for evaluating musical performances and compositions with assistance. • Verbalize responses to evaluate performances and compositions using nonstandard musical vocabulary.

Performance Level Descriptors
Music
Grade 8

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Develop numerous and detailed musical criteria for evaluating the quality and effectiveness of performances and compositions. • Evaluate the quality of their own and others' performances and compositions and offer in-depth justification.
Meets Standard	• Develop musical criteria for evaluating the quality and effectiveness of performances and compositions. • Evaluate the quality of their own and others' performances and compositions and offer justification.
Approaches Standard	• Develop musical criteria for evaluating the quality and effectiveness of performances and compositions with teacher assistance. • Evaluate the quality or performances and compositions with limited justification.

MUSIC: Application to Life

Content Standard 8.0: *Students demonstrate relationships between music, the other arts, and disciplines outside the arts.*

Suggested guidelines for implementation of the content standards:

- Compare concepts common to music and other disciplines outside the arts.
- Identify themes found in music and other art forms.
- Demonstrate an awareness of music as part of everyday life.

K approaching benchmarks:
1st grade approaching benchmarks:
2nd grade approaches or meets benchmarks:
3rd grade meets or exceeds benchmarks:
4th grade approaching benchmarks:
5th grade meets or exceeds benchmarks:
6th grade approaches benchmarks: 8.8.1, 8.8.2

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
		8.8.1 Compare how the characteristics appropriate to each **art form** can be used to describe similar themes (e.g. motion, inspiration).	**Commonalities Among the Arts**
		8.8.2 Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g. the Underground Railroad and the use of spirituals for coded escape messages).	**Commonalities Between the Arts and Other Disciplines**

Art forms – dance, drama, visual arts, music

Performance Level Descriptors
Music
Grade 8

Content Standard 8.0: Students demonstrate relationships between music, the other arts, and disciplines outside the arts.	
Exceeds Standard	• Compare in detail similar themes found in music and other art forms. • Compare concepts and terms common to music and other disciplines outside the arts.
Meets Standard	• Compare similar themes found in music and other art forms. • Compare concepts common to music and other disciplines outside the arts.
Approaches Standard	• Compare similar themes found in music and other art forms with teacher assistance and/or in groups. • Compare concepts common to music and other disciplines outside the arts with teacher assistance and/or in groups.

MUSIC: Cultural and Historical Connections

Content Standard 9.0: *Students demonstrate knowledge of the historical periods and cultural diversity of music.*

Suggested guidelines for implementation of the content standards:

- Listen attentively to short musical selections from various styles and countries.
- Identify music written by significant composers throughout various historical time periods representing various countries *(ex.: Bach, Beethoven, Sousa, Stravinsky, Copland)*.
- Identify various types of music by listening.
- Demonstrate an awareness of music as part of everyday life.
- Show respect for cultural music and musicians.
- Sing from memory a repertoire of folk and composed songs.
- Show respect while singing patriotic songs.
- Recognize and perform the music of several cultures.

K approaching benchmarks: 9.3.1, 9.3.2

1st grade approaching benchmarks: 9.3.1, 9.3.2
2nd grade approaches or meets benchmarks: 9.3.1, 9.3.2
3rd grade meets or exceeds benchmarks: 9.3.1, 9.3.2
4th grade approaching benchmarks: 9.5.1, 9.5.2
5th grade meets or exceeds benchmarks: 9.5.1, 9.5.2
6th grade approaches benchmarks: 9.8.1, 9.8.2

By the end of **Grade 3** students know and are able to:	By the end of **Grade** 5 students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
9.3.1 Identify several styles of music from various cultures.	9.5.1 Identify by style aural examples from various historical periods, American musical history, and world cultures.	9.8.1 Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.	**Cultural and Historical Context**

Performance Level Descriptors
Music
Grade 3

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Identify and describe various styles of music from diverse cultures. • Relate a musical setting to the mood of the occasion.
Meets Standard	• Identify various styles of music from diverse cultures. • Identify that various styles of music are used for different settings.
Approaches Standard	• Identify various styles of music from diverse cultures with assistance. • Match the style and setting of the music inappropriately.

Performance Level Descriptors
Music
Grade 5

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Name and identify specific characteristics of music from various historical periods and world cultures. • Identify three roles of musicians and offer 4 or more examples.
Meets Standard	• Connect music with various historical periods and world cultures. • Identify roles of musicians and offer an example for each.
Approaches Standard	• Identify music from various historical periods/cultures with assistance. • Identify roles of musicians but are unable to give examples.

Performance Level Descriptors
Music
Grade 8

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Compare and contrast distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.
Meets Standard	• Discuss distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Discuss the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.
Approaches Standard	• Describe a limited number of distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Demonstrate limited knowledge of the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.

MUSIC: Cross-curricular

Content Standard 10.0: *Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.*

Suggested guidelines for implementation of the content standards:

- Describe with movement or language similarities and differences in music such as loud/soft, fast/slow, up/down/same, smooth/jumpy, short/long, and similar/contrasting.
- Interpret the basic notational symbols for rhythm patterns including quarter, eighth, half, and sixteenth notes and rests by engaging in appropriate movements such as clapping, walking, playing, and chanting.
- Use hand motions and other body movements or graphic designs to indicate how portions of a musical work sound.
- Listen to and demonstrate an understanding of rhythm by responding physically or with the use of rhythm instruments.
- Respond to the beat in music by clapping, walking, dancing, or skipping.
- Indicate aural recognition of high and low pitches by making directional hand movements that follow the pitch of a melodic line.
- Experience singing, moving to music, and playing instruments alone and with others.
- Dramatize songs and stories.

K approaching benchmarks: 10.3.1
1st grade approaching benchmarks: 10.3.1
2nd grade approaches or meets benchmarks: 10.3.1
3rd grade meets or exceeds benchmarks: 10.3.1
4th grade approaching benchmarks: 10.5.1
5th grade meets or exceeds benchmarks: 10.5.1
6th grade exceeds benchmarks: 10.5.1

By the end of **Grade 3** students know and are able to:	By the end of **Grade** 5 students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	
10.3.1 Using Grade 3 standards adopted for **Physical Education, Content Standard 3.0**, demonstrate an understanding of the standards.	10.5.1 Using Grade 5 standards adopted for **Physical Education, Content Standard 3.0**, demonstrate an understanding of the standards.		**Dance/ Movement (See Physical Education Content Standard 3.0)**

PHYSICAL EDUCATION

Content Standard 3.0: Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication. (Benchmarks on following page taken from Nevada State Physical Education Content and Performance Standards)

STRAND	Grade 2	Grade 3	Grade 5
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:
Elements of movement(1)	3.2.1A Create shapes at high, medium, and low levels in a movement sequence. 3.2.1B Demonstrate locomotor movements in varying directions (i.e. forward, backward, sideways), and pathways (i.e. straight, curved). 3.2.1C Demonstrate qualities of movement (i.e. heavy/light, strong/weak, tight/loose).	3.3.1A Create shapes at high, medium, and low levels in a movement sequence with a partner. 3.3.1B Demonstrate locomotor movements in varying directions and pathways with a partner. 3.3.1C Demonstrate qualities of movement with a partner.	3.5.1A Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways. 3.5.1B Clearly demonstrate a range of qualities of movement (i.e. bound/free percussive/sustained) 3.5.1C Observe and identify the action (i.e. skip, gallop) and movement elements (i.e. direction, level) of brief movement sequences.
Choreography(2)	3.2.2A Create a movement sequence with a beginning, middle, and end with or without a prop (i.e. lummi sticks, streamers). 3.2.2B Demonstrate relationship qualities (i.e. near/far, over/under, next to)	3.3.2A Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e. lummi sticks, streamers). 3.3.2B Demonstrate partner skills (i.e. copying, leading, following, and/or mirroring).	3.5.2A Create and perform an identifiable beginning middle, and end of a movement sequence both with and without rhythmic accompaniment. 3.5.2Bb Apply partner skills while creating a movement sequence. 3.5.2C Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement. 3.5.2D Recognize the elements of movement (i.e. shape, level, and pathways) found in dance, sports, and everyday actions.
Communication(3)	3.2.3 Discuss and demonstrate how movement in dance is used to communicate.	3.3.3A Express emotions through movement (i.e. happy, sad, angry). 3.3.3B Observe and discuss how dance differs from and/or is the same as sports and everyday actions.	3.5.3A Create a movement sequence to express an idea/concept. 3.5.3B Discuss interpretations and reactions to a movement sequence.
Rhythmic movement(4)	3.2.4A Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e. lummi sticks, jump ropes, and streamers).	3.3.4A Perform various movements to a steady beat with or without a prop with a partner. 3.3.4B Move to a steady beat at various tempos.	3.5.4A Create and perform various movements to a steady beat with or without a prop (i.e. tinkling poles) within a group. 3.5.4B Move to a musical beat and respond to changes in tempo (i.e. use a hand drum, recorder, segments of music of various tempos).
Organized(5) Dance	4.2.5 Perform simple folk and/or social (i.e. bunny hop, line dance, contemporary) dances.	3.3.5 Perform folk, and/or social dances from various cultures.	3.5.5a Perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts.

Physical Education Performance Level Descriptors
Grade 2

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	• Create and perform various shapes at high, medium, and low levels in a sequence. • Spontaneously demonstrate a variety of locomotor movements in varying directions and pathways in a movement sequence. • Combine the element of force with a variety of elements of movement. • Create and perform a variety of movement sequences with a beginning, middle, and end (with and without a prop.) • Combine relationship qualities with other elements of movement. • Independently communicate with peers through dance. • Consistently perform and demonstrate a variety of locomotor and nonlocomotor movements to a steady beat with or without a prop. • Perform a variety of folk and social dances.
MEETS STANDARD	• Create shapes at high, medium, and low levels in a movement sequence. • Demonstrate locomotor movements in varying directions and pathways. • Demonstrate qualities of movement. • Create a movement sequence with a beginning, middle, and end (with or without a prop). • Demonstrate a relationship quality. • Discuss and demonstrate how dance is used to communicate. • Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop with few errors. • Perform simple folk and/or social dances.
APPROACHES STANDARD	• Create, with teacher assistance, some shapes at high, medium and low levels in a simple sequence. • Can demonstrate locomotor movements, but has difficulty utilizing changes in direction and pathway. • Can identify, but not demonstrate the qualities of force. • Create a movement sequence with a beginning, middle, and end (with or without a prop) with teacher assistance. • Can identify but not demonstrate relationship qualities. • Can identify but not demonstrate how dance is used to communicate. • Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop only with teacher assistance • Limited success in performing simple folk or social dances.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	• Accurately demonstrates and performs a variety of shapes at high, medium, and low levels in a movement sequence with a partner. • Create and perform a variety of locomotor movements utilizing changes in direction and pathway with a partner. • Demonstrate, with a partner, an accurate understanding of the various qualities of movement and can apply them in movement. • Create and perform a variety of movement sequences with a beginning, middle, and end with a partner (with or without a prop.) • Accurately demonstrate partner skills with multiple partners. • Able to express a variety of emotions through dance. • Demonstrates and explains how dance differs and is the same as every day actions. • Accurately creates and performs various movements to a steady beat (with or without a prop.) with a partner. • Consistently move to a steady beat at various tempos with a partner. • Perform and evaluate a variety of folk, and/or social dances from various cultures identifying historical background.
MEETS STANDARD	• Create shapes at high, medium, and low levels in a movement sequence with a partner with few errors. • Demonstrate locomotor movements in varying directions and pathways with a partner. • Demonstrate the qualities of movement with a partner. • Create a movement sequence with a beginning, middle, and end with a partner (with or without a prop.) • Demonstrate partner skills. • Express emotion through movement. • Observe and discuss how dance differs from and/or is the same as sports and everyday actions. • Perform various movements to a steady beat (with or without a prop) with a partner. • Move to a steady beat at various tempos. • Perform folk and/or social dances from various cultures.
APPROACHES STANDARD	• Create shapes at high, medium, and low levels in a movement sequence with a partner but need visual and verbal cues from the teacher. • Demonstrate locomotor movements in varying directions and pathways with a partner utilizing visual and verbal cues from the teacher. • Demonstrate the qualities of movement with a partner only with teacher assistance. • Demonstrate a movement sequence with a beginning, middle, and end with a partner showing some consistency and utilizing teacher assistance. • Limited ability to demonstrate partner skills • Can identify a single solution to a given movement problem. • Express facial emotion through movement. • Identify how dance and sport actions are the same but are unable to cite differences. • Perform limited movements, with a partner, to a steady beat (with or without a prop) at various tempos with few errors. • Move to a steady beat at various tempos with peer or teacher assistance. • Perform, with few errors, a folk and/or social dance.

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	• Perform and evaluate, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. • Perform with ease a wide range of qualities of movement. • Demonstrate a variety of movement elements in a detailed movement sequence. • Create and perform a lengthy movement sequence with an identifiable beginning, middle, and end both with and without rhythmic accompaniment. • Create and perform a movement sequence applying a variety of partner skills. • Create a lengthy dance movement, accurately repeat it, and then vary it, making changes in time, space, and qualities of movement. • Identify and explain the elements of movement found in dance, sports, and everyday actions. • Create movement sequence to convey a variety of ideas/concepts. • Discuss detailed interpretations and reactions to a movement sequence. • Create and perform detailed and multiple movements within a group setting to a steady beat with or without a prop. • Skillfully move to a musical beat with many changes in tempo. • Consistently perform a variety of technically complex folk and/or social dances from various cultures. • Identify the cultural and historical context.
MEETS STANDARD	• Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. • Clearly demonstrate a range of qualities of movement. • Observe and identify the action and movement elements of brief movement sequences. • Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment. • Apply one partner skill while creating a movement sequence. • Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement. • Recognize the elements of movement found in dance, sports, and everyday actions. • Create a movement sequence to express an idea/concept. • Discuss interpretations and reactions to a movement sequence. • Create and perform various movements to a steady beat with or without a prop within a group. • Move to a musical beat and responds to changes in tempo. • Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.

APPROACHES STANDARD	• Create, within a group, a poorly defined movement sequence demonstrating the use of shapes, levels and pathways. • Demonstrate a limited range of qualities of movement. • Identify the action and movement elements of a brief movement sequence with teacher assistance in a group setting. • Create and perform with some consistency, an identifiable beginning, middle, and end of a brief movement sequence without rhythmic accompaniment. • Create, with teacher assistance, and perform a movement sequence applying one partner skill. • Create, with teacher assistance, a brief movement phrase, accurately repeat it, and then vary it, making changes in time, space, or qualities of movement. • Demonstrate a limited ability to recognize the elements of movement found in dance sports, and everyday action, with peer or teacher assistance. • Create a movement sequence but unable to clearly express and idea/concept. • Discuss reactions to a movement sequence but unable to discuss interpretation. • Create a few movements, to a steady beat with some consistency, with or without a prop in a group. • Move to musical beat with few errors when responding to changes in tempo. • Perform with few errors more technically complex folk and/or social dances from various cultures and identify the cultural and/or historical context.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	• Perform and evaluate, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. • Perform with ease a wide range of qualities of movement. • Demonstrate a variety of movement elements in a detailed movement sequence. • Create and perform a lengthy movement sequence with an identifiable beginning, middle, and end both with and without rhythmic accompaniment. • Create and perform a movement sequence applying a variety of partner skills. • Create a lengthy dance movement, accurately repeat it, and then vary it, making changes in time, space, and qualities of movement. • Identify and explain the elements of movement found in dance, sports, and everyday actions. • Create movement sequence to convey a variety of ideas/concepts. • Discuss detailed interpretations and reactions to a movement sequence. • Create and perform detailed and multiple movements within a group setting to a steady beat with or without a prop. • Skillfully move to a musical beat with many changes in tempo. • Consistently perform a variety of technically complex folk and/or social dances from various cultures. • Identify the cultural and historical context.
MEETS STANDARD	• Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. • Clearly demonstrate a range of qualities of movement. • Observe and identify the action and movement elements of brief movement sequences. • Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment. • Apply one partner skill while creating a movement sequence. • Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement. • Recognize the elements of movement found in dance, sports, and everyday actions. • Create a movement sequence to express an idea/concept. • Discuss interpretations and reactions to a movement sequence. • Create and perform various movements to a steady beat with or without a prop within a group. • Move to a musical beat and responds to changes in tempo. • Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.

APPROACHES STANDARD	• Create, within a group, a poorly defined movement sequence demonstrating the use of shapes, levels and pathways. • Demonstrate a limited range of qualities of movement. • Identify the action and movement elements of a brief movement sequence with teacher assistance in a group setting. • Create and perform with some consistency, an identifiable beginning, middle, and end of a brief movement sequence without rhythmic accompaniment. • Create, with teacher assistance, and perform a movement sequence applying one partner skill. • Create, with teacher assistance, a brief movement phrase, accurately repeat it, and then vary it, making changes in time, space, or qualities of movement. • Demonstrate a limited ability to recognize the elements of movement found in dance sports, and everyday action, with peer or teacher assistance. • Create a movement sequence but unable to clearly express and idea/concept. • Discuss reactions to a movement sequence but unable to discuss interpretation. • Create a few movements, to a steady beat with some consistency, with or without a prop in a group. • Move to musical beat with few errors when responding to changes in tempo. • Perform with few errors more technically complex folk and/or social dances from various cultures and identify the cultural and/or historical context.