KINDERGARTEN ESSENTIAL OUTCOMES

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| GM K.1 By the end of Kindergarten the students will be expected to sing alone or with others a capella or with accompaniment. |

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| GM K.2 By the end of kindergarten, students will be expected to maintain a steady pulse. |

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| GM K.3 By the end of Kindergarten students will be expected to identify and play various pitched and non-pitched instruments with the correct technique. |

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| GM K.4 By the end of Kindergarten students will be expected to read, create and perform quarter note and quarter rest rhythm patterns. |

TEAM 1 ESSENTIAL OUTCOMES

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| GM 1.1 By the end of First grade the students will be expected to sing alone or with others a capella or with accompaniment. |

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| GM 1.2 By the end of First grade students will be expected to read, create and perform quarter note, quarter rest, and two eighth note rhythm patterns. |

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| GM 1.3 By the end of First grade the students will be expected to play a blocked bordun on the mallet instruments. |

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| GM 1.4 By the end of First grade students will be expected to identify the symbols for the Treble Clef, Music Staff, piano and forte. The students will create and perform using piano and forte dynamics. |

TEAM 2 ESSENTIAL OUTCOMES

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| GM 2.1 By the end of Second grade the students will be expected to sing alone or with others a capella or with accompaniment. |

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| GM 2.2 By the end of Second grade, students will be expected to read, create/notate and perform quarter note, quarter rest, two eighth note, half note/rest and whole note/rest rhythm patterns. |

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| GM 2.3 By the end of Second grade students will be expected to identify and perform songs in Verse and Refrain or Verse and Chorus form. |

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| GM 2.4 By the end of Second grade students will visually identify the families of instruments in the symphony orchestra |

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| GM 2.5 By the end of Second grade the students will compose or arrange short songs or instrumental pieces. |

TEAM 3 ESSENTIAL OUTCOMES

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| GM 3.1 By the end of Third grade the students will be expected to sing partner songs and rounds. |

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| GM 3.2 By the end of Third grade students will be expected to read, notate, create and perform a four beat rhythm pattern using 16th notes and single eighth note/rest rhythm patterns.  |

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| GM 3.3 By the end of Third grade, students will be expected to differentiate between major and minor tonalities.  |

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| GM 3.4 By the end of Third grade, students will be able to visually identify the line and space note names, and draw whole notes on the treble staff. |

TEAM 4 ESSENTIAL OUTCOMES

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| GM 4.1 By the end of Fourth grade the students will be able to sing partner songs, rounds, canons and Heritage School Songs |

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| GM 4.2 By the end of Fourth grade students will be expected to read, create, notate, and perform an eighth note followed by two 16th notes, and two 16th notes followed by an eighth note rhythm patterns. |

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| GM 4.3 By the end of Fourth grade, students will be expected to play a minimum of three notes on the recorder with a good tone. |

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| GM 4.4 By the end of Fourth grade, students will be able to identify, describe and discuss the tempo markings; adagio, moderato, allegro and presto |

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| GM 4.5 By the end of the first semester of Fourth grade, students will have listened to and studied the repertoire for the current Lincoln Symphony’s Young Person’s Concert. |

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| GM 4.6 By the end of Fourth grade students will be expected to compose and play a four measure piece for recorder utilizing the notes and rhythm patterns previously learned. |

TEAM 5 ESSENTIAL OUTCOMES

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| GM 5.1 By the end of Fifth grade students will be able to sing and define counter melody and descant in vocal literature. |

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| GM 5.2 By the end of fifth grades students will experience and be able to use music terminology to discuss the similarities and differences between the genres of Opera and Musical Theater.  |

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| GM 5.3  By the end of Fifth grade students will experience and be able to use music terminology to discuss the similarities and differences between the genres of American music which could include Ragtime, 12 Bar Blues, Jazz, Big Band, Country, Folk, or Rock and Roll.  |

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| GM 5.4 By the end of Fifth Grade, students will be able to compose and perform a layered rhythmic composition. |