Rhode Island Arts

Music: Grades K, 1, 2

Adopted 2010

Artistic Processes – The human experience can be created and recreated through sound.

M1 (K-2)-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by… M1 (K-2)-1

a. reading, writing, and performing simple rhythmic patterns using iconic or standard notation, including: quarter note/rest, eighth notes (paired), sixteenth-notes, (i.e., four sounds on a beat), half note/rest

b. reading, writing, and performing simple patterns in meters of 2 and 3

c. reading, writing, and performing simple patterns of pitch using solfege (e.g., so-mi, la-so-mi, mi-re-do, la-so-mi-re-do)

M1 (K-2)-2. Students show evidence of improvising, composing, and arranging by… M1 (K-2)-2

a. improvising songs to accompany play activities

b. improvising rhythmic patterns to accompany songs

Cultural Contexts – Music connects and expresses history and culture around the globe.

M2 (K-2)-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by… M2 (K-2)-1

a. using personal vocabulary to describe voices and instruments from diverse cultures

b. recognizing and discussing music representing various cultures (e.g., represented in the school population)

M2 (K-2)-2. Students show evidence of connecting music to the arts and other disciplines by… M2 (K-2)-2

a. identifying ways other disciplines are inter-related with music using personal vocabulary, movement, or singing/playing (e.g., lullabies, marches, time patterns relevant to math)

Communication – Music of diverse genres is performed in a variety of settings.

M3 (K-2)-1. Students perform music alone and with others in a variety of settings… M3 (K-2)-1

a. singing a varied repertoire of music from diverse cultures, including unison songs and patterns with musical accuracy

b. playing songs, classroom instruments, and body percussion (e.g., drums, shakers, rhythm, sticks, barred instruments)

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Aesthetic Judgment – Music knowledge is applied through reflection and evaluation of the music of self and others.

M4 (K-2)-1. Students analyze and describe music by... M4 (K-2)-1

a. identifying and describing basic musical elements of pitch and rhythm in selected pieces of music (e.g., high/low, fast/slow, loud/soft, ascending/descending melody, even/uneven rhythm patterns)

b. identifying simple musical forms (e.g., phrase/echo/verse/refrain, AB, ABA)

c. identifying individual timbres of instruments and voices in a variety of music (e.g., winds, brass, bass, soprano, strings)

M4 (K-2)-2. Students evaluate music by... M4 (K-2)-2

a. using age-appropriate music vocabulary to critique music (e.g., "I can hear a steady beat." "I can hear how the music gets louder." "The xylophones and drums played together.")

b. using purposeful movement and drawings to demonstrate an awareness of the aesthetic qualities evoked by music (e.g., drawing or moving to show how the music sounds)