

**Elementary Music – Prekindergarten – Grade 5
Vertical Alignment Matrix**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Perception	Describes and analyzes musical sound and demonstrates musical artistry						
		MUS. K.1A Listen to and identify the difference between the singing and speaking voice.	MUS.1.1A Listen to and identify voices and selected instruments from various musical families.	MUS.2.1A Identify instruments visually and aurally.	MUS.3.1A Categorize a variety of musical sounds, including children’s and adults’ voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures and periods.	MUS.4.1A Categorize a variety of musical sounds, including children’s and adults’ voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures and time periods.	MUS.5.1A Distinguish among a variety of musical timbres.
		MUS. K.1B Listen to and identify the timbre of adult voices and instruments.	MUS.1.1B Use basic terminology in describing musical sounds.	MUS.2.1B Use music terminology to explain sounds and performances.	MUS.3.1B Use music terminology in explaining sound, music, music notation, musical instruments and voices in live and recorded musical performances	MUS.4.1B Use standard music terminology in explaining music, music notation, musical instruments and voices, and musical performances.	MUS.5.1B Use standard terminology in selecting, analyzing, explaining and interpreting music, music notation, musical instruments and voices, and musical performances.
		MUS.K.1C Listen to and Identify same and different.	MUS.1.1C Listen to and identify repetition and contrast in music examples in simple four beat phrases.	MUS.2.1C Identify music forms such as AB and ABA.	MUS.3.1C Identify music forms presented aurally such as AB, ABA, and rondo.	MUS.4.1C Identify music forms presented aurally and visually such as AB, ABA, and rondo.	MUS.5.1C Identify a variety of music forms such as AB, ABA, rondo, and theme and variations.
	Performs a varied repertoire of music						
	Strand 2: Creative Expression/Performance		MUS.K.2A Sing or play classroom instruments independently or in a group incorporating the following elements: steady beat, fast/slow, loud/soft, high/low, long/short, legato/staccato, and same/different.	MUS.1.2A Sing or play a classroom instrument independently or in groups incorporating prior learning and quarter and eighth notes and rests,” mi”, “so”, “la”, and 2/4 time signature.	MUS.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests and the “do” pentatonic scale.	MUS.3.2A Sing or play a classroom instrument independently or in a group incorporating prior knowledge using whole, half, quarter, eighth, and sixteenth note combinations which can include use of upbeat and extended pentatonic scales.	MUS.4.2A Sing or play a classroom instrument independently or in a group incorporating prior knowledge plus demonstrate awareness both visually and aurally of major and minor scales.
		MUS.K.2B Sing songs from diverse cultures, styles and periods or play such songs on musical instruments incorporating the following elements: steady beat, fast/slow, loud/soft, high/low, long/short, legato/staccato, and same/different.	MUS.1.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior learning and quarter and eighth notes and rests,” mi”, “so”, “la”, and 2/4 time signature.	MUS.2.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge using whole, half notes and rests and the “do” pentatonic scale.	MUS.3.2B Sing songs from diverse cultures and styles and play simple rhythms on musical instruments to accompany those songs with eighth and sixteenth note combinations.	MUS.4.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge plus using major scales.	MUSIC 5.2B Sing and perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures and periods.



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							MUSIC 5.2C Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts.
	Reads and writes music notation						
			<p>ⓂMUS.1.3A Read simple examples of music notation of 4 and 8 beat phrases incorporating quarter notes and rests, eighth notes, “mi”, “so”, “la”, and 2/4 time signature both on and off the music staff.</p> <p>ⓂMUS.1.3B Write simple examples of music notation of 4 and 8 beat phrases incorporating quarter notes and rests, eighth notes and rests, “mi”, “so”, “la”, and 2/4 time signature both on and off the music staff.</p>	<p>ⓂMUS.2.3A Read and write simple music notation, using a system (letters, numbers, solfege syllables) of 8 and 16 beat phrases incorporating the pentatonic scale both on and off the music staff.</p>	<p>ⓂMUS.3.3A Read music notation, using a system (letters, numbers solfege syllables) in phrases of up to 32 beats incorporating the extended pentatonic scale both on and off the music staff.</p> <p>ⓂMUS.3.3B Write music notation, using a system (letters, numbers, solfege syllables) of up to 32 beats incorporating the extended pentatonic scale both on and off the music staff.</p>	<p>ⓂMUS.4.3A Read and write music notation, using a system (letters, numbers, solfege syllables) of 32 beat phrases incorporating the major scale both on and off the music staff.</p>	<p>ⓂMUSIC 5.3A Read standard notation from whole notes to sixteenths and dotted rhythms.</p>
				<p>ⓂMUS.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.</p>	<p>ⓂMUS.3.3C Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge from whole to sixteenth notes in duple meter both on and off the music staff.</p>	<p>ⓂMUS. 4.3B Incorporate basic rhythmic patterns in simple meters in musical compositions in 2/4, 3/4, 4/4, and 6/8 time signatures.</p>	<p>ⓂMUSIC 5.3C Read, sing, play, and write music that incorporates rhythmic patterns in various meters.</p>
						<p>ⓂMUS.3.3D Identify music symbols and terms referring to dynamics and tempo.</p>	<p>ⓂMUSIC 4.3C Identify musical symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.</p>



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Strand 2 : Creative Expression/Performance	Creates and arranges music within specified guidelines						
			<p>ⓅMUS.1.4A Create and perform short rhythmic patterns using quarter and eighth notes and rests.</p> <p>ⓅMUS.1.4B Create and perform short melodic patterns using “mi”, “so”, “la”, both on and off the staff.</p>	<p>ⓅMUS.2.4A Create, sing and play simple rhythmic phrases familiar rhythms from previous grades: whole and half notes and rests.</p> <p>ⓅMUS.2.4B Create melodic phrases ascending, descending; with and without leaps, using the “do” pentatonic scale both on and off the music staff.</p>	<p>ⓅMUS.3.4A Create rhythmic phrases using prior knowledge from whole to sixteenth notes.</p> <p>ⓅMUS.3.4B Create melodic phrases from previous songs, both known and improvised.</p>	<p>ⓅMUS.4.4A Create melodic and rhythmic phrases using prior knowledge.</p>	<p>ⓅMUSIC 5.4A Create melodic and rhythmic phrases using prior knowledge both on and off the music staff.</p>
						<p>ⓅMUS.4.4B Create simple background accompaniments including ostinati and bourdons.</p>	<p>ⓅMUSIC 5.4B Create/arrange simple accompaniments including ostinati, bourdons using I, IV, V chords.</p>
	Relates music to history, to society, and to culture						
		<p>MUS.K.3A Sing songs and play musical games from different cultures, styles and periods.</p>	<p>MUS.1.5A Sing songs, move to, and play musical games from different cultures and periods of time.</p>	<p>MUS.2.5B Sing songs, move to, and play musical games from diverse cultures and periods.</p>	<p>MUS.3.5B Perform songs, move to music, and play musical games from diverse cultures and periods.</p>	<p>MUS.4.5B Perform music, movement and games classifying them into studied diverse cultures.</p>	<p>MUSIC 5.5C Perform music, movement and games from diverse cultures and periods.</p>
		<p>MUS.K.3B Listen to and identify simple relationships between music and other subjects.</p>	<p>MUS.1.5B Identify simple relationships between music and other subjects.</p>	<p>MUS.2.5C Listen to and identify relationships between music and other subjects.</p>	<p>MUS.3.5C Describe relationships between music and other subjects.</p>	<p>MUS.4.5D Identify connections between music and the other fine arts.</p>	<p>MUSIC 5.5E Identify concepts (elements and styles) taught in the other fine arts and compare their relationships to music concepts.</p>
				<p>MUS.2.5A Listen to and identify music from various periods of history and culture.</p>	<p>MUS.3.5A Listen to, identify and classify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>	<p>MUS.4.5A Listen to and identify, aurally-presented excerpts of music classifying them into studied diverse genres, styles, periods, and cultures.</p>	<p>MUSIC 5.5A Listen to, identify and group aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>
						<p>MUS.4.5C Perform music representative of diverse cultural and historical samples of American and Texas heritage.</p>	<p>MUSIC 5.5D Perform music representative of diverse idioms in American and Texas heritage.</p>



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							MUSIC 5.5B Learn about and describe various music vocations and avocations.
Strand 4 : Response/evaluation	Responds to and evaluates music and musical performance						
		MUS.K.4A Listen to and identify steady beat in musical performances. MUS.K.4B Listen to and Identify beat/rhythm, higher/lower, louder /softer, long/short, faster/slower, legato/staccato, and same/different in musical performances	MUS.1.6A Distinguish between beat/rhythm, higher/lower, louder/softer, long/short, faster/slower, legato/staccato, and same/different in musical performances.	MUS.2.6A Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, legato/staccato, same/different and live/recorded in musical performances.	MUS.3.6A Define basic criteria for evaluating effective musical performances representing diverse time periods, styles, and cultures.	MUS.4.6A Apply basic criteria (prior knowledge and music vocabulary) in evaluating musical performances and compositions.	MUSIC 5.6A Apply criteria to evaluate the quality of music performances and/or compositions from diverse styles and cultures..
			MUS.1.6A Begin to practice appropriate audience behavior during live performances.	MUS.2.6B Show appropriate audience behavior during live performances.	MUS.3.6B Exhibit appropriate audience etiquette during live performances for diverse musical events.	MUS.4.6C Practice appropriate concert etiquette as an actively involved listener during live performances.	MUSIC 5.6C Exhibit appropriate concert etiquette as an actively involved listener during varied live performances.
						MUS.4.6B Justify, using appropriate learned music terminology, personal preferences for specific music works and styles.	MUSIC 5.6B Evaluate, using music terminology, personal preferences for specific music works and styles.

