

Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1 : Creation and Performance	Sing or play original music.						
		MUS.K.1.01 Explore vocal sounds by echo-singing, matching pitches, demonstrating fast/slow, loud/soft, and high/low.	MUS.1.1.01 Match pitches by echo singing within an octave range from notes given by the teacher’s voice.	MUS.2.1.01 Match pitches by echo singing within a two-octave range from notes given by the teacher’s voice.	MUS.3.1.01 Match pitches by echo singing within a two-octave range from notes given by the piano and the teacher’s voice.	MUS.4.1.01 Match pitches by echo singing within a two-octave range from notes given by the piano and the teacher’s voice, piano, and tuned percussion.	MUS.5.1.01 Match pitches by echo singing within a two-octave range from notes given by the piano and the teacher’s voice, piano, and tuned percussion, and peers.
		MUS.K.1.02 Create a song reflective of something within the students’ experience (a pet, or a favorite trip).	MUS.1.1.02 Create a song based on two rhythms studied, reflective of something within the students’ experience (a pet, or a favorite trip).	MUS.2.1.02 Create a song based on three rhythms studied, reflective of the student’s original topic.	MUS.3.1.02 Create a song based on four rhythms studied, reflective of the student’s original topic and within the students’ experience, (a pet, favorite trip, etc).	MUS.4.1.02 Create a song based on even and syncopated rhythms studied.	MUS.5.1.02 Create a song based on even and syncopated rhythms studied reflective of something within the student’s experience (a pet, or a favorite trip), or original topic.
		MUS.K.1.03 Sing or play a classroom instrument solo or as part of an ensemble.	MUS.1.1.03 Sing or play a classroom solo or as part of an ensemble while reading given rhythmic and melodic patterns.	MUS.2.1.03 Sing or play a classroom instrument solo or as part of an ensemble, rhythmic and melodic patterns in whole, half, quarter, and eighth notes and rests	MUS.3.1.03 Sing or play a classroom instrument solo or as part of an ensemble rhythmic and melodic patterns in whole, half, quarter, eighth, and sixteenth notes and rests.	MUS.4.1.03 Sing or play a classroom instrument solo or as part of an ensemble while reading given rhythmic and melodic patterns, both even and syncopated.	MUS.5.1.03 Sing or play a classroom instrument solo or as part of an ensemble while reading given rhythmic and melodic patterns, both even and syncopated.
		MUS.K.1.04 Select a classroom instrument and improvise an accompaniment to a song or story.	MUS.1.1.04 Select a classroom instrument and improvise an accompaniment to a song or story based on given rhythmic and melodic patterns.	MUS.2.1.04 Select a classroom instrument and improvise an accompaniment to a song or story based on given rhythmic and melodic patterns using whole, half, quarter, and eighth notes and rests.	MUS.3.1.04 Select a classroom instrument and improvise an accompaniment to a song or story based on given rhythmic and melodic patterns using whole, half, quarter, and eighth and sixteenth notes and rests.	MUS.4.1.04 Select a classroom instrument and improvise an accompaniment to a song or story based on even and syncopated rhythmic and melodic patterns.	MUS.5.1.04 Select a classroom instrument and improvise an accompaniment to a song or story based on even and syncopated rhythmic and melodic patterns.
		MUS.K.1.05 Build/invent instruments from ordinary objects and perform original works on these instruments.	MUS.1.1.05 Listen to program music and sing or play an original melody on classroom instruments or instruments built by the student that depicts the story.	MUS.2.1.05 Listen to program music and sing or play two original melodies on classroom instruments or instruments built by the student that depicts the story.	MUS.3.1.05 Listen to program music and sing or play three original melodies on classroom instruments or instruments built by the student that depicts the story.	MUS.4.1.05 Build/invent instruments from ordinary objects and perform two original works on these instruments using note values studied.	MUS.5.1.05 Listen to program music and sing or play four original melodies on classroom instruments or instruments built by the student that depicts the story.



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Strand 1 : Creation and Performance		MUS.K.1.06 Share experiences with the class that would be suitable for original songs or instrumental music to sing and play.	MUS.1.1.06 Compare melodic and rhythmic patterns verbally and in writing reflective of classroom experiences.	MUS.2.1.06 Compare melodic and rhythmic patterns verbally and in writing reflective of home and environment experiences.	MUS.3.1.06 Compare melodic and rhythmic patterns verbally and in writing reflective of individual feelings.	MUS.4.1.06 Compose melodic and rhythmic patterns, verbally and in writing reflective of relationships.	MUS.5.1.06 Compose melodic and rhythmic patterns, verbally and in writing reflective of a combination of two concepts pertaining to individual experiences.	
	Expand music expression through interpretation, invention and improvisation.							
		MUS.K.1.07 Move to express the mood of the music.	MUS.1.1.07 Demonstrate loco motor skills in time to music: walking, skipping, hopping, galloping; jumping.	MUS.2.1.07 Improvise loco motor movements in time to specific music: walking, skipping, hopping, galloping; jumping.	MUS.3.1.07 Combine loco motor movements to create movement patterns in time to music: walking, skipping, hopping, galloping; jumping.	MUS.4.1.07 Combine loco motor movements to create even and syncopated movement patterns in time to music: walking, skipping, hopping, galloping; jumping.	MUS.5.1.07 Selected specific music to demonstrate loco motor skills in time to music: walking, skipping, hopping, galloping; jumping.	
		MUS.K.1.08 Respond with movement to music that is faster/slower, louder/softer, and higher/lower.	MUS.1.1.08 Move in time to music that is faster/slower, louder/softer, and higher/lower.	MUS.2.1.08 Follow specified movement sequences to move in time to music that is faster/slower, louder/softer, and higher/lower.	MUS.3.1.08 Follow specified movement sequences to move in time to music that is faster/slower, louder/softer, and higher/lower.	MUS.4.1.08 Follow specified movement sequences to move in time to music that is faster/slower, louder/softer, and higher/lower.	MUS.5.1.08 Develop original sequences to move in time to music that is faster/slower, louder/softer, and higher/lower.	
		MUS.K.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 2/4.	MUS.1.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 3/4.	MUS.2.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 4/4.	MUS.3.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 2/2.	MUS.4.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 6/8.	MUS.5.1.09 Respond to the steady beat of the music with body movement and body sounds (pat, clap, and tap) in 2/4, 3/4, 4/4, 2/2, and 6/8.	
	MUS.PK.1.01 Move to action songs and singing games.	MUS.K.1.10 Sing action songs and singing games in unison.	MUS.1.1.10 Sing action songs and singing games, and rounds.	MUS.2.1.10 Sing action songs and singing games, rounds, and partner songs.	MUS.3.1.10 Sing action songs and singing games, rounds, and partner songs and canons.	MUS.4.1.10 Sing action songs and singing games in two-part harmony.	MUS.5.1.10 Sing action songs and singing games in three-part harmony.	
	MUS.PK.1.02 Explore moving in time to music as an individual and in groups.	MUS.K.1.11 Create a movement sequence to a song that incorporates change of direction and tempo.	MUS.1.1.11 Create a movement sequence to a song that incorporates change of direction and tempo with a partner.	MUS.2.1.11 Create a movement to a sequence to a song that incorporates change of direction and tempo as a solo or with a partner.	MUS.3.1.11 Create a movement to a sequence to a song that incorporates change of direction and tempo in a group of four.	MUS.4.1.11 Create a movement to a sequence to a song that incorporates change of direction and tempo in a group of six.	MUS.5.1.11 Create a movement to a sequence to a song that incorporates change of direction and tempo in a group of eight or more.	



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Strand 1 : Creation and Performance		MUS.K.1.12 Provide an explanation of his/her perception of the mood of a song based on the words.	MUS.1.1.12 Provide an explanation of his/her perception of the mood of a song based on the words and music.	MUS.2.1.12 Provide an explanation of his/her perception of the mood of a song based on the words and music, and instrumentations.	MUS.3.1.12 Provide an explanation of his/her perception of the mood of a song based on viewing a performance.	MUS.4.1.12 Provide an explanation of his/her perception of the mood of a song based on the singing of peers or viewing a performance.	MUS.5.1.12 Provide an explanation of his/her perception of the mood of a song based on the singing of peers, viewing a performance, or improvised renditions of songs.	
		MUS.K.1.13 Clap or play two rhythmic and melodic patterns from examples provided by the teacher.	MUS.1.1.13 Clap or play three rhythmic and melodic patterns from examples provided by the teacher.	MUS.2.1.13 Clap or play four rhythmic and melodic patterns from examples provided by the teacher.	MUS.3.1.13 Clap or play five rhythmic and melodic patterns from examples provided by the teacher.	MUS.4.1.13 Clap or play six rhythmic and melodic patterns from examples provided by the teacher.	MUS.5.1.13 Clap or play seven rhythmic and melodic patterns from examples provided by the teacher.	
	Prepare solo and ensemble music.							
	MUS.PK.1.03 Sing nursery rhymes and patriotic songs.	MUS.K.1.14 Sing songs including seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures individually and in small groups.	MUS.1.1.14 Sing a minimum of two songs from memory individually and in small groups that are seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures.	MUS.2.1.14 Sing a minimum of three songs from memory individually and in small groups that are seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures.	MUS.3.1.14 Sing a minimum of four songs from memory individually and in small groups that are seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures.	MUS.4.1.14 Sing a minimum of five songs from memory individually and in small groups that are seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures.	MUS.5.1.14 Sing a minimum of six songs from memory individually and in small groups that are seasonal, nursery rhymes, folk, patriotic, action, and popular songs from a variety of cultures.	
		MUS.K.1.15 Maintain a steady beat on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments.	MUS.1.1.15 Play specific beat patterns that contain rests, whole notes, half notes, and quarter notes on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments.	MUS.2.1.15 Play specific beat patterns that contain rests, whole notes, half notes, quarter notes and eighth notes on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments.	MUS.3.1.15 Play specific beat patterns that contain rests, whole notes, half notes, quarter notes and eighth notes on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments.	MUS.4.1.15 Play specific beat patterns that contain rests, whole notes, half notes, quarter notes and eighth, and sixteenth notes on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments in steady and syncopated beats.	MUS.5.1.15 Play specific beat patterns that contain rests, whole notes, half notes, quarter notes and eighth, and sixteenth notes on classroom instruments such as wood block, drum, tambourine, rhythm sticks, or Orff instruments that are steady syncopated, and/or polyrhythmic.	
		MUS.K.1.16 Play a tonal pattern on xylophone or resonator bells.	MUS.1.1.16 Play specific tonal pattern on xylophone or resonator bells.	MUS.2.1.16 Play specific tonal pattern on xylophone or resonator bells.	MUS.3.1.16 Play specific tonal pattern on xylophone or resonator bells.	MUS.4.1.16 Play specific tonal pattern on xylophone or resonator bells.	MUS.5.1.16 Play specific tonal pattern on xylophone or resonator bells.	
		MUS.K.1.17 Identify a variety of solo instruments by sight.	MUS.1.1.17 Identify a variety of solo instruments by sight and sound.	MUS.2.1.17 Differentiate between ensemble and solo instruments by sight and sound.	MUS.3.1.17 Independently identify a variety of solo instruments by sight.	MUS.4.1.17 Independently identify a variety of solo instruments by sound.	MUS.5.1.17 List a variety of solo instruments by sight and sound upon hearing or seeing each instrument.	



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Strand 1 : Creation and Performance	Prepare solo and ensemble music.						
		MUS.K.1.18 Memorize a vocal solo musical selection.	MUS.1.1.18 Memorize a vocal and instrumental solo musical selection.	MUS.2.1.18 Memorize a vocal or instrumental duet musical selection.	MUS.3.1.18 Memorize a vocal or instrumental trio musical selection.	MUS.4.1.18 Memorize a vocal or instrumental quartet musical selection.	MUS.5.1.18 Memorize a vocal or instrumental ensemble musical selection.
	MUS.PK.1.04 Accompany a given song with rhythm instruments.	MUS.K.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in unison.	MUS.1.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in two parts.	MUS.2.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in three parts.	MUS.3.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in four parts.	MUS.4.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in six parts.	MUS.5.1.19 Sing or play a selected song as part of an ensemble containing tuned and percussion instruments in eight parts.



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2 : Cultural and Historical	Determine stylistic similarities and differences of composers.						
		MUS.K.2.01 Increase knowledge of musical works and their composers.	MUS.1.2.01 Recognize the difference between popular music composers and classical music composers.	MUS.2.2.01 Recognize the difference between a minimum of two popular music composers and two classical music composers.	MUS.3.2.01 Recognize the difference between a minimum of five popular music composers and five classical music composers.	MUS.4.2.01 Recognize the difference between a minimum of six popular music composers and six classical music composers.	MUS.5.2.01 Recognize the difference between a minimum of six popular music composers and six classical music composers.
		MUS.K.2.02 Sing songs written in different musical periods.	MUS.1.2.02 Sing songs written by two classical composers and two popular composers.	MUS.2.2.02 Sing songs written by three classical composers and four popular composers.	MUS.3.2.02 Sing songs written by four classical composers and five popular composers.	MUS.4.2.02 Sing songs written by six classical composers and six popular composers.	MUS.5.2.02 Sing songs written by seven classical composers and seven popular composers.
		MUS.K.2.03 Listen to music of a variety of composers from two different periods.	MUS.1.2.03 Listen to music of a variety of classical and popular composers from three different periods.	MUS.2.2.03 Listen to music of a variety of classical and popular composers from four different periods.	MUS.3.2.03 Listen to music of a variety of classical and popular composers from five different periods.	MUS.4.2.03 Listen to music of a variety of classical and popular composers from six different periods.	MUS.5.2.03 Listen to music of a variety of classical and popular composers from seven different periods.
		MUS.K.2.04 Compare and contrast the characteristic sound of one selected composer.	MUS.1.2.04 Compare and contrast the characteristic sound of selected popular and composers.	MUS.2.2.04 Compare and contrast the characteristic sound of selected popular and composers.	MUS.3.2.04 Compare and contrast the characteristic sound of selected popular and classical composers.	MUS.4.2.04 Compare and contrast the characteristic sound of selected popular and classical composers.	MUS.5.2.04 Compare and contrast the characteristic sound of selected popular and classical composers.
		MUS.K.2.05 Recognize the picture of one selected composer.	MUS.1.2.05 Recognize the picture of two selected composers.	MUS.2.2.05 Recognize the picture of three selected composers.	MUS.3.2.05 Recognize the picture of four selected composers.	MUS.4.2.05 Recognize the picture of five selected composers.	MUS.5.2.05 Recognize the picture of six selected composers.
		MUS.K.2.06 Identify one given composer's compositions.	MUS.1.2.06 Identify two given composers' compositions.	MUS.2.2.06 Identify three given composers' compositions.	MUS.3.2.06 Identify four given composers' compositions.	MUS.4.2.06 Identify five given composers' compositions.	MUS.5.2.06 Identify six given composers' compositions.
		MUS.K.2.07 List relevant biographical information of one selected composer.	MUS.1.2.07 List relevant biographical information of two selected composer.	MUS.2.2.07 List relevant biographical information of three selected composer.	MUS.3.2.07 List relevant biographical information of four selected composer.	MUS.4.2.07 List relevant biographical information of fives elected composer.	MUS.5.2.07 List relevant biographical information of six selected composer.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2 : Cultural and Historical	Determine stylistic similarities and differences of compositions.						
		MUS.K.2.08 Increase knowledge of musical works	MUS.1.2.08 Recognize the difference between popular music compositions and classical music compositions.	MUS.2.2.08 Recognize the difference between a minimum of four popular music compositions and classical music compositions.	MUS.3.2.08 Recognize the difference between a minimum of five popular music compositions and five classical music compositions.	MUS.4.2.08 Recognize the difference between a minimum of five each, popular music compositions and classical music compositions.	MUS.5.2.08 Recognize the difference between a minimum of five each, popular music compositions and classical music compositions.
	MUS.PK.2.01 Sing nursery rhymes and lullabies.	MUS.K.2.09 Sing songs written in different musical periods.	MUS.1.2.09 Sing songs representative of classical music and popular music.	MUS.2.2.09 Sing songs representative of classical music in a given musical period.	MUS.3.2.09 Sing songs representative of classical music and popular music in two given musical period.	MUS.4.2.09 Sing songs representative of classical music and popular music in three given musical period.	MUS.5.2.09 Sing songs representative of classical music and popular music in four given musical period.
	MUS.PK.2.02 Recognize different sections of songs.	MUS.K.2.10 Listen to music of a variety of compositions with the same form.	MUS.1.2.10 Listen to a variety of classical and popular compositions with two different forms.	MUS.2.2.10 Listen to a variety of classical and popular compositions with three different forms.	MUS.3.2.10 Listen to a variety of classical and popular compositions with four different forms.	MUS.4.2.10 Listen to a variety of classical and popular compositions with five different forms.	MUS.5.2.10 Listen to a variety of classical and popular compositions with six different forms.
		MUS.K.2.11 Compare and contrast the characteristic sound of two selected compositions: symphony, concerto, and opera.	MUS.1.2.11 Compare and contrast sound of two selected popular and classical compositions.	MUS.2.2.11 Compare and contrast sound of three selected popular and classical compositions.	MUS.3.2.11 Compare and contrast sound of four selected popular and classical compositions.	MUS.4.2.11 Compare and contrast sound of five selected popular and classical compositions.	MUS.5.2.11 Compare and contrast sound of six selected popular and classical compositions.
		MUS.K.2.12 Name a minimum of three different periods of music.	MUS.1.2.12 Name a minimum of two compositions; one popular and one classical.	MUS.2.2.12 Name a minimum of three compositions (one popular and one classical).	MUS.3.2.12 Name a minimum of four compositions (one popular and one classical).	MUS.4.2.12 Name a minimum of five compositions (one popular and one classical).	MUS.5.2.12 Name a minimum of six compositions (one popular and one classical).
		MUS.K.2.13 Identify specific compositions representative of three different periods of music.	MUS.1.2.13 Classify specific compositions representative of two different composition forms.	MUS.2.2.13 Classify specific compositions representative of four different composition forms.	MUS.3.2.13 Classify specific compositions representative of five different composition forms.	MUS.4.2.13 Classify specific compositions representative of six different composition forms.	MUS.5.2.13 Classify specific compositions representative of four vocal and/or instrumental categories.
		MUS.K.2.14 Aurally classify one composition as symphony, concerto, or opera.	MUS.1.2.14 Aurally classify two compositions as popular, classical symphony, concerto, or opera.	MUS.2.2.14 Aurally classify three compositions as popular, classical symphony, concerto, or opera.	MUS.3.2.14 Aurally classify four compositions as popular, classical symphony, concerto, or opera.	MUS.4.2.14 Aurally classify five compositions as popular, classical symphony, concerto, or opera.	MUS.5.2.14 Aurally classify six compositions as popular, classical symphony, concerto, or opera.



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Strand 2 : Cultural and Historical	Increase knowledge of musical works and the composers who created them including time and place in which they were created.						
		MUS.K.2.15 Describe musical works of the past and present.	MUS.1.2.15 Identify specific musical works of the past and present.	MUS.2.2.15 Identify a minimum of two musical works of the past and two of the present.	MUS.3.2.15 Identify a minimum of three musical works of the past and two of the present.	MUS.4.2.15 Identify a minimum of four musical works of the past and two of the present.	MUS.2.15 Identify a minimum of two musical works of the past and six of the present.
		MUS.K.2.16 Recognize the relationship between music and the historical time in which it was created.	MUS.1.2.16 List the significant qualities of the music and the historical time in which it was created.	MUS.2.2.16 List the significant qualities of the music and the historical time in which it was created for a minimum of two periods.	MUS.3.2.16 List the significant qualities of the music and the historical time in which it was created for a minimum of three periods.	MUS.4.2.16 List the significant qualities of the music and the historical time in which it was created for a minimum of six periods.	MUS.5.2.16 List the significant qualities of the music and the historical time in which it was created for a minimum of six periods.
		MUS.K.2.17 Identify the signature sound of selected musical works and composers.	MUS.1.2.17 Recognize the signature sound of musical works and composers within selected musical periods.	MUS.2.2.17 Recognize the signature sound of musical works and composers within a minimum of four musical periods.	MUS.3.2.17 Recognize the signature sound of musical works and composers within a minimum of five musical periods.	MUS.4.2.17 Recognize the signature sound of musical works and composers within a minimum of six musical periods.	MUS.5.2.17 Recognize the signature sound of musical works and composers within a minimum of six musical periods.
		MUS.K.2.18 Follow directions of the teacher in placing composers and compositions on a time line of songs learned.	MUS.1.2.18 Follow directions of the teacher in placing composers and compositions on a time line of songs sung and played.	MUS.2.2.18 Follow directions of the teacher in placing composers and compositions on a time line of songs sung and played, and listened to.	MUS.3.2.18 Follow directions of the teacher in placing composers and compositions on a time line of popular MUS.	MUS.4.2.18 Follow directions of the teacher in placing composers and compositions on a time line of popular and patriotic music.	MUS.5.2.18 Follow directions of the teacher in placing composers and compositions on a time line of selected musical eras (Ex: Rhythm and Blues, Avant Garde).
		MUS.K.2.19 Sing or identify a minimum of two songs from the same musical period.	MUS.1.2.19 Sing or identify a minimum of two songs from two different musical periods.	MUS.2.2.19 Sing or identify a minimum of two songs from three different musical periods.	MUS.3.2.19 Sing or identify a minimum of three songs from four different musical periods.	MUS.4.2.19 Sing or identify a minimum of four songs from four different musical periods.	MUS.2.2.19 Sing or identify a minimum of four songs from five different musical periods.
		MUS.K.2.20 Describe the significant characteristics of a minimum of two different musical periods.	MUS.1.2.20 Describe the significant characteristics of a minimum of three different musical periods.	MUS.2.2.20 Collaborate with class members to identify the significant characteristics of a minimum of four different musical periods.	MUS.3.2.20 Collaborate with class members to identify the significant characteristics of a minimum of five different musical periods.	MUS.4.2.20 Collaborate with class members to identify the significant characteristics of a minimum of six different musical periods.	MUS.5.2.20 Collaborate with class members to identify the significant characteristics of a minimum of two different musical periods and correlate them to historical events in either the United States or Europe.



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Strand 3 : Perception and Analysis	Discern the characteristic types of voice and instrumentation.						
		MUS.K.3.01 Recognize the singing voice and the speaking voice in two different examples.	MUS.1.3.01 Explore the range of the singing voice and the speaking voice within one octave.	MUS.2.3.01 Explore the singing voice and the speaking voice within two octaves by echo-singing.	MUS.3.3.01 Explore the singing voice and the speaking voice within two octaves in two given songs.	MUS.4.3.01 Explore the singing voice and the speaking voice within two octaves in four given songs.	MUS.5.3.01 Explore the singing voice and the speaking voice within two octaves in six given songs.
		MUS.K.3.02 Listen to a variety of music sung by children’s voices and professional voices in two different examples.	MUS.1.3.02 Listen to and sing-a-long to a variety of music sung by children’s voices and professional voices in four different examples.	MUS.2.3.02 Listen to a variety of music sung by children’s voices and professional voices in six different examples.	MUS.3.3.02 Listen to a variety of music sung by children’s voices and professional voices in eight different examples.	MUS.4.3.02 Listen to a variety of music sung by children’s voices and professional voices in ten different examples.	MUS.5.3.02 Listen to a variety of music sung by children’s voices and professional voices in twelve different examples.
	MUS.PK.3.01 Name the families of instruments.	MUS.K.3.03 Recognize the families of instruments: woodwind, brass, strings, and percussion.	MUS.1.3.03 Individually classify the families of instruments: woodwind, brass, strings, and percussion.	MUS.2.3.03 Classify the families of instruments: woodwind, brass, strings, and percussion upon hearing examples of each.	MUS.3.3.03 Classify the families of instruments: woodwind, brass, strings, and percussion within a composition.	MUS.4.3.03 Classify the families of instruments: woodwind, brass, strings, and percussion by organizing a display.	MUS.5.3.03 Classify the families of instruments: woodwind, brass, strings, and percussion upon hearing a given performance.
		MUS.K.3.04 Listen to a variety of compositions that feature one vocal type and one accompanying instrument.	MUS.1.3.04 Listen to and identify a variety of compositions that feature two different vocal types and two different accompanying instruments.	MUS.2.3.04 Listen to a minimum of four of compositions that feature three different vocal types and three different accompanying instruments.	MUS.3.3.04 Listen to a minimum of five of compositions that feature different solo vocal types and four vocal ensemble voices.	MUS.4.3.04 Listen to a minimum of five compositions that feature different vocal types and quartet instrumentation.	MUS.5.3.04 Listen to a minimum of five compositions that feature different vocal types and quintet instrumentation.
		MUS.K.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher.	MUS.1.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher and in a given song.	MUS.2.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher and to sing along with a song.	MUS.3.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher and students.	MUS.4.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher in three different songs.	MUS.5.3.05 Use the singing voice or speaking voice in a call and response exercise as directed by the teacher in four different songs.
		MUS.K.3.06 Sing a song with accompaniment by an instrument chosen by the teacher.	MUS.1.3.06 Sing a song with accompaniment by an instrument chosen by the teacher and the student.	MUS.2.3.06 Sing a song with accompaniment by an instrument chosen by the teacher, student, and class.	MUS.3.3.06 Sing a song with accompaniment by an instrument required by the songs (EX: Piano, Guitar, and Tuned Percussion).	MUS.4.3.06 Sing a solo song with accompaniment by an instrument required by the songs (EX: Piano, Guitar, and Tuned Percussion).	MUS.5.3.06 Sing a solo and large group song with accompaniment by an instrument required by the songs (EX: Piano, Guitar).



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3 : Perception and Analysis	Discern the characteristic types of voice and instrumentation.						
	MUS.PK.3.02 Match pitches with a classroom instrument.	MUS.K.3.07 Identify classroom instruments visually.	MUS.1.3.07 Identify classroom instruments aurally.	MUS.2.3.07 Play two octaves on a classroom instrument chosen by the teacher.	MUS.3.3.07 Play two octaves on a classroom instrument chosen by the student.	MUS.4.3.07 Play two octaves on a classroom instrument with a group.	MUS.5.3.07 Play two octaves on a classroom instrument chosen by the teacher and the class.
		MUS.K.3.08 Match pitches in an octave with the teacher.	MUS.1.3.08 Sing one octave with piano.	MUS.2.3.08 Sing one octave independently.	MUS.3.3.08 Sing two octaves independently.	MUS.4.3.08 Sing one octave with a partner.	MUS.5.3.08 Sing one octave with a class.
	Develop music literacy by decoding music symbols and utilizing music notation.						
		MUS.K.3.09 Recognize selected musical symbols and notation in order to respond by pats, claps and rhythm syllables.	MUS.1.3.09 Recognize musical symbols relevant to 4/4, 3/4, and 2/4 time signatures and notation representing whole, half, and quarter notes in order to respond by pats, claps and rhythm syllables.	MUS.2.3.09 Recognize musical symbols relevant to 4/4, 3/4, and 2/4 time signatures and notation representing whole, half, quarter, and eighth notes in order to respond pats, claps, and rhythm syllables.	MUS.3.3.09 Recognize musical symbols relevant to 4/4, 3/4, and 2/4 time signatures and notation representing whole, half, quarter, eighth and sixteenth notes in order to respond to pats, claps, and rhythm syllables.	MUS.4.3.09 Write musical symbols relevant to 4/4, 3/4, and 2/4 time signatures and notation representing whole, half, quarter, eighth and sixteenth notes in order to respond to pats, claps, and rhythm syllables.	MUS.5.3.09 Apply musical symbols relevant to 4/4, 3/4, and 2/4 time signatures and notation representing whole, half, quarter, eighth and sixteenth notes in order to respond to pats, claps, and rhythm syllables.
		MUS.K.3.10 Sing and write two melodic and/or rhythmic patterns.	MUS.1.3.10 Sing and write four melodic and/or rhythmic patterns using whole, half, and quarter notes.	MUS.2.3.10 Sing and write six melodic and/or rhythmic patterns using whole, half, quarter and eighth notes.	MUS.3.3.10 Sing and write eight melodic and/or rhythmic patterns using whole, half, quarter eighth, and sixteenth notes.	MUS.4.3.10 Sing and write twelve melodic and/or rhythmic patterns using whole, half, quarter eighth, and sixteenth notes.	MUS.5.3.10 Sing and write sixteen melodic and/or rhythmic patterns using whole, half, quarter eighth, and sixteenth notes.
		MUS.K.3.11 Identify aurally like and unlike phrases and repeated patterns in music in two given selections.	MUS.1.3.11 Identify aurally like and unlike phrases and repeated patterns in music in four given selections.	MUS.2.3.11 Identify aurally like and unlike phrases and repeated patterns in music in six given selections.	MUS.3.3.11 Identify aurally like and unlike phrases and repeated patterns in music in eight given selections.	MUS.4.3.11 Identify aurally like and unlike phrases and repeated patterns in music in twelve given selections.	MUS.5.3.11 Identify aurally like and unlike phrases and repeated patterns in music in sixteen given selections.



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3 : Perception and Analysis	Develop music literacy by decoding music symbols and utilizing music notation.						
		MUS.K.3.12 Identify selected notes and symbols in two given selections.	MUS.1.3.12 Identify selected notes and symbols in four given selections.	MUS.2.3.12 Identify selected notes and symbols in six given selections.	MUS.3.3.12 Identify selected notes and symbols in eight given selections.	MUS.4.3.12 Identify selected notes and symbols in twelve given selections.	MUS.5.3.12 Identify selected notes and symbols in sixteen given selections.
		MUS.K.3.13 Sing a melodic pattern of a minimum of four measures, independently in two given selections.	MUS.1.3.13 Sing a melodic pattern of a minimum of four measures, independently in four given selections.	MUS.2.3.13 Sing a melodic pattern of a minimum of four measures, independently in six given selections.	MUS.3.3.13 Sing a melodic pattern of a minimum of four measures, independently in eight given selections.	MUS.4.3.13 Sing a melodic pattern of a minimum of four measures, independently in twelve given selections.	MUS.5.3.13 Sing a melodic pattern of a minimum of four measures, independently in sixteen given selections.
		MUS.K.3.14 Clap a given rhythm pattern, maintaining a steady beat in two given selections.	MUS.1.3.14 Clap a given rhythm pattern, maintaining a steady beat in 4/4, 3/4, and 2/4 time signatures in four given selections.	MUS.2.3.14 Clap a given rhythm pattern, maintaining a steady beat using whole, half, quarter, and eighth notes in six given selections.	MUS.3.3.14 Clap a given rhythm pattern, maintaining a steady beat in 4/4, 3/4, and 2/4 time using note values studied in eight given selections.	MUS.4.3.14 Clap a given rhythm pattern, maintaining a steady beat in 4/4, 3/4, and 2/4 time using note values studied in twelve given selections.	MUS.5.3.14 Clap a given rhythm pattern, maintaining a steady beat in 4/4, 3/4, and 2/4 time using note values studied in sixteen given selections.
	Identify aurally and visually, like phrases and patterns in music.						
		MUS.K.3.15 Listen to and identify simple musical forms in two given selections.	MUS.1.3.15 Listen to and identify simple musical forms in four given selections.	MUS.2.3.15 Listen to and identify simple musical forms in six given selections.	MUS.3.3.15 Listen to and identify simple musical forms in eight given selections.	MUS.4.3.15 Listen to and identify simple musical forms in twelve given selections.	MUS.5.3.15 Listen to and identify simple musical forms in sixteen given selections.
		MUS.K.3.16 Recognize aurally tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in two given selections.	MUS.1.3.16 Recognize specific songs and compositions aurally as pertains to tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in four given selections.	MUS.2.3.16 Recognize aurally tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in six given selections.	MUS.3.3.16 Recognize aurally tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in eight given selections.	MUS.4.3.16 Recognize aurally tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in twelve given selections.	MUS.5.3.16 Recognize aurally tempo as fast/slow, dynamics as loud/soft, melody and pitch as high/low, rhythm as long/short or smooth/jerky, direction as up/down, timbre as light/heavy in sixteen given selections.



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3 : Perception and Analysis	Identify aurally and visually, like phrases and patterns in music.						
		MUS.K.3.17 Read music notation and symbols: 4/4, 3/4/, 2/4, whole, half, and quarter notes and rests, in two given selections.	MUS.1.3.17 Read the music notation and symbols: 4/4, 3/4/, 2/4, whole, half, and quarter notes and rests in four given selections.	MUS.2.3.17 Read music notation and symbols: 4/4, 3/4/, 2/4, whole, half, and quarter notes and rests in six given selections.	MUS.3.3.17 Read music notation and symbols: 4/4, 3/4/, 2/4, whole, half, and quarter notes and rests in eight given selections.	MUS.4.3.17 Read music notation and symbols: 4/4, 3/4/, 2/4/, whole, half, and quarter notes and rests in twelve given selections.	MUS.5.3.17 Read music notation and symbols: 4/4, 3/4/, 2/4/, whole, half, and quarter notes and rests in sixteen given selections.
		MUS.K.3.18 Compose/demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in two given selections.	MUS.1.3.18 Compose/demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in four given selections.	MUS.2.3.18 Compose/demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in six given selections.	MUS.3.3.18 Compose/ demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in eight given selections.	MUS.4.3.18 Compose/ demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in twelve given selections.	MUS.5.3.18 Compose/demonstrate original melodic and rhythm patterns based on combinations of notes and rhythms provided by the teacher in sixteen given selections.
		MUS.K.3.19 Differentiate between strophic and binary form upon listening to two selected compositions.	MUS.1.3.19 Differentiate between strophic, binary, and ternary forms upon listening to four selected compositions.	MUS.2.3.19 Differentiate between strophic and binary form upon listening to six selected compositions.	MUS.3.3.19 Differentiate between strophic and binary form upon listening to eight selected compositions.	MUS.4.3.19 Differentiate between strophic and binary form upon listening to twelve selected compositions.	MUS.5.3.19 Differentiate between strophic and binary form upon listening to sixteen selected compositions.



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4 : Nature and Value	Demonstrate appropriate concert etiquette.						
	MUS.PK.4.01 Exhibit behavior appropriate for listening to the teacher and recorded MUS.	MUS.K.4.01 Exhibit behavior appropriate for listening to peers or professionals performances within the classroom.	MUS.1.4.01 Exhibit behavior appropriate for listening to peers' or professionals' performances within the classroom, during field trips, and school events.	MUS.2.4.01 Exhibit behavior appropriate for listening to peers or professionals performances during listening activities.	MUS.3.4.01 Exhibit behavior appropriate for listening to peers or professionals performances during in-school events.	MUS.4.4.01 Exhibit behavior appropriate for listening to peers or professionals performances during formal events.	MUS.5.4.01 Exhibit behavior appropriate for listening to peers or professionals performances during formal and informal events.
		MUS.K.4.02 Demonstrate behavior appropriate for performing for peers within the classroom.	MUS.1.4.02 Demonstrate behavior appropriate for performing for peers within the classroom, during field trips, and school events.	MUS.2.4.02 Demonstrate appropriate behavior when performing for peers or professionals during listening activities.	MUS.3.4.02 Demonstrate behavior appropriate for performing for peers or professional audiences during in-school events.	MUS.4.4.02 Demonstrate behavior appropriate for performing for peers or professional audiences during formal events.	MUS.5.4.02 Demonstrate behavior appropriate for performing for peers or professional audiences during formal and informal events.
		MUS.K.4.03 Recognize appropriate times for applause within the classroom.	MUS.1.4.03 Recognize appropriate times for applause within the classroom, during field trips, and school events.	MUS.2.4.03 Recognize appropriate times for applause during professional performances during listening activities.	MUS.3.4.03 Recognize appropriate times for applause during professional performances during in-school events.	MUS.4.4.03 Recognize appropriate times for applause during professional performances during formal events.	MUS.5.4.03 Recognize appropriate times for applause during professional performances during formal and informal events.
		MUS.K.4.04 Develop a class list of appropriate concert, performance, and audience behaviors within the classroom.	MUS.1.4.04 Develop a class list of appropriate concert, performance, and audience behaviors within the classroom, during field trips, and school events.	MUS.2.4.04 Develop a class list of appropriate concert, performance, and audience behaviors during listening activities.	MUS.3.4.04 Develop a class list of appropriate concert, performance, and audience behaviors during in-school events.	MUS.4.4.04 Develop a class list of appropriate concert, performance, and audience behaviors during formal events.	MUS.5.4.04 Develop a class list of appropriate concert, performance, and audience behaviors during formal and informal events.
		MUS.K.4.05 Independently identify appropriate concert, performance, and audience behaviors within the classroom.	MUS.1.4.05 Independently identify appropriate concert, performance, and audience behaviors within the classroom, during field trips, and school events.	MUS.2.4.05 Independently identify appropriate concert, performance, and audience behaviors during listening activities.	MUS.3.4.05 Independently identify appropriate concert, performance, and audience behaviors during in-school events.	MUS.4.4.05 Independently identify appropriate concert, performance, and audience behaviors during formal events.	MUS.5.4.05 Independently identify appropriate concert, performance, and audience behaviors during formal and informal events.



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4 : Nature and Value	Demonstrate appropriate concert etiquette.						
		MUS.K.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts within the classroom.	MUS.1.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts within the classroom, during field trips, and school events.	MUS.2.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts during listening activities.	MUS.3.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts during in-school events.	MUS.4.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts during formal events.	MUS.5.4.06 Exhibit appropriate concert behavior while attending in-school performances and professional concerts during formal and informal events.
	Exhibit performance behavior.						
		MUS.K.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance within the classroom.	MUS.1.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance within the classroom, during field trips, and school events.	MUS.2.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance during listening activities.	MUS.3.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance during in-school events.	MUS.4.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance during formal events.	MUS.5.4.07 Identify appropriate times for giving or requesting an encore during a professional or in school performance during formal and informal events.
		MUS.K.4.08 Maintain concert performance or audience attitude during professional or in-school programs within the classroom.	MUS.1.4.08 Maintain concert performance or audience attitude during professional or in-school programs within the classroom, during field trips, and school events.	MUS.2.4.08 Maintain concert performance or audience attitude during professional or in-school programs during listening activities.	MUS.3.4.08 Maintain concert performance or audience attitude during professional or in-school programs during in-school events.	MUS.4.4.08 Maintain concert performance or audience attitude during professional or in-school programs during formal events.	MUS.5.4.08 Maintain concert performance or audience attitude during professional or in-school programs during formal and informal events.
	MUS.K.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances within the classroom.	MUS.1.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances within the classroom, during field trips, and school events.	MUS.2.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances during listening activities.	MUS.3.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances during in-school events.	MUS.4.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances during formal events.	MUS.K.4.09 Exhibit appropriate performance behavior during in-school performances and professional performances during formal and informal events.	



Elementary Music – Prekindergarten – Grade 5 Vertical Alignment Matrix

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4 : Nature and Value	Attend and/or participate in musical performances.						
	MUS.PK.4.02 Review study guides and program notes for one performance.	MUS.K.4.10 Review study guides and program notes for two performances.	MUS.1.4.10 Review study guides and program notes for three performances.	MUS.2.4.10 Review study guides and program notes for four performances.	MUS.3.4.10 Review study guides and program notes for five performances.	MUS.4.4.10 Review study guides and program notes for six performances.	MUS.5.4.10 Review study guides and program notes for seven performances.
		MUS.K.4.11 Identify connections of musical performance to one other subject.	MUS.1.4.11 Identify connections of the musical performance to two other subjects.	MUS.2.4.11 Identify connections of the musical performance to three other subjects.	MUS.3.4.11 Identify connections of the musical performance to four other subjects.	MUS.4.4.11 Identify connections of the musical performance to five other subjects.	MUS.5.4.11 Identify connections of the musical performance to six other subjects.
		MUS.K.4.12 Analyze the effectiveness of the musical performance of the class as a large group.	MUS.1.4.12 Analyze the effectiveness of the musical performance of the class in two groups.	MUS.2.4.12 Analyze the effectiveness of the musical performance of the class in three groups.	MUS.3.4.12 Analyze the effectiveness of the musical performance of the class in four groups.	MUS.4.4.12 Analyze the effectiveness of the musical performance of the class in duets and trios.	MUS.5.4.12 Analyze the effectiveness of the musical performance of individuals.
		MUS.K.4.13 Role-play performer and performance attendee as a class in two groups.	MUS.1.4.13 Role-play performer and performance attendee as a class in three groups.	MUS.2.4.13 Role-play performer and performance attendee as a class in four groups.	MUS.3.4.13 Role-play performer and performance attendee one on one.	MUS.4.4.13 Role-play performer and performance attendee one on one with the teacher as the facilitator.	MUS.5.4.13 Role-play performer and performance attendee one on one with a peer as the facilitator.

