

Musical Skill Assessment Resource Matrix

SINGING

National Standards	
National Standards for Music Education (1994)	<p>1. Singing, alone and with others, a varied repertoire of music.</p> <p>K-4.1a Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</p> <p>K-4.1b Students sing expressively, with appropriate dynamics, phrasing, and interpretation</p> <p>K-4.1c Students sing from memory a varied repertoire of songs represented genres and styles from diverse cultures.</p> <p>K-4.1d Students sing ostinatos, partner songs, and rounds.</p> <p>K-4.1e Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>5-8.1a Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</p> <p>5.8.1c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>5.8.1d Students sing music written in two and three parts</p>
National Core Arts Standards (2014)	<p>Pr5.1 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>(consult standards document for individual grade level standards)</p> <p>Pr6.1 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Kb. Perform appropriately for the audience.</p> <p>1a. With limited guidance, perform music with expression.</p> <p>1b/2b. Perform appropriately for the audience and purpose.</p> <p>2a. With limited guidance, perform music for a specific purpose with expression.</p> <p>3a. Perform music for a specific purpose with expression and technical accuracy.</p> <p>3b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p>4a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>4b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p> <p>5a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>5b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>
Kindergarten	
<ul style="list-style-type: none"> Perform short motives in singing, speaking, and shouting voices. Echo short melodic motives in singing voice using echo / call and response repertoire. Echo greetings with puppets, stuffed animals, etc. (e.g. Hello, Bluebird) 	<ul style="list-style-type: none"> Echo greetings with puppets, stuffed animals, etc. (e.g. Hello, Bluebird) Use singing game repertoire to assess in tune head voice singing (e.g., Doggie Doggie)
First Grade	
<ul style="list-style-type: none"> Perform short motives in singing, speaking, and shouting voices. Echo short melodic motives in singing voice using echo / call and response repertoire. Echo greetings with puppets, stuffed animals, etc. (e.g. Hello, Bluebird) 	<ul style="list-style-type: none"> Echo greetings with puppets, stuffed animals, etc. (e.g. Hello, Bluebird) Use singing game repertoire to assess in tune head voice singing (e.g., Doggie Doggie)
Second Grade	
<ul style="list-style-type: none"> Sing known songs with small groups Use audiation to assess retention of the key 	<ul style="list-style-type: none"> Sing known songs with small groups Use audiation to assess retention of the key
Third Grade	
<ul style="list-style-type: none"> Sing known songs with small groups Use audiation to assess retention of the key 	<ul style="list-style-type: none"> Sing known songs with small groups Use audiation to assess retention of the key
Fourth Grade & Fifth Grade	
<ul style="list-style-type: none"> Sing known songs with small groups, partners, and individuals, a capella and with accompaniment Use audiation to assess retention of the key Utilize singing game repertoire with opportunities for small group / solo singing (e.g. My Landlord, Telephone) 	

Musical Skill Assessment Resource Matrix

PLAYING INSTRUMENTS

National Standards	
National Standards for Music Education (1994)	<p>2. Playing, alone and with others, a varied repertoire of music.</p> <p>K-4.2a Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</p> <p>K-4.2b Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</p> <p>K-4.2c Students perform expressively a varied repertoire of music representing diverse and style.</p> <p>K-4.2d Students echo short rhythms and melodic patterns.</p> <p>K-4.2e Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>5-8.2a Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</p> <p>5.8.2c Students perform music representing diverse genres and cultures, with expression appropriate for the work performed.</p> <p>5.8.2d Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p>
National Core Arts Standards (2014)	<p>Pr5.1 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p style="padding-left: 20px;">(consult standards document for individual grade level standards)</p> <p>Pr6.1 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Kb. Perform appropriately for the audience.</p> <p>1a. With limited guidance, perform music with expression.</p> <p>1b/2b. Perform appropriately for the audience and purpose.</p> <p>2a. With limited guidance, perform music for a specific purpose with expression.</p> <p>3a. Perform music for a specific purpose with expression and technical accuracy.</p> <p>3b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p>4a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>4b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p> <p>5a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>5b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>
Kindergarten	
<ul style="list-style-type: none"> Play the beat and rhythm of known songs and rhymes using rhythm sticks, drums, and other classroom instruments. Play ostinati on classroom instruments to accompany singing or listening 	<ul style="list-style-type: none"> Play the rhythm of known songs using rhythm sticks, drums, and other classroom instruments.
Second Grade	
<ul style="list-style-type: none"> Play melodies and accompaniments to songs on Orff instruments, rhythm instruments, etc. 	<ul style="list-style-type: none"> Play melodies and accompaniments to songs on Orff instruments, rhythm instruments, etc.
Fourth Grade	
<ul style="list-style-type: none"> Play known and unknown melodies on the recorder aurally and from notation 	<ul style="list-style-type: none"> Play known and unknown melodies on the recorder aurally and from notation
First Grade	
Third Grade	
Fifth Grade	

Musical Skill Assessment Resource Matrix

MOVING MUSICALLY

National Standards	
National Standards for Music Education (1994)	<p>6. Listening to, analyzing, and describing music.</p> <p>K-4.6b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p> <p>K-4.6e Students respond through purposeful music to selected prominent musical characteristics or to specific musical events while listening to music.</p>
National Core Arts Standards (2014)	<p>Pr4.2 Analyze the structure and context of varied musical works and their implications for performance.</p> <p>Ka. With guidance, explore and demonstrate awareness of musical contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>1a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>2a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>Re7.2 Analyze how the structure and context of varied musical works inform the response.</p> <p>Ka. With guidance, demonstrate how a specific musical concept, (such as beat or melodic direction) is used in music.</p>
Kindergarten	
<ul style="list-style-type: none"> • Step (simple meter) or skip (compound meter) the beat • Tap the rhythm • Perform the beat and the rhythm while singing a song, switching on a signal (e.g., changing a card, turning off the lights) • Respond to changes in form with different movements (e.g., Hunt the Cows) • Respond to contrasts (high/low, loud/soft) with movement • Touch beat lines, heart beats, icons etc. while performing 	First Grade
<ul style="list-style-type: none"> • Demonstrate beat and rhythm using movement while singing • Respond to changes in form with different movements • Respond to contrasts (high/low, loud/soft) with movement • Touch beat lines, heart beats, icons, words, etc. while performing • Conduct while performing • Person notation - have student sit in chairs / stand to represent numbers of sounds on a beat 	<ul style="list-style-type: none"> • Demonstrate beat and rhythm using movement while singing • Respond to changes in form with different movements • Respond to contrasts (high/low, loud/soft) with movement • Touch beat lines, heart beats, icons, words, etc. while performing • Conduct while performing • Person notation - have student sit in chairs / stand to represent numbers of sounds on a beat
Second Grade	Third Grade
<ul style="list-style-type: none"> • Demonstrate beat and rhythm using movement while singing/audiating • Respond to changes in form with different movements • Touch beat lines, heart beats, icons, words, etc. while performing • Conduct while performing • Person notation - have student sit in chairs / stand to represent numbers of sounds on a beat 	<ul style="list-style-type: none"> • Respond to changes in form with different movements • Touch words / notation while performing • Conduct while performing • Clapping rhythms in canon with singing • Singing solfa in canon with singing
Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Respond to changes in form with different movements • Touch words / notation while performing • Conduct while performing • Clapping rhythms in canon with singing • Singing solfa in canon with singing • Perform from notation while clapping/singing in canon 	<ul style="list-style-type: none"> • Respond to changes in form with different movements • Touch stick/staff notation while performing • Conduct while performing • Clapping rhythms in canon with singing • Singing solfa in canon with singing • Perform from notation while clapping/singing in canon

Musical Skill Assessment Resource Matrix

LISTENING

National Standards	
National Standards for Music Education (1994)	<p>6. Listen to, analyze, and describe music.</p> <p>K-4.6a Students identify simple music forms when presented aurally</p> <p>K-4.6c Students use appropriate terminology in explaining music, music notation, music instruments [sic] and voices, and music performances</p> <p>K-4.6d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</p> <p>5-8.6a Students describe specific musical events in a given aural example, using appropriate terminology</p> <p>5.8.6b Students analyze the uses of music in aural examples representing diverse genres and cultures</p> <p>9. Understanding music in relation to history and culture.</p> <p>K-4.9a Students identify by genre or style aural examples of music from various historical periods and cultures</p> <p>K-4.9e Students demonstrate audience behavior appropriate for the context and style of music performed</p>
National Core Arts Standards (2014)	<p>Pr4.2 Analyze the structure and context of varied musical works and their implications for performance.</p> <p>Ka. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>1a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>2a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>3a. Demonstrate understanding of the structure in music selected for performance.</p> <p>4a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>5a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance</p>
Kindergarten	
<ul style="list-style-type: none"> Identify musical motives presented aurally as same or different Determine if an aural excerpt is the beat/rhythm, high/low, loud/soft, etc. - use gestures or manipulatives to show choice 	<ul style="list-style-type: none"> Determine if an aural excerpt is the beat/rhythm, high/low, loud/soft, etc. - use gestures or manipulatives to show choice Identify known songs from aural examples, icons, hand signs, or notation Sing portions of songs out loud, auditating others, and switch
First Grade	
<ul style="list-style-type: none"> Identify known songs from aural examples, icons, hand signs, or notation Sing portions of songs out loud, auditating others, and switch I Have, Who Has? Rhythm / melody bingo 	
Second Grade & Third Grade	
<ul style="list-style-type: none"> Identify known songs from aural examples, icons, hand signs, or notation Sing portions of songs out loud, auditating others, and switch Poison Read exercises with varied endings - show choice with manipulative Read from notation and identify errors in rhythm/melody in an aural performance I Have, Who Has? Rhythm / melody bingo 	
Fourth Grade & Fifth Grade	
<ul style="list-style-type: none"> Identify known songs from aural examples, icons, hand signs, or notation Sing portions of songs out loud, auditating others, and switch Poison Read exercises with varied endings - show choice with manipulative Read from notation and identify errors in rhythm/melody in an aural performance I Have, Who Has? Rhythm / melody bingo 	

Musical Skill Assessment Resource Matrix

MEMORY

National Standards	
National Standards for Music Education (1994)	<p>1. Singing, alone and with others, a varied repertoire of music. K-4.1c Students sing from memory a varied repertoire of songs represented genres and styles from diverse cultures.</p> <p>2. Playing on instruments, alone and with others, a varied repertoire of music. K-4.2d Students echo short rhythms and melodic patterns. 5.8.2d Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p>
National Core Arts Standards (2014)	<p><i>Note: The words "memory," "memorize," and "memorized" do not appear anywhere in the 2014 standards. I would justify the importance of this skill under the banner of the standard listed below, in that certain performance contexts generally call for music to be memorized. Consult the matrix for singing and playing to view the grade level specific standards.</i></p> <p>Pr6.1 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>
Kindergarten	First Grade
<ul style="list-style-type: none"> Perform songs with echo parts (e.g., Charlie Over the Ocean, John the Rabbit) Perform songs, rhymes, etc. from memory. 	<ul style="list-style-type: none"> Students read known rhythmic and melodic motives from notation, and slowly erase beats Perform songs with echo parts (e.g., Charlie Over the Ocean) Echo teacher-provided rhythmic motives on rhythm sticks
Second Grade	Third Grade
<ul style="list-style-type: none"> Students read known rhythmic and melodic motives from notation, and slowly erase beats Echo teacher-provided rhythmic and melodic motives on instruments Aural and written dictation 	<ul style="list-style-type: none"> Students read known rhythmic and melodic motives from notation, and slowly erase beats Echo teacher-provided rhythmic and melodic motives on instruments Aural and written dictation
Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Students read known rhythmic and melodic motives from notation, and slowly erase beats Echo /perform in canon teacher-provided rhythmic and melodic motives on instruments Aural and written dictation 	<ul style="list-style-type: none"> Students read known rhythmic and melodic motives from notation, and slowly erase beats Echo /perform in canon teacher-provided rhythmic and melodic motives on instruments Aural and written dictation

Musical Skill Assessment Resource Matrix

READING MUSIC

National Standards	
National Standards for Music Education (1994)	<p>5. Reading and notating music</p> <p>K-4.5a Students read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter</p> <p>K-4.5b Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</p> <p>K-4.5c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>5-8.5a Students 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</p> <p>5-8.5b Students read at sight simple melodies in both the treble and bass clefs.</p> <p>5-8.5c Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p>
National Core Arts Standards (2014)	<p>Pr4.2 Analyze the structure and context of varied musical works and their implications for performance.</p> <p>1b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p>2b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>3b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>4b. When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p>5b. When analyzing selected music, read and perform using standard notation.</p>
Kindergarten	
<ul style="list-style-type: none"> • Read melodic motives from icons placed high and low • Read rhythmic motives from icons as short and long 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Sing certain pitches out loud / audiate others while reading from icons/notation • Read melodic motives from tone ladder • Read motives from 1-, 3-, and 5-line staves • Read motives from the board. Identify note(s) that are different, and change the notation.
First Grade	
<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from 3- and 5-line staves • Read motives from the board. Identify note(s) that are different, and change the notation. 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation in rhythm syllables and solfa. • Read motives from the board. Identify note(s) that are different, and change the notation.
Second Grade	
<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read motives from the board. Identify note(s) that are different, and change the notation. • Read exercises of increasing length containing known rhythmic and melodic material 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation • Read motives from the board. Identify note(s) that are different, and change the notation. • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read exercises of increasing length containing known rhythmic and melodic material
Third Grade	
<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read motives from the board. Identify note(s) that are different, and change the notation. • Read exercises of increasing length containing known rhythmic and melodic material 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation • Read motives from the board. Identify note(s) that are different, and change the notation. • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read exercises of increasing length containing known rhythmic and melodic material
Fourth Grade	
<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read motives from the board. Identify note(s) that are different, and change the notation. • Read exercises of increasing length containing known rhythmic and melodic material 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation • Read motives from the board. Identify note(s) that are different, and change the notation. • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read exercises of increasing length containing known rhythmic and melodic material
Fifth Grade	
<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read motives from the board. Identify note(s) that are different, and change the notation. • Read exercises of increasing length containing known rhythmic and melodic material 	<ul style="list-style-type: none"> • Sing & sign solfa/tap rhythm while read known songs from icons/notation • Read motives from staff notation • Read motives from the board. Identify note(s) that are different, and change the notation. • Read motives from staff notation in rhythm syllables, solfa, and absolute pitch names. • Read exercises of increasing length containing known rhythmic and melodic material

Musical Skill Assessment Resource Matrix

NOTATING MUSIC

National Standards	
National Standards for Music Education (1994)	<p>5. Reading and notating music</p> <p>K-4.5d Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p> <p>5-8.5d Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p>
National Core Arts Standards (2014)	<p>Cr.2.1 Select and develop musical ideas for defined purposes and contexts.</p> <p>Kb With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p> <p>1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p>2b Use iconic or standard notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas</p> <p>5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>
Kindergarten	
<ul style="list-style-type: none"> Use icons to notate short/long, high/low sounds 	<p style="text-align: center;">First Grade</p> <ul style="list-style-type: none"> Use icons to notate s m / melodic motives and □ ♯ rhythmic motives Use manipulatives containing stick notation to record known and new material Use stick/staff notation to notate easy patterns on the board, worksheets, etc.
Second Grade	
<ul style="list-style-type: none"> Use manipulatives containing stick notation to record known and new material Use stick/staff notation to notate patterns on the board, worksheets, etc. 	<p style="text-align: center;">Third Grade</p> <ul style="list-style-type: none"> Use stick/staff notation to notate patterns on the board, worksheets, etc. Pass it Down / Rhythm Relay / Melodic Relay (see S. Brumfield Practice strategies)
Fourth Grade	
<ul style="list-style-type: none"> Pass it Down / Rhythm Relay / Melodic Relay (see S. Brumfield Practice strategies) Relay dictation of rhythmic & melodic motives Note name drills 	<p style="text-align: center;">Fifth Grade</p> <ul style="list-style-type: none"> Pass it Down / Rhythm Relay / Melodic Relay (see S. Brumfield Practice strategies) Relay dictation of rhythmic & melodic motives Note name drills

Musical Skill Assessment Resource Matrix

IMPROVISE & COMPOSE

National Standards	
National Standards for Music Education (1994)	<p>3. Improvise melodies, variations, and accompaniments.</p> <p>K-4.3a Students improvise "answers" in the same style to given rhythmic and melodic phrases</p> <p>K-4.3b Students improvise simple rhythmic and melodic ostinato accompaniments</p> <p>K-4.3c Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p> <p>5-8.3a Students improvise simple harmonic accompaniments</p> <p>5-8.3b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</p> <p>4. Compose music within specified guidelines.</p> <p>K-4.4a Students create and arrange music to accompany readings or dramatizations.</p> <p>K-4.4b Students create and arrange short songs and instrumental pieces within specified guidelines</p> <p>K-4.4c Students use a variety of sound sources when composing</p> <p>5-8.4a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</p>
National Core Arts Standards (2014)	<p>Cr.1 Generate musical ideas for various purposes and contexts. (see standards site for individual grade level standards)</p> <p>Cr.2.1 Select and develop musical ideas for defined purposes and contexts (see standards site for individual grade level standards)</p> <p>Cr.3.1 Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. (see standards site for individual grade level standards)</p> <p>Cr.3.2 Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. (see standards site for individual grade level standards)</p>
Kindergarten	
<ul style="list-style-type: none"> Select places on the body and/or classroom instruments for performing beat and rhythm 	<p style="text-align: center;">First Grade</p> <ul style="list-style-type: none"> Improvise and compose "answers" to musical questions, each 2-4 beats long Arrange manipulatives containing known rhythmic and melodic elements to create compositions
Second Grade	
<ul style="list-style-type: none"> Improvise and compose "answers" to musical questions, each 4 beats long. Perform by singing. Arrange manipulatives containing known rhythmic and melodic elements to create compositions 	<p style="text-align: center;">Third Grade</p> <ul style="list-style-type: none"> Improvise and compose "answers" to musical questions, each of progressing length. Perform by singing and/or on instruments. Arrange manipulatives containing known rhythmic and melodic elements to create compositions; record final compositions in stick/staff notation
Third Grade	
<ul style="list-style-type: none"> Improvise and compose "answers" to musical questions, each of progressing length. Perform by singing and/or on instruments. Arrange manipulatives containing known rhythmic and melodic elements to create compositions; record final compositions in stick/staff notation 	<p style="text-align: center;">Third Grade</p> <ul style="list-style-type: none"> Improvise and compose "answers" to musical questions, each of progressing length. Perform by singing and/or on instruments. Arrange manipulatives containing known rhythmic and melodic elements to create compositions; record final compositions in stick/staff notation