

Some Long-Term Goals for Various Grade Levels

Following are some long-term goals that reflect expectations for various grade levels. You will need to develop short-term goals and specific objectives for individual classes.

Preschool/Kindergarten

Students will:

1. Sing short songs in tune, with good breathing habits and tone quality.
2. Perform rhythms with a steady beat.
3. Perform music expressively.
 - a. Loud-soft
 - b. Fast-slow
 - c. Legato-staccato
4. Respond to expressive qualities of music through movement.
 - a. Duple meter and triple meter
 - b. Strong accents and changing accents
 - c. Steady beat
 - d. Changing dynamics
5. Play simple rhythmic-melodic patterns on classroom instruments.
6. Sing, play, move, and create music expressive of individual imaginations.

Grades 1 and 2

Students will:

1. Sing short songs in tune, with good breathing habits and tone quality.
2. Distinguish between high and low, fast and slow, and instrumental tone colors.
3. Identify expressive use of repetition and contrast in simple songs and short listening examples.
4. Express through creative movement musical concepts such as:
 - a. Steady beat
 - b. Accent
 - c. Crescendo or decrescendo
 - d. Staccato
 - e. Legato
5. Engage in singing games.
6. Play simple rhythmic-melodic patterns on classroom instruments.
7. Read and create simple music notation.

Grades 3 and 4

Students will:

1. Sing short songs in tune, with good breathing habits and tone quality.
2. Sing simple rounds and descants in tune.
3. Sing songs expressive of text.
 - a. Legato and staccato
 - b. Dynamics
 - c. Phrasing
4. Analyze music in terms of elements.
 - a. Melodic phrases
 - b. Tone colors
 - c. Formal structure
5. Read or create simple music notation.
6. Engage in singing games and dances.
7. Play simple melodies and rhythmic accompaniments on classroom instruments.

Grades 5 and 6

Students will:

1. Sing songs in tune, with good breathing habits and tone quality.
2. Sing songs in two and three parts.
3. Demonstrate rhythmic sense by:
 - a. Identifying simple-to-complex rhythms (both verbally and aurally)
 - b. Playing rhythms in 2/4, 3/4, 6/8, and mixed meter
4. Play simple harmonic accompaniments on guitar, keyboard, or Q-chord.
5. Play simple melodies and descants on melody bells or recorder.
6. Identify music from other parts of the world according to their use of rhythm, melody, dynamics, tone color, texture, and formal structure.
7. Develop musical leadership by taking part in musical plays.
8. Read and write music notation.

Any or all of these ideas can be used in a logical sequence of events that proceeds from the introduction of a song or larger composition to a deeper understanding of the piece.

Deciding on Length and Frequency of Lessons

The length of lessons will depend on the age and grade level of the students. In general, younger children will need to have shorter lessons than older students, who have longer attention spans.