

Marysville Public Schools
Elementary Music
Power Standards

Young Fives

- Identify and use steady beat and absence of beat
- Internalize and perform a simple, authentic melody
- Recognize expressive qualities, such as dynamics and tempo
- Experiment with timbre on classroom instruments
- Distinguish between singing and non-singing voice

Kindergarten

- Identify and use steady beat and absence of beat
- Internalize and perform a simple, authentic melody
- Recognize expressive qualities, such as dynamics and tempo
- Experiment with timbre on classroom instruments
- Distinguish between singing and non-singing voice

1st Grade

- Identify and use sound and silence
- Identify and use long and short sounds
- Identify and perform high and low pitch
- Identify contour and direction
- Understand how musicians use expressive qualities such as dynamics, tempo, and articulation
- Use voices to produce a healthy sound
- Identify pitched and non-pitched sounds

2nd Grade

- Identify and use long and short sounds in a work that has as many as 3 different durations
- Make decisions about using pitched and non-pitched sounds
- Identify steps, skips (or leaps), and repeated tones
- Make decisions about using classroom instruments to create appropriate timbre
- Maintain a simple ostinato against a melody
- Identify phrases

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3rd Grade

- Identify meter as groups of 2 and groups of 3
- Internalize and perform authentic melodies from a variety of styles, genres, and cultural and historical contexts
- Use phrases as a vehicle for expression
- Differentiate among modalities (major and minor) and understand how they may be used as vehicles for expression
- Recognize that musicians use a breadth of expressive qualities as tools for musical expression
- Begin to recognize a variety of styles and genres in appropriate cultural and historical contexts

4th Grade

- Distinguish between music that sounds metered and non-metered
- Identify and use tonal center (home tone)
- Hear, identify, and use home, away, and resting chords (I, IV, V)
- Recognize and understand how musicians use form as an organizational tool and as a vehicle for expression
- Recognize and use AB, ABA, Verse/Refrain, introduction, bridge, coda
- Recognize and use particular textures such as round, ostinato, partner song

5th Grade

- Maintain a part in a polyrhythmic work
- Use contour and direction as a vehicle for expression
- Use voices to produce a healthy sound throughout their vocal range as it changes and develops
- Understand how musicians use a breadth of expressive qualities as tools for expression
- Recognize and understand how musicians use texture as an organizational tool and as a vehicle for expression