Music Essential Targets -
Listen and Describe Music

Kindergarten	First Grade	Second Grade	Third Grace	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
___ I can show the differences between high/low sounds, fast/slow music and loud/soft tones through movement.	___ I can identify instruments in groups: brass, woodwind, strings or percussion; by how the instrument sounds.		___ I can listen to music of different composers.	___ I can match instruments to their sounds.	___ I can tell the difference between a theme and variation.	___ I can use personal and established criteria to evaluate the quality and effectiveness of varied music performed and heard.	___ I can use personal and extablished criteria to make independent judgements about varied music performed and heard.	___ I can use personal and extablished criteria to make independent judgements about varied music performed and heard.
___ I can recognize if music uses vocal, instrumental or environmental sounds.	___ I can identify a wide variety of musical instruments.		___ I can describe the feelings experienced through music listening.	___ I can recognize different vocal parts of a choir (SATB).	___ I can tell if music sounds major, minor, chromatic, or pentatonic.	___ I can respond to music through movement.	___ I can respond to music through a variety of movement patterns.	___ I can respond to music through a variety of movement patterns.
___ I can move differently to show the AB form of a song.					___ I can identify positive audience behavior.			
___ I can echo rhythm and melody patterns.								