



# COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM



## Kindergarten Vocal Music Curriculum Time Line

### STANDARDS

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture

### GLIs FOR GRADING PERIOD 1

<b>September</b>	<b>October</b>	<b>November</b>
GMK1A1 - Sing independently GMK 1B1 - Sing in groups GMK 2A4 - Play short patterns GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 1A2 - Sing expressively GMK 6A1 - Steady beat GMK 6A4 - Fast/slow tempo GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 2A1 - Play with dynamics and steady beat GMK 2A4 - Plays short patterns GMK 6A1 - Steady beat GMK 6A5 - Steady beat vs. rhythm GMK 9A3 - Experience different composers

### GLIs FOR GRADING PERIOD 2

<b>November</b>	<b>December</b>	<b>January</b>
GMK 6A2 - High/low/up/down melodic direction GMK 7A1 - Identifies individuals performing GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music GMK 9B1 - Audience etiquette	GMK 3A1 - Improvise movement GMK 5B1 - Read sol-mi GMK 7A2 - Performance reflection GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 2A1 - Play with dynamics and steady beat GMK 3A1 - Improvise movement GMK 5B1 - Read sol-mi GMK 6A2 - High/low/up/down melodic direction GMK 6A5 - Steady beat vs. rhythm GMK 9C1 - Music in daily life



# Kindergarten Vocal Music Curriculum Time Line



## GLIs FOR GRADING PERIOD 3

January	February	March
GMK 2A3 - Play unpitched ostinati	GMK 1A1 - Sing independently	GMK 1A1 - Sing independently
GMK 4A1 - Create/arranges music for story	GMK 1B1 - Sing in groups	GMK 1A2 - Sing expressively
GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 2A1 - Play with dynamics and steady beat	GMK 2A1 - Play with dynamics and steady beat
GMK 6A4 - Fast/slow tempo	GMK 2B2 - Blend in singing groups	GMK 2A2 - Play bourdons/melodic ostinati
GMK 7B1 - Discuss/respond to a variety of genres	GMK 3A2 - Improvises simple accompaniments	GMK 3A3 - Improvise rhythmic variations
GMK 8A1 - Common terms found in the arts	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests
GMK 8B1 - Connect music with other subjects	GMK 5B1 - Read sol-mi	GMK 5A2 - Write 1/8 & 1/4 notes & 1/4 rests
GMK 9A1 - Experience world music	GMK 6A2 - High/low/up/down melodic direction	GMK 5B1 - Read sol-mi
	GMK 6A3 - Describe/respond to loud/soft	GMK 6A2 - High/low/up/down melodic direction
	GMK 6A4 - Fast/slow tempo	GMK 6B1 - Identify same and different in music
	GMK 6B2 - Identify patterns in music	GMK 6B3 - Melody vs. accompaniment
	GMK 7B1 - Discuss/respond to a variety of genres	GMK 7B1 - Discuss/respond to a variety of genres
	GMK 8B1 - Connect music with other subjects	GMK 8B1 - Connect music with other subjects
		GMK 9A2 - Sings/listen/move to historical songs
		GMK 9A4 - Sings songs of the United States
		GMK 9D1 - Recognizes a musician

## GLIs FOR GRADING PERIOD 4

April	May	June
GMK 1A1 - Sing independently	GMK 1A1 - Sing independently	Review GLIs through songs and musical activities
GMK 2A2 - Play bourdons/melodic ostinati	GMK 2B1 - Maintain instrumental part	
GMK 3A2 - Improvise accompaniments	GMK 2B2 - Blend in singing groups	
GMK 3A4 - Improvise phrases	GMK 3A4 - Improvise phrases	
GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 4A2 - Create/notate phrases and ostinati	
GMK 5B1 - Read sol-mi	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	
GMK 5B2 - Writes sol-mi	GMK 5A2 - Write 1/8 & 1/4 notes & 1/4 rests	
GMK 6B1 - Identify same and different in music	GMK 5B1 - Read sol-mi	
GMK 6B2 - Identify patterns in music	GMK 6B1 - Identify same and different in music	
GMK 6C1 - Identify sound sources	GMK 7A2 - Performance reflection	
GMK 7B1 - Discuss/respond to a variety of genres	GMK 7B1 - Discuss/respond to a variety of genres	
GMK 8B1 - Connect music with other subjects	GMK 8B1 - Connect music with other subjects	
GMK 9A1 - Experience world music	GMK 9A1 - Experience world music	
	GMK 9B1 - Audience etiquette	



**COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM**



**First Grade Vocal Music Curriculum Time Line**

**STANDARDS**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture

**GLIs FOR GRADING PERIOD 1**

<b>September</b>	<b>October</b>	<b>November</b>
GM11A1 - Sings independently GM11A2 - Sings expressively GM11B1 - Sings in groups GM12A3 - Plays unpitched ostinati GM12A4 - Plays short rhythms/melodies GM15C1 - Reads <i>piano</i> and <i>forte</i> GM16A1 - Maintains steady beat GM16A3 - Aurally identify <i>piano</i> and <i>forte</i> GM16A4 - Tempo changes: Fast, slow, etc. GM17B1 - Discusses/responds to a variety of genres GM19A1 - Sings/listens/moves to world music	GM11A1 - Sings independently GM11B1 - Sings in groups GM15B1 - Reads sol, mi, la GM16A2 - Melodic direction: High/low GM16A4 - Tempo changes: Fast, slow, etc. GM16B2 - Melody vs. accompaniment GM17B1 - Discusses/ responds to a variety of genres GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music GM19C1 - Music used for varied occasions	GM11A1 - Sings independently GM12A4 - Plays short rhythms/ melodies GM15B1 - Read sol, mi, la GM16A3 - Aurally identify <i>piano</i> and <i>forte</i> GM16B2 - Melody vs. accompaniment

**GLIs FOR GRADING PERIOD 2**

<b>November</b>	<b>December</b>	<b>January</b>
GM1 2A1 - Plays diverse music GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM16A4 - Tempo changes: Fast, slow, etc. GM17B1 - Discusses/responds to a variety of genres GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music GM19A4 - Various uses of music in U.S. GM19D1 - Recognizes a musician.	GM11B1 - Sings in groups GM12A2 - Plays bourdons /melodic ostinati GM13A1 - Improvises lyrics GM15B1 - Reads sol, mi, la GM17A1 - Discusses performances of self and others GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music GM19B1 - Audience etiquette	GM11A1 - Sings independently GM12A1 - Plays diverse music GM13A1 - Improvises lyrics GM14A1 - Creates music for a story GM15B1 - Reads sol, mi, la GM16A4 - Tempo changes: Fast, slow, etc. GM17A2 - Discusses compositions, arrangements, and improvisations GM18A1 - Terms in music and other arts



# First Grade Vocal Music Curriculum Time Line



## GLIs FOR GRADING PERIOD 3

January	February	March
GM14A1 - Creates music for a story GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM16C1 - Identifies classroom instruments GM16C2 - Classifies pitched or unpitched GM16C3 - Classifies unpitched as woods, metals, shakers/scrappers, or drums GM17A2 - Discusses compositions, arrangements, and improvisations GM18A1 - Terms in music and other arts GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music	GM11A1 - Sings independently GM12A1 - Plays diverse music GM12B2 - Plays in groups GM13A2 - Creates accompaniments GM13A3 - Improvises rhythmic variations GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM15B1 - Reads sol, mi, la GM16A3 - Aurally identify <i>piano</i> and <i>forte</i> GM16A4 - Tempo changes: Fast, slow, etc. GM17A2 - Discusses compositions, arrangements, and improvisations GM17B1 - Discusses/responds to a variety of genres GM18B1 - Connects music and another subject GM19A3 - Identifies/listens/responds to music of varied composers	GM11A1 - Sings independently GM12A1 - Plays diverse music GM12B1 - Maintains an instrumental part GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM15B1 - Reads sol, mi, la GM16A2 - Melodic direction: high/low GM16B1 - Form: Same and different, AB, ABA, echo, cumulative GM16C1 - Identifies classroom instruments GM16C2 - Classifies pitched or unpitched GM16C3 - Classifies unpitched as woods, metals, shakers/scrappers, or drums GM17B1 - Discusses/responds to a variety of genres GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music

## GLIs FOR GRADING PERIOD 4

April	May	June
GM13A4 - Improvises phrases GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM15A2 - Writes 1/8 & 1/4 notes & 1/4 rests GM15B1 - Reads sol, mi, la GM15B2 - Writes sol, mi, la GM16B1 - Form: Same and different, AB, ABA, echo, cumulative GM16C1 - Identifies classroom instruments GM17B1 - Discusses/responds to a variety of genres GM18A1 - Terms in music and other arts GM18B1 - Connects music and another subject GM19A2 - Sings/listens/moves to music from various historical periods	GM11A1 - Sings independently GM13A4 - Improvises phrases GM14A2 - Creates and notates rhythmic and melodic phrases GM15A1 - Reads 1/8 & 1/4 notes & 1/4 rests GM15A2 - 1/8 & 1/4 notes & 1/4 rests GM15B1 - Reads sol, mi, la GM15C2 - Form markings: repeat sign/double barline GM16B1 - Form: Same and different, AB, ABA, echo, cumulative GM17A1 - Discusses performances of self and others GM17B1 - Discusses/responds to a variety of genres GM18B1 - Connects music and another subject GM19A1 - Sings/listens/moves to world music	Review GLIs through songs and musical activities



# COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM



## Second Grade Vocal Music Curriculum Time Line

### STANDARDS

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture

### GLIs FOR GRADING PERIOD 1

September	October	November
GM21A1 - Sings independently GM21A2 - Sings expressively GM22A1 - Plays diverse music GM22A4 - Plays short rhythms and melodies GM25A1 - Reads 1/8, 1/4, 1/2, whole notes and 1/4, 1/2, whole rests GM25A2 - Writes 1/8, 1/4, 1/2, whole notes and 1/4, 1/2, whole rests GM25B1 - Reads do, re, mi, sol, la GM26A2 - Melodic contour GM29A1 - Sings/listens/moves to world music	GM21A1 - Sings independently GM21A2 - Sings expressively GM22A2 - Performs bourdons, melodic ostinati, and chords GM25A1 - Reads 1/8, 1/4, 1/2, whole notes and 1/4, 1/2, whole rests GM25A2 - Writes 1/8, 1/4, 1/2, whole notes and 1/4, 1/2, whole rests GM25B1 - Reads do, re, mi, sol, la GM25B2 - Writes do, re, mi, sol, la GM25C2 - Reads pp, p, f, ff GM26A3 - Describes dynamics in music GM26B2 - Melody vs. accompaniment GM28A1 - Responds to music through the arts GM29A1 - Sings/listens/moves to world music	GM21A1 - Sings independently GM21A2 - Sings expressively GM22A1 - Plays diverse music GM25B1 - Reads do, re, mi, sol, la GM26B2 - Melody vs. accompaniment GM28B1 - Connects music with other subjects GM29A1 - Sings/listens/moves to world music



## Second GradeVocal Music Curriculum Time Line

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### GLIs FOR GRADING PERIOD 2

November	December	January
GM23A1 - Improvises answers to questions GM25A1 - Reads $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , whole notes and $\frac{1}{4}$ , $\frac{1}{2}$ , whole rests GM25A2 - Writes $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , whole notes and $\frac{1}{4}$ , $\frac{1}{2}$ , whole rests GM26A3 - Describes dynamics in music GM26C2 - Identifies/classifies instruments as pitched or unpitched GM26C3 - Classifies woods, metals, shakers/scrappers, or drums	GM21A1 - Sings independently GM21A2 - Sings expressively GM21B1 - Sings in groups GM22A1 - Plays diverse music GM27A1 - Discusses performances GM28A2 - Similarities and differences in the arts GM29A1 - Sings/listens/moves to world music GM29B1 - Audience etiquette GM29C1 - Music used for a variety of occasions GM29D1 - Identifies musician behaviors	GM21A1 - Sings independently GM21A2 - Sings expressively GM22A4 - Plays short rhythms and melodies GM25A1 - Reads $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , whole notes and $\frac{1}{4}$ , $\frac{1}{2}$ , whole rests GM25A2 - Writes $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , whole notes and $\frac{1}{4}$ , $\frac{1}{2}$ , whole rests GM26C2 - Identifies/classifies instruments as pitched or unpitched GM26C3 - Classifies woods, metals, shakers/scrappers, or drums GM27B1 - Identifies personal musical preferences GM27B2 - How elements of music communicate meaning GM28B1 - Connects music with other subjects GM29A1 - Sings/listens/moves to world music

### GLIs FOR GRADING PERIOD 3

January	February	March
GM21B1 - Sings in groups GM22A1 - Plays diverse music GM25B1 - Reads do, re, mi, sol, la GM25C3 - Reads repeat signs, first and second endings, D.C., and double barlines GM26A3 - Describes dynamics in a listening example using: piano, pianissimo, forte, and fortissimo. GM26A4 - Identifies tempo and tempo changes.	GM21A1 - Sings independently GM21A2 - Sings expressively GM22A1 - Plays diverse music GM22A3 - Plays unpitched ostinati GM23A2 - Improvises simple rhythmic and melodic accompaniments GM29A1 - Sings/listens/moves to world music GM29A2 - Describes, listens, and responds to music of different composers	GM21A1 - Sings independently GM21A2 - Sings expressively GM22B1 - Maintains independent instrumental parts GM23A3 - Improvises rhythmic and melodic variations GM24A1 - Creates/ arranges music to accompany readings or drama GM25C1 - Reads accent, legato, and staccato GM26A1 - Recognizes, responds to, and describes even and uneven rhythm in duple and triple meters GM26B1 - Same and different phrases, AB, ABA, rondo, and call/response GM26C1 - Identifies brass and percussion instruments visually and aurally GM27A2 - Reflects/discusses music GM28B1 - Connects music with other subjects GM29A1 - Sings/listens/moves to world music



## Second Grade Vocal Music Curriculum Time Line

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### GLIs FOR GRADING PERIOD 4

April	May	June
GM21A1 - Sings independently GM21A2 - Sings expressively GM22B2 - Plays in groups GM23A4 - Improvises short melodies GM25C1 - Reads accent, legato, and staccato GM25C4 - Identifies dal segno (D.S.) GM26B1 - Same and different phrases, AB, ABA, rondo, and call/response GM28B1 - Connects music with other subjects GM29C2 - Purpose of historical music GM29C3 - Uses of music in U.S.	GM21A1 - Sings independently GM21A2 - Sings expressively GM22A1 - Plays diverse music GM23A3 - Improvises rhythmic/melodic variations GM24A2 - Creates /notates rhythmic and melodic phrases and ostinati GM28B1 - Connects music with other subjects GM29A1 - Sings/listens/moves to world music	Review GLIs through songs and musical activities



**COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM**  
**Third Grade Vocal Music Curriculum Time Line**



**STANDARDS**

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|--|--|
| <ol style="list-style-type: none"> <li>1. Singing, alone and with others, a varied repertoire of music.</li> <li>2. Performing on instruments, alone and with others, a varied repertoire of music.</li> <li>3. Improvising melodies, variations and accompaniments.</li> <li>4. Composing and arranging music within specified guidelines.</li> </ol> | <ol style="list-style-type: none"> <li>5. Reading and notating music.</li> <li>6. Listening to, analyzing and describing music.</li> <li>7. Evaluating music and music performances.</li> <li>8. Understanding relationships between music, the other arts and disciplines outside the arts.</li> <li>9. Understanding music in relation to history and culture</li> </ol> |
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**GLIs FOR GRADING PERIOD 1**

<b>September</b>	<b>October</b>	<b>November</b>
GM31A1 - Sings independently GM31A2 - Sings expressively GM32A1 - Plays diverse music GM32A4 - Plays short rhythms/ melodies GM35A1 - Reads 1/16, 1/8, 1/4, 1/2, and whole notes /rests & dotted notes GM35A2 - Writes 1/16, 1/8, 1/4, 1/2, and whole notes /rests & dotted notes GM35B1 - Reads do, re, mi, sol, la, do' GM35B2 - Writes do, re, mi, sol, la, do' GM36A3 - Describe in listening: <i>p, f, pp, ff, mp, mf, cresc./decresc.</i> GM36A4 - Identifies tempo/tempo changes GM36A5 - Legato, staccato, and marcato GM37B2 - How music communicates GM38B1 - Music and other subjects GM39A1 - Sings/listens/moves to world music	GM31A1 - Sings independently GM31A2 - Sings expressively GM31B3 - Blends voices GM32A2 - Plays bourdons, melodic ostinati, and chords GM35A1 - Reads 1/16, 1/8, 1/4, 1/2, and whole notes /rests & dotted notes GM35A2 - Writes 1/16, 1/8, 1/4, 1/2, and whole notes /rests & dotted notes GM35B1 - Reads do, re, mi, sol, la, do' GM35B2 - Writes do, re, mi, sol, la, do' GM35C2 - Reads/writes <i>pp, p, mp, mf, f, ff, cresc./decresc.</i> GM36A2 - Melodic contour GM36B2 - Melody vs. accompaniment GM36C1 - Identifies/classifies orchestra families GM38A2 - Interprets music through arts GM39A1 - Sings/listens/moves to world music GM39B1 - Audience etiquette GM39C4 - Purpose of music in history	GM31A1 - Sings independently GM31A2 - Sings expressively GM31B1 - Responds to conductor GM31B2 - Sings ostinati, partner songs and canons (e.g., rounds) GM32A1 - Plays diverse music GM35B1 - Reads do, re, mi, sol, la, do' GM35B2 - Writes do, re, mi, sol, la, do' GM36B2 - Melody vs. accompaniment GM38A1 - Similar elements in the arts GM38B1 - Music and other subjects GM39A1 - Sings/listens/moves to world music





# Third Grade Vocal Music Curriculum Time Line



## GLIs FOR GRADING PERIOD 2

November	December	January
<p>GM33A1 - Improvises answers to questions</p> <p>GM33A2 - Improvises rhythmic/ melodic ostinato accompaniments</p> <p>GM33A4 - Improvises short songs</p> <p>GM35A1 - Reads 1/16, 1/8, 1/4, 1/2, and whole notes /rests &amp; dotted notes</p> <p>GM35A2 - Writes 1/16, 1/8, 1/4, 1/2, and whole notes /rests &amp; dotted notes</p> <p>GM36A3 - Describe in listening: <i>p, f, pp, ff, mp, mf, cresc./decresc.</i></p>	<p>GM31A1 - Sings independently</p> <p>GM31A2 - Sings expressively</p> <p>GM32A1 - Plays diverse music</p> <p>GM36A6 - Identifies major or minor key</p> <p>GM37A1 - Performance evaluation</p> <p>GM37B1 - Explains personal preferences</p> <p>GM39A1 - Sings, listens, and moves to music from world cultures.</p> <p>GM39C1 - Lists events or occasions where music was present</p> <p>GM39C3 - Explains the suitability of the music for a specific occasion</p> <p>GM39D1 - Discusses different jobs a musician might hold</p>	<p>GM31A1 - Sings independently</p> <p>GM31A2 - Sings expressively</p> <p>GM32A4 - Plays short rhythms/ melodies</p> <p>GM32B2 - Performs in groups, blending timbres and dynamic levels.</p> <p>GM35A1 - Reads 1/16, 1/8, 1/4, 1/2, and whole notes /rests &amp; dotted notes</p> <p>GM35A2 - Writes 1/16, 1/8, 1/4, 1/2, and whole notes /rests &amp; dotted notes</p> <p>GM36C1 - Identifies/classifies orchestra families</p> <p>GM36C2 - Classifies voices: Heavier/lighter</p> <p>GM38B1 - Music and other subjects</p> <p>GM39A1 - Sings, listens, moves to world music</p>

## GLIs FOR GRADING PERIOD 3

January	February	March
<p>GM32A1 - Plays diverse music</p> <p>GM35C3 - Reads/writes: Fermata/ritard.</p> <p>GM35C5 - Melodic contour: Ascending, descending, repeat, octave skip</p> <p>GM36A3 - Describe in listening: <i>p, f, pp, ff, mp, mf, cresc./decresc.</i></p>	<p>GM31A1 - Sings independently</p> <p>GM31A2 - Sings expressively</p> <p>GM32A1 - Plays diverse music</p> <p>GM32A3 - Unpitched ostinati</p> <p>GM35C3 - Reads/writes: Fermata/ritard.</p> <p>GM35C4 - Reads: D.S., D.C al fine, first and second endings, double barlines, repeat signs</p> <p>GM37B2 - How music communicates</p> <p>GM38A2 - Interprets music through arts</p> <p>GM39A2 - Compares/responds to music of different historical composers</p> <p>GM39A3 - Similarities/differences in U.S. music</p>	<p>GM31A1 - Sings independently</p> <p>GM31A2 - Sings expressively</p> <p>GM32B1 - Maintains independent instrumental parts</p> <p>GM33A2 - Improvises rhythmic and melodic variations</p> <p>GM34A1 - Creates, arranges, and performs music for readings or drama</p> <p>GM35C1 - Reads /writes: Legato, staccato, accent</p> <p>GM35D1 - Reads partner songs and canons</p> <p>GM36A1 - Even/uneven rhythm in duple/triple meters</p> <p>GM36B1 - Music forms: AB, ABA, rondo, call and response, verse/refrain, and theme and variation</p> <p>GM37A2 - Evaluates compositions, arrangements, and improvisations</p> <p>GM38B1 - Music and other subjects</p> <p>GM39A1 - Sings/listens/moves to world music</p>



# Third Grade Vocal Music Curriculum Time Line

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## GLIs FOR GRADING PERIOD 4

April	May	June
GM31A1 - Sings independently GM31A2 - Sings expressively GM32B2 - Plays in groups GM33A2 - Improvises rhythmic/ melodic accompaniments GM34A2 - Creates/notates/performs rhythmic/ melodic phrases and ostinati GM35C1 - Reads /writes: Legato, staccato, and accent GM36B1 - Music forms: AB, ABA, rondo, call and response, verse/refrain, and theme and variation GM38B1 - Music and other subjects GM39C2 - Describes types of music performed or heard GM39A3 - Similarities/differences in U.S. music	GM31A1 - Sings independently GM31A2 - Sings expressively GM32B2 - Blends voices GM32A1 - Plays diverse music GM33A3 - Improvises rhythmic/ melodic accompaniments GM34A1 - Creates, arranges, and performs music for readings or drama GM35A2 - Writes 1/16, 1/8, 1/4, 1/2, and whole notes /rests & dotted notes GM35B2 - Writes do, re, mi, sol, la, do'	Review GLIs through songs and musical activities



# COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM

## Fourth Grade Vocal Music Curriculum Time Line



### STANDARDS

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture

### GLIs FOR GRADING PERIOD 1

September	October	November
GM41A1 - Sings independently GM41A2 - Sings expressively GM42A1 - Plays diverse music GM42A4 - Echoes short rhythms/melodies GM45A1 - Reads 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes GM45A2 - Writes 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes GM45B1 - Reads pitch notation in the treble clef in G, F, and C major GM45B2 - Writes pitch notation in the treble clef in the major keys of G, F, and C GM46A2 - Aurally identify major or minor GM46B2 - Melody vs. accompaniment GM48B1 Connect content in songs with content in other disciplines GM49A1 – Sings/listens/moves to world music	GM41A1 - Sings independently GM41A2 - Sings expressively GM42A2 - Performs bourdons, melodic ostinati, and chords GM45A1 - Reads 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes GM45A2 - Writes 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes GM45B1 - Reads pitch notation in the treble clef in G, F, and C major GM45B2 - Writes pitch notation in the treble clef in G, F, and C major GM45C2 - Reads/writes: <i>ppp, pp, p, f, ff, fff, mp, mf, cresc., decresc.</i> GM46A1 - Listens to/ describes music using: Dynamics, tempo, meter, articulation, tonality GM46B2 - Melody vs. accompaniment GM46C1 - Identifies/classifies orchestra families GM46C5 - Describes instrumental sound production GM48A1 - Interprets music through arts GM49A1 – Sings/listens/moves to world music GM49B1 - Audience etiquette	GM41A1 - Sings independently GM41A2 - Sings expressively GM41B2 - Blends voices GM41B3 - Responds to conductor GM42A1 - Plays diverse music GM45B1 - Reads pitch notation in the treble clef in G, F, and C major GM45B2 - Writes pitch notation in the treble clef in G, F, and C major GM46B2 - Melody vs. accompaniment GM47B1 - Explains musical preferences GM48B1 – Connect content in songs with content in other disciplines GM49A1 – Sings/listens/moves to world music



# Fourth Grade Vocal Music Curriculum Time Line



## GLIs FOR GRADING PERIOD 2

November	December	January
<p>GM45A1 - Reads 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes</p> <p>GM45A2 - Writes 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes</p> <p>GM45C2 - Reads/ writes: <i>ppp, pp, p, f, ff, fff, mp, mf, cresc., and decresc.</i></p> <p>GM46A1 - Listens to and describes music: Dynamics, tempo, meter, articulation, tonality</p> <p>GM46C3 - Identifies/ classifies band instruments</p>	<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM41B1 - Sings in groups ostinati, partner songs, two-part songs and canons</p> <p>GM42A1 - Plays diverse music</p> <p>GM47A1 - Develops/applies criteria for performance evaluation</p> <p>GM47B1 - Explains musical preferences</p> <p>GM48A2 - Similar elements in the arts</p> <p>GM49A1 – Sings/listens/moves to world music</p> <p>GM49C2 - Explains the suitability of music for a specific occasion</p> <p>GM49D1 - Musical careers</p>	<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM42A4 - Echoes short rhythms /melodies</p> <p>GM45A1 - Reads 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes</p> <p>GM45A2 - Writes 1/16, 1/8, 1/4, 1/2 and whole notes/rests, including dotted notes</p> <p>GM46C1 - Identifies/classifies orchestra families</p> <p>GM46C2 - Identifies/describes vocal characteristics of singers</p> <p>GM48B1 - Connect content in songs with content in other disciplines</p> <p>GM49A1 – Sings/listens/moves to world music</p> <p>GM49A2 - Identifies, listens and responds to music of different composers</p> <p>GM49C1 - Describes music in daily life</p> <p>GM49C3 - Describes purpose of music in history</p>

## GLIs FOR GRADING PERIOD 3

January	February	March
<p>GM42A1 - Plays diverse music</p> <p>GM42B2 - Blends while playing in groups</p> <p>GM45C4 - Reads/writes: D.S., D.C. al fine, multiple endings, double barline, repeat signs, phrase, coda</p> <p>GM46A1 - Listens to/describes music using: Dynamics, tempo, meter, articulation, tonality</p> <p>GM49A2 - Identifies/listens/responds to music of different composers</p>	<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM42A1 - Plays diverse music</p> <p>GM42A3 - Plays unpitched ostinati</p> <p>GM43A2 - Improvises rhythmic/melodic ostinato accompaniments</p> <p>GM43A3 - Improvises rhythmic and melodic variations</p> <p>GM45C3 - Reads/writes: Largo, allegro, fermata, accelerando, ritardando</p> <p>GM45C4 - Reads/writes: D.S., D.C. al fine, multiple endings, double barline, repeat signs, phrase, coda</p> <p>GM47B2 - Explains how the elements of music are used to communicate</p> <p>GM48B2 – Describes/demonstrates how music elements relate to disciplines outside the arts</p> <p>GM49A2 - Identifies/listens/responds to music of different composers</p>	<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM42B1 - Maintains instrumental part</p> <p>GM43A4 - Improvises short melodies</p> <p>GM44A1 - Creates/arranges music for readings/drama</p> <p>GM47A2 - Evaluates compositions, arrangements, and improvisations</p> <p>GM49C3 - Describes purpose of music in history</p> <p>GM46A1 - Listens to/describes music using: Dynamics, tempo, meter, articulation, tonality</p> <p>GM46B1 - Identifies/responds to: AB, rondo, call and response, verse/refrain, theme and variation, coda, canon, partner songs</p> <p>GM45C1 - Reads/writes: Legato, staccato, accent, marcato, slur</p> <p>GM45D1 - Reads two-part vocal music</p> <p>GM48B1 - Connect content in songs with content in other disciplines</p> <p>GM49A1 - Sings/listens/moves to world music</p>



# Fourth Grade Vocal Music Curriculum Time Line

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### GLIs FOR GRADING PERIOD 4

April	May	June
<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM42B2 - Blends playing in groups</p> <p>GM42B3 - Responds to conductor</p> <p>GM43A1 - Improvises answers to questions using rhythm or melody.</p> <p>GM44A2 - Creates/arranges short songs and instrumental pieces</p> <p>GM44A3 - Creates/notates short compositions</p> <p>GM44B1 - Uses notational software</p> <p>GM45C1 - Reads/writes: Legato, staccato, accent, marcato, slur</p> <p>GM45D2 - Reads two-part music for rhythmic and melodic instruments</p> <p>GM46A1 - Listens to/describes music: dynamics, tempo, meter, articulation, tonality</p> <p>GM46B1 – Identifies/responds to: AB, rondo, call and response, verse/refrain, theme and variation, coda, canon, partner songs</p> <p>GM48B1 - Connect content in songs with content in other disciplines</p> <p>GM49A3 - Similarities/differences in U.S. music</p> <p>GM49C2 - Explains the suitability of music for a specific occasion</p>	<p>GM41A1 - Sings independently</p> <p>GM41A2 - Sings expressively</p> <p>GM42A1 - Plays diverse music</p> <p>GM42B2 - Blends playing in groups</p> <p>GM43A3 - Improvises simple rhythmic and melodic variations</p> <p>GM44A1 - Creates/arranges music for readings/drama</p> <p>GM46C4 - Identifies instruments from various cultures</p> <p>GM48B1 - Connect content in songs with content in other disciplines</p> <p>GM49A1 - Sings/listens/moves to world music</p>	<p>Review GLIs through songs and musical activities</p>



**COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM**  
**Fifth Grade Vocal Music Curriculum Time Line**



**STANDARDS**

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|--|--|
| 1. Singing, alone and with others, a varied repertoire of music.                   | 5. Reading and notating music.   |
| 2. Performing on instruments, alone and with others, a varied repertoire of music. | 6. Listening to, analyzing and describing music.   |
| 3. Improvising melodies, variations and accompaniments.                            | 7. Evaluating music and music performances.  |
| 4. Composing and arranging music within specified guidelines.                      | 8. Understanding relationships between music, the other arts and disciplines outside the arts. |
|  | 9. Understanding music in relation to history and culture                                      |

**GLIs FOR GRADING PERIOD 1**

<b>September</b>	<b>October</b>	<b>November</b>
GM51A1 - Sings independently GM51A2 - Sings expressively GM52A1 - Plays a varied repertoire of music GM55A1 - Reads 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes, and rests in 2/4, 3/4, 4/4, and 6/8 GM55A2 - Writes 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes/rests in 2/4, 3/4, 4/4, and 6/8 GM56A1 - Listens to/describes music using: Dynamics, tempo, meter, and articulation GM56B1 - Analyzes/describes: Repeat signs, D.C. al fine, D.S. al coda, first and second endings GM59A1 - Describes musical characteristics from various genres/cultures GM59C1 - Explores/describes function of music, musician's roles, and conditions for performing music in world cultures	GM51A1 - Sings independently GM51A2 - Sings expressively GM52A2 - Plays bourdons, melodic ostinati, and chords on a pitched instrument GM55A1 - Reads 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes, and rests in 2/4, 3/4, 4/4, and 6/8 GM55A2 - Writes 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes/rests in 2/4, 3/4, 4/4, and 6/8 GM55C2 - Uses form markings: D.S., D.C. al fine, multiple endings, double barline, repeat signs, phrase, and coda. GM58A1 - Defines art terms: Texture, color, form, balance, movement and uses them to describe musical events GM59A1 - Describes musical characteristics from various genres/cultures GM59A2 - Sings/listens/moves to music of various cultural groups and historical periods	GM51A1 - Sings independently GM51A2 - Sings expressively GM51B1 - Sings in groups canons and two-part songs GM51B2 - Blends voices GM52A1 - Plays diverse music GM55B1 - Reads 4-8-measure melodies in the treble clef in G, C, and F GM55B2 - Writes 4-8-measure melodies in the treble clef in G, C, and F GM56B1 - Analyzes/describes: Repeat signs, D.C. al fine, D.S. al coda, first and second endings GM59A1 - Describes musical characteristics from various genres/cultures GM59A2 - Sings/listens/moves to music of various cultural groups and historical periods



# Fifth Grade Vocal Music Curriculum Time Line



## GLIs FOR GRADING PERIOD 2

November	December	January
<p>GM51B1 - Sings in groups canons and two-part songs</p> <p>GM52A2 - Plays bourdons, melodic ostinati, and chords on a pitched instrument</p> <p>GM52A3 - Exhibits correct instrumental techniques</p> <p>GM55A1 - Reads 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes, and rests in 2/4, 3/4, 4/4, and 6/8</p> <p>GM55A2 - Writes 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes/rests in 2/4, 3/4, 4/4, and 6/8</p> <p>GM55C2 - Uses form markings: D.S., D.C. al fine, multiple endings, double barline, repeat signs, phrase, and coda.</p> <p>GM56A1 - Listens to/describes music using: Dynamics, tempo, meter, and articulation</p> <p>GM58B1 - Describes/demonstrates how music connects to other subject areas</p>	<p>GM51A1 - Sings independently</p> <p>GM51A2 - Sings expressively</p> <p>GM51B1 - Sings in groups canons and two-part songs</p> <p>GM51B3 - Responds appropriately to the cues of a conductor.</p> <p>GM52A1 - Plays diverse music</p> <p>GM52B3 - Responds to conductor</p> <p>GM56A2 - Identifies major and minor keys</p> <p>GM57A1 - Develops and applies criteria for evaluating performances of self and others.</p> <p>GM57B1 - Develops criteria to describe a musical work</p> <p>GM58A1 - Defines art terms: Texture, color, form, balance, movement and uses them to describe musical events</p> <p>GM59A1 - Describes musical characteristics from various genres/cultures</p>	<p>GM51A1 - Sings independently</p> <p>GM51A2 - Sings expressively</p> <p>GM52A4 - Performs ostinati on unpitched instruments</p> <p>GM52B2 - Blends while playing in groups</p> <p>GM55A1 - Reads 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes, and rests in 2/4, 3/4, 4/4, and 6/8</p> <p>GM55A2 - Writes 1/16, 1/8, 1/4, 1/2, whole, dotted, syncopated, tied, slurred, and combined 1/8 and 1/16 notes/rests in 2/4, 3/4, 4/4, and 6/8</p> <p>GM56C2 - Classifies voices as changed, unchanged, soprano, alto, tenor, or bass</p> <p>GM58B1 - Describes/demonstrates how music connects to other subject areas</p> <p>GM59A1 - Describes musical characteristics from various genres/cultures</p> <p>GM59C1 - Explores/describes function of music, musician's roles, and conditions for performing music in world cultures</p>

## GLIs FOR GRADING PERIOD 3

January	February	March
<p>GM52A1 - Plays a varied repertoire of music</p> <p>GM52B2 - Blends while playing in groups</p> <p>GM55C1 - Uses symbols for accidentals, dynamics, tempo, articulation, and expression</p> <p>GM55C2 - Uses form markings: D.S., D.C. al fine, multiple endings, double barline, repeat signs, phrase, and coda.</p> <p>GM59A2 - Sings/listens/moves to music of various cultural groups and historical periods</p>	<p>GM51A1 - Sings independently</p> <p>GM51A2 - Sings expressively</p> <p>GM52A1 - Plays diverse music</p> <p>GM52A4 - Performs ostinati on unpitched instruments</p> <p>GM53A1 - Improvises call-and-response melodies</p> <p>GM53A2 - Improvises accompaniment on pitched/unpitched instruments</p> <p>GM53A3 - Improvises melodic embellishments on given melodies</p> <p>GM57B2 - Identifies/discusses aesthetic qualities of the performances of self and others</p> <p>GM58B2 - Explains how music elements relate to disciplines outside the arts</p>	<p>GM51A1 - Sings independently</p> <p>GM51A2 - Sings expressively</p> <p>GM52B1 - Maintains independent instrumental parts</p> <p>GM53A2 - Improvises accompaniment on pitched/unpitched instruments</p> <p>GM54A1 - Composes short pieces within a particular style, form, instrumentation, or compositional technique using classroom instruments and sound sources</p> <p>GM54B1 - Investigates technology used for creating/arranging/notating music</p> <p>GM55C1 - Uses symbols for accidentals, dynamics, tempo, articulation, and expression</p> <p>GM55D1 - Reads vocal music in two or more parts.</p> <p>GM56A1 - Listens to/describes music using: Dynamics, tempo, meter, and articulation</p> <p>GM56B1 - Analyzes/describes: Repeat signs, D.C. al fine, D.S. al coda, first and second endings</p> <p>GM57A2 - Evaluates compositions, arrangements, and improvisations</p> <p>GM58A2 - Identifies/compares similar elements/ideas /emotions in the arts</p> <p>GM58B1 - Describes/demonstrates how music connects to other subject areas</p> <p>GM59A1 - Describes musical characteristics from various genres/cultures</p> <p>GM59D3 - Discusses the lives and times of composers from various historical periods.</p>



## Fifth Grade Vocal Music Curriculum Time Line

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### GLIs FOR GRADING PERIOD 4

April	May	June
GM51A1 - Sings independently GM51A2 - Sings expressively GM52B2 - Blends while playing in groups GM53A2 - Improvises accompaniment on pitched/unpitched instruments GM54A2 - Arranges pieces for voices or instruments other than those for which the pieces were written GM55C1 - Uses symbols for accidentals, dynamics, tempo, articulation, and expression GM56B1 - Analyzes/describes: Repeat signs, D.C. al fine, D.S. al coda, first and second endings GM56C3 - Identifies/classifies band/orchestra/choir listening examples GM58A3 - Uses various art forms to interpret music GM58B1 - Describes/demonstrates how music connects to other subject areas GM59B1 - Describes/demonstrates how genre and performance setting affect audience response GM59D1 - Identifies exemplary music role models and describe their activities/achievements GM59D2 - Identifies skills needed to be a musician	GM51A1 - Sings independently GM51A2 - Sings expressively GM52A1 - Plays diverse music GM52B2 - Blends while playing in groups GM52A5 - Plays simple melodies by ear on a melodic instrument GM52B4 - Plays accompaniments by ear on a harmonic instrument GM54A1 - Composes short pieces within a particular style, form, instrumentation, or compositional technique using instruments and sound sources GM55D2 - Reads music for rhythmic/melodic instruments in two or more parts GM56C1 - Identifies electronic/world/western musical instruments	Review GLIs through songs and musical activities