

Guide to the Relationship of Music Objectives and Learning Skills

Learning Skills	Music Objectives	Descriptions
Auditory Perception		
Sound Awareness	Sound versus silence	Reacts appropriately to sound and silence; starts and stops on cue, without cue
Sound Localization	Sound localization	Locates the source of sound with visual clue, without visual clue
Sound Discrimination		
Intensity	Dynamics: same/different; loud/soft/medium; crescendo/decrescendo	Identifies, performs, and creatively uses all music elements
Duration	Tempo: same/different; fast/slow/moderate; accelerando/ritardando Meter: beat/no beat; steady beat; same/different; two pulses, three pulses Rhythm: long/short; even/uneven/ accent/no accent; staccato/legato; ostinato; patterns; rest; beat divided into two, beat divided into three (triplet); syncopation	
Pitch	Pitch: same/different; high/low/middle; interval (3rd, 4th, 5th, octave); chord Melody: same/different; up/down; step/skip; contour; ostinato; phrase, cadence; major, minor, sequence	
Timbre	Tone Color: environmental; animal; vocal; instrumental	
Auditory Figure-Ground	Texture: one sound, two sounds, many sounds, harmony	
Auditory Memory	Selected songs and listening repertoire; echo, call-and-response activities, movement	Retains and recalls activities, words to songs, vocal or instrumental parts, movements
Auditory Sequencing	Music design: repetition/contrast; AB (binary), ABA (ternary), rondo, theme and variation, canon; cumulative and sequencing songs, movement and playing activities	Recognizes simple music forms; correctly orders verses in songs, parts in ensembles, movements in dances, pitches in scale, etc.

Learning Skills	Music Objectives	Descriptions
Visual Perception		
Visual Awareness	Awareness of visual cues, gestures; symbols	Responds appropriately to visual cues to start, stop; responds to visual symbols
Visual Focus	Focuses on music score; playing instruments; action songs and games	Locates objects in environment; locates symbols in score; focuses on leader; directs hand to object
Visual Tracking	Instrumental ensembles; action songs, singing games, dances	Follows beat, dynamics, etc., indicated by conductor; successfully copies or mirrors movements of others; successfully manipulates balls, balloons, etc.
Visual Discrimination		
Color	Music score: notes, symbols, rhythm and melodic patterns; selected instrumental and movement activities	
Shape	Music score: notes, symbols, rhythm and melodic patterns; numbers, letters, words; selected instrumental and movement activities	
Size	Music score: notes, symbols, rhythm and melodic patterns	Recognizes, interprets, and uses visual elements of music activities creatively
Quantity	Music score: notes, symbols, rhythm and melodic patterns	
Direction	Music score: notes, symbols, rhythm and melodic patterns; melodic contour; bow markings	
Distance	Music score: notes, symbols, rhythm and melodic patterns; intervals	
Visual Figure-Ground	Music blueprints; scores	Follows successfully while listening; remains focused on own part; selects important visual elements in pictures, scores
Visual Memory	Selected song and instrumental scores; movement activities	Visually recognizes same/different, repetition/contrast in score; memorizes words, parts, movements

Visual Sequencing

Music design: AB, ABA, canon, rondo, theme and variation; movement and dramatization

Visually identifies simple music form; correctly orders visuals that represent verses or words in songs, dramatizations, or dances

Learning Skills	Music Objectives	Descriptions
Motor Skills		
Gross Motor	Body movement activities; playing instruments; conducting	Maintains rhythm and balance in locomotor and nonlocomotor activities; changes body position, level, direction quickly and easily in rhythm; shows consistent preference for sidedness; comprehends directional words; demonstrates awareness of body parts and functions
Fine Motor	Action songs and games; playing instruments	Coordinates eye and hand movements in action and finger-play songs, manipulating objects and instruments; demonstrates adequate finger strength and separation when playing piano, Melodica, Autoharp, etc.; initiates and maintains grasp when playing instrument; uses wrist rotation and snap as appropriate playing technique for maracas, tambourine, etc.
Language Development		
Vocalization	Vocal Sounds: high/low; up/down; long/short	Imitates or responds with meaningful vocal sounds in call-and-response or echo activities
Verbalization	Sings with speech sounds	Responds with words in short call-and-response or echo activities; labels; uses two- and three-word sentences
Expressive	Creates new words/verses to familiar or pupil-composed songs and chants	Uses appropriate vocabulary to label, identify, describe
Receptive	Action songs; selected poetry singing games, dances	Comprehends words in poetry, story, or nonsense songs; follows directions in action songs, singing games, and simple dances; interprets poetry
Articulation	Selected song literature, poetry, and speech chants	Enunciates clearly in both speaking and singing; uses appropriate inflections and rhythms in speaking and singing

Learning Skills	Music Objectives	Descriptions
Social Skills		
Self Concept/Ego	Sings and plays solo, in ensembles; leads selected activities	Accepts challenges; contributes ideas, skills; evaluates realistically
Cooperation	Follows directions and cues of others; adheres to meter, rhythm, pitch, words, to best of ability	Shows enthusiasm for music activities; uses materials appropriately
Attention Span	Follows activity through to completion; sustains interest in continuation and expansion projects	Maintains interest appropriate to mental age
Peer Group Relations	Singing games, dances, dramatizations; partner, small-group, large-group movement activities and ensemble participation	Successfully participates with others in various-sized groups and activities; demonstrates ability to both lead and follow
Predict Outcomes	Selected song literature and program music; creative song writing on social themes	Demonstrates ability to foresee consequences of behavior
Value Judgment	Selected song literature and program music; creative song writing on social themes	Demonstrates values consistent with society