**Fine Arts: Music Learning Progression**

| **Domain: Fine Arts** |
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| **Strand: Music**  |
| **Learning Progression: Music** |
| **Operational Definition: Develops awareness of and responds to the characteristics of musical sounds through singing and playing instruments** |
|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |

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| **Rhythm** | Claps hands along with an adult, following the adult’s simple rhythm. | Claps or drums a simple rhythmic pattern, with adult modeling. | Repeats a rhythmic pattern several times, with adult prompting. | Repeats a rhythmic pattern several times, without adult prompting. | Creates a rhythmic phrase by combining known patterns. |
| **Response to Change** | Recognizes when there is a change in the music (e.g., loud to soft or fast to slow). | Recognizes when there is a change between loud and soft music or fast and slow music and identifies what the change is.  | Identifies the difference between long and short sounds or high and low pitch in music.  | Responds to a single change heard in music by adjusting own actions to reflect the change.  | Responds to multiple changes heard in music by adjusting own actions to reflect the change.  |
| **Singing** | Chants words to familiar songs with adult modeling. | Sings parts of familiar songs as adult sings the songs. | Sings familiar songs, varying the voice to fit the song (e.g., a chant, a lullaby, a marching song), with adult prompting. | Sings familiar songs on own, varying the voice to fit the song. | Creates and sings songs that intentionally use the voice in a variety of ways. |
| **Playing Rhythm Instruments** | Taps on a drum repeatedly, in an attempt to follow an adult’s steady beat on a drum. | Taps on a drum, following an adult’s steady beat on a drum, for a short time. | Plays a drum or other rhythm instrument, following an adult’s steady beat throughout most of a simple song. | Plays a rhythm instrument to accompany a simple song, keeping a steady beat from beginning to end. | Plays a rhythm instrument to accompany a complex song, keeping a steady beat from beginning to end. |
| **Following Directions and Cues** | Participates in simple singing games with an adult and peers, by imitating the adult’s actions. | Follows directions or cues to participate in simple singing games with peers, with adult modeling and guidance. | Follows directions or cues to participate in simple singing games with peers, with adult prompting. | Follows directions or cues to participate in simple singing games with peers. | Follows directions or cues to participate in more complex singing games with peers. |

**Rhythm**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they demonstrate rhythm by clapping their hands, by tapping on a table, or by some other means. For each child, pay attention to the following details as you observe:* whether adult modeling or prompting is required
* whether a given pattern is repeated several times
* whether a rhythmic phrase is created by combining patterns

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child claps hands along with an adult, following the adult’s simple rhythm. | **Rebecca—**Rebecca watched me clap a simple rhythm of *clap-clap-pause, clap-clap-pause* and then she began to clap along with me, following the rhythm most of the time (occasionally she would forget to pause). |
| **2** | Child claps or drums a simple rhythmic pattern, with adult modeling. | **Susannah—**I tapped on the table once, followed by two quick taps, *ta-ti-ti*, and then asked Susannah if she could tap the same pattern I had tapped. Susannah tapped on the table, using the same rhythmic pattern that I had used. |
| **3** | Child repeats a rhythmic pattern several times, with adult prompting. | **Daniel—**I tapped on the table, two long taps followed by three quick taps, *ta-ta-ti-ti-ti*, repeating the pattern several times. I then asked Daniel to do the same. Daniel tapped the pattern once and paused. I prompted him to keep repeating the pattern, which he did as long as I nodded my head at the end of each pattern he tapped to indicate he should go on. |
| **4** | Child repeats a rhythmic pattern several times, without adult prompting. | **Trevor—**I tapped on the table, four quick taps followed by two long taps, *ti-ti-ti-ti-ta-ta*, and asked Trevor to tap the pattern I had tapped. Trevor repeated the pattern five times without any help from me. |
| **5** | Child creates a rhythmic phrase by combining known patterns. | **Scott—**Scott clapped out this rhythm pattern: *ta-ti-ti-ti-ta-ta*. After repeating it several times, he added another pattern to it (*ti-ti-ti-ti-ta-ta*). |

**Response to Change**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they recognize, identify, or respond to changes in music (e.g., loud/soft, fast/slow, high/low pitch, long/short sounds). For each child, pay attention to the following details as you observe:* how the child responds to the change
* whether the child can identify what the change is
* how the child adjusts his/her actions to reflect the change

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child recognizes when there is a change in the music (e.g., loud to soft or fast to slow). | **Michelle—**When asked to close her eyes and listen to music and then open her eyes when she hears a change in the music, Michelle opened her eyes when the music changed from loud to quiet or fast to slow. |
| **2** | Child recognizes when there is a change between loud and soft music or fast and slow music and identifies what the change is.  | **Matthew—**Matthew played the turtle/rabbit music game. When the music was slow, he held up a picture of a turtle and said “slow,” but if the music got faster, he held up a picture of a rabbit and said “fast.”  |
| **3** | Child identifies the difference between long and short sounds or high and low pitch in music. | **Chantelle—**When asked how the music she was listening to had changed, Chantelle said, “The sounds were lo-o-ong, then short.” |
| **4** | Child responds to a single change heard in music by adjusting own actions to reflect the change.  | **Peter—**Peter swayed from side to side when he listened to slow music, and then moved his head and shoulders in a “bouncing” motion when the tempo of the music increased. |
| **5** | Child responds to multiple changes heard in music by adjusting own actions to reflect the change.  | **Samuel—**When Samuel heard slow music with low notes, he moved his body slowly and low to the floor. Then, when the tempo of the music increased and the notes were higher, he danced around on his tiptoes and reached up as high as he could with his hands. |

**Singing**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they chant or sing familiar songs. For each child, pay attention to the following details as you observe:* how the voice is used and varied, based on the song being sung or chanted
* whether adult modeling or prompting is required
* whether new verses or songs are created to familiar tunes

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child chants words to familiar songs with adult modeling. | **Ethan—**When singing the echo song “We’re Going On A Bear Hunt,” Ethan chanted the words all the way through as I called out each line first. |
| **2** | Child sings parts of familiar songs as adult sings the songs. | **Penelope—**At the end of the day, when we all sang our farewell song, “Skinnamarink,” Penelope sang only the “Skinnamarinky-dinky-dink, Skinnamarinky doo”part with the appropriate hand-waving gestures, and then did some of the gestures for the rest of the song but didn’t sing along. |
| **3** | Child sings familiar songs, varying the voice to fit the song (e.g., a chant, a lullaby, a marching song), with adult prompting. | **Elijah—**Today Elijah sang along with the song “The Wheels on the Bus,” using a loud, strong voice. Moments later, when we all sang “Hush Little Baby,” he used a quieter, softer voice after I reminded him that the baby was trying to sleep.  |
| **4** | Child sings familiar songs on own, varying the voice to fit the song. | **Sandra—**Sandra sang the song “Row, Row, Row Your Boat,” with a loud, strong voice while bathing a doll. Then when she put the doll in the crib and patted the doll’s back, she softly sang the lullaby “Frère Jacques (Are You Sleeping?).”  |
| **5** | Child creates and sings songs that intentionally use the voice in a variety of ways. | **Addison—**When jumping rope today, Addison made up her own words to the tune of “Three Blind Mice,” varying her voice each time she sang about a different animal (low and gruff for the lion–“hear me roar”; high and chirpy for the robin–“see me fly”). |

**Playing Rhythm Instruments**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they play rhythm instruments (e.g., hand drums, rhythm sticks, maracas, tambourines, sand blocks). For each child, pay attention to the following details as you observe:* how the child goes about keeping a steady beat with a rhythm instrument
* how long the child can keep a steady beat on a rhythm instrument
* whether the child can maintain a steady beat throughout a simple and/or complex song

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child taps on a drum repeatedly, in an attempt to follow an adult’s steady beat on a drum. | **Hannah—**When I tapped on a hand drum and asked Hannah to do the same with me, she tapped on her hand drum a few times in a row, trying to follow my steady beat and succeeding some of the time. |
| **2** | Child taps on a drum, following an adult’s steady beat on a drum, for a short time. | **Gavin—**Gavin tapped on a hand drum, following the steady beat I was tapping on my hand drum, for several beats before stopping. |
| **3** | Child plays a drum or other rhythm instrument, following an adult’s steady beat throughout most of a simple song. | **Jackson—**Jackson tapped his two rhythm sticks as we sang the simple song “The Muffin Man”and I tapped a steady beat on my hand drum for him. He was able to keep up with my steady beat most of the time. |
| **4** | Child plays a rhythm instrument to accompany a simple song, keeping a steady beat from beginning to end. | **Chloe—**Chloe used two maracas to play along as we sang the simple song “If You’re Happy and You Know It,” keeping a steady beat throughout the entire song. |
| **5** | Child plays a rhythm instrument to accompany a complex song, keeping a steady beat from beginning to end. | **Finn—**Finn used two sand blocks to play along as we sang the more complex song “Baa Baa Black Sheep,” keeping a steady beat throughout the entire song. |

**Following Directions and Cues**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
| --- | --- | --- |
| Observe children during the regular daily routine and look for instances when they participate in singing games with peers. For each child, pay attention to the following details as you observe:* how well the child follows directions or cues in order to participate
* whether the singing game is simple or complex
* how much adult support is required, if any

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child participates in simple singing games with an adult and peers, by imitating the adult’s actions. | **Finn—**When we were singing “The Itsy Bitsy Spider” during circle time today, Finn followed all of my finger actions and attempted to sing along. |
| **2** | Child follows directions or cues to participate in simple singing games with peers, with adult modeling and guidance. | **Piper—**After I sang “Ring Around the Rosie”and showed Piper and four of her peers how to play the game, they all held hands and moved in a circle. Piper sang parts of the song and fell down to the floor when she heard the cue and saw me lower my hands. |
| **3** | Child follows directions or cues to participate in simple singing games with peers, with adult prompting. | **Iris—**When the class sang “The Wheels on the Bus” today, Iris sang most of the words and made most of the motions by herself. She watched my motions for the wipers going “swish, swish, swish” and the horn going “beep, beep, beep” before making them herself. |
| **4** | Child follows directions or cues to participate in simple singing games with peers. | **Elijah—**When the class played “Hokey Pokey” today, Elijah sang all parts of the song and made all the right movements at the right time without having to look at me or a peer. |
| **5** | Child follows directions or cues to participate in more complex singing games with peers. | **Penelope—**Penelope has learned all of the words and movements for the more complex singing game “Skip to My Lou.” Not only did she know when to move and in what direction, she often gave help to others who become confused. |