



MUSIC

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PRE-KINDERGARTEN

What to expect:

Children in Pre-K should have fun with their singing voices and are learning how to tell the difference between how their voices are used for singing, talking, whispering and calling. Encourage your child to sing along with you, but don't force it. Give them opportunities to hear you sing and listen to different kinds of age-appropriate music (pop, classical, rock, hip-hop, country, etc.) to get them comfortable with singing. Find repetitive songs ("Old MacDonald," "The Itsy Bitsy Spider," etc.) and rhymes to sing or say aloud together.

By the end of the school year, your child will:

- Learn to use their singing, talking, whispering and calling voices.
- Begin to understand musical comparisons, such as loud/soft, fast/slow, high/low.
- Practice a steady beat by clapping, patting or stepping to the beat.
- Understand how to work with others musically (moving and singing in groups with partners, for example).

What to do at home:

- Ask questions about the songs your child is learning at school and ask them to teach them to you.
- Listen to music together in the car and at home.
- Ask your child questions about music, such as "Do you think this song is fast or slow?" and "Do you like this song?"
- Clap, pat or move to the beat of a song. Dance together!
- Sing lullabies to a baby, toy, doll or pet.

You are your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support music learning at home. When schools and families work together as partners, it helps your child achieve academic success!



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Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together.

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. An easy song to start with is "Down by the Bay." Change the animals and rhyming words as you sing the song.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).

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KINDERGARTEN

What to expect:

Singing and movement are the heart of the kindergarten music curriculum. Activities in music should give students opportunities to practice and learn carefully selected, age-appropriate songs that reflect the background and experiences of the entire class. Encourage your child to sing along with you, and make sure singing is fun. Your child's singing voice is still developing, so be positive and enthusiastic. Give your child opportunities to listen to several kinds of age-appropriate music (pop, classical, rock, hip-hop, country, etc.) and find songs like "The Wheels on the Bus" and "Down by the Bay" to sing together.

By the end of the school year, your child will:

- Practice their singing voice.
- Understand musical comparisons, such as loud/quiet, fast/slow, high/low, etc.
- Keep a steady beat by clapping, patting or stepping to the beat.
- Begin to learn about musical sounds (timbre), phrase, form and different meters (skipping/marching).
- Work cooperatively, moving and singing with partners and a large group.

What to do at home:

- Ask your child to tell you about the songs they are learning at school.
- Ask your child's music teacher to suggest songs to sing at home.
- Listen to music together in the car and at home.
- Ask your student questions about music, such as "Do you think this song is fast or slow?" and "Do you like this song?"
- Clap, pat or move to the beat of a song. Dance together!
- Encourage your child to sing and dance at home with the family as the audience. Clap for each performance.
- Sing lullabies together to a baby, toy, doll or pet.



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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together.

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. An easy song to start with is "Down by the Bay." Change the animals and rhyming words as you sing the song.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).

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FIRST GRADE

What to expect:

Children in first grade enjoy singing and are able to “match pitch,” meaning they can hear a note and sing it the same way. They are learning about musical rhythm and melody and are growing more comfortable making up and changing songs, playing instruments and working with classmates on songs and performances.

Encourage your child to sing with you, and make sure singing is fun. Your child’s singing voice is still developing, so be positive and enthusiastic. Give your child opportunities to listen to several kinds of age-appropriate music (pop, classical, rock, hip-hop, country, etc.). Find songs with lots of repetition or clapping games, such as “This Old Man” to sing together.

By the end of the school year, your child will:

- Sing and match pitch consistently.
- Understand how the concept of musical beat is related to musical notes, such as quarter notes, quarter rests, etc.
- Understand melody, beginning with *mi-so-la* or *do-re-mi* and use the hand or body signs that go along with the melody.
- Understand musical sound (timbre), phrase, form and different meters (skipping/marching).
- Work cooperatively, singing and dancing with partners and a large group.

What to do at home:

- Ask about the songs your child is learning at school and ask them to teach them to you.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap, pat or move to the beat of a song. Dance together!
- Encourage your child’s musical interest by suggesting they practice an instrument (the ukulele, for example).
- Sing lullabies to a baby, toy, doll or pet.

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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together.

Fostering Communication

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

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- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. An easy song to start with is "Down by the Bay." Change the animals and rhyming words as you sing the song.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).



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SECOND GRADE

What to expect:

Children in second grade enjoy singing and can “match pitch,” meaning they can hear a note and sing it the same way. They are learning about musical rhythm and melody and are singing, making up and changing songs, playing instruments and working with classmates on songs and performances. Encourage your child to sing with you.

At this grade level, children are learning more about music concepts and rapidly adding to their music knowledge. They are problem-solving, playing instruments, singing and dancing. They enjoy learning new songs and musical patterns as new concepts are introduced in class.

By the end of the school year, your child will:

- Learn the five notes of the most-used music scale (*do re mi so la*).
- Have a greater understanding of rhythms and notes.
- Understand common musical meters (skipping, marching, etc.).
- Learn terms for the speed of music (tempo), the loudness and softness of music (dynamics) and other music concepts.
- Make up or change songs while singing or playing instruments.
- Dance and move alone in a personal space, with partners in a shared space and with a group.

What to do at home:

- Ask your child to sing a round (a song where one person sings ahead of or behind the other) together. Popular rounds include “Make New Friends” and “Are You Sleeping?”
- Encourage your child to sing the National Anthem at sports events and sing “Happy Birthday” to others.
- Sing lullabies together to a baby, toy, doll or pet.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap or move to the beat of a song. Dance together!
- Encourage your child’s musical interest by suggesting they practice an instrument like a ukulele or piano.

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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together.

Fostering Communication

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

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- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).



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THIRD GRADE

What to expect:

Children in third grade enjoy singing and can “match pitch,” meaning they can hear a note and sing it the same way. They are learning about musical rhythm and melody and are singing, making up and changing songs, playing instruments and working with classmates on songs and performances.

By the end of the school year, your child will:

- Learn musical pitches (*a b c d e f g*).
- Have a greater understanding of rhythms and syncopation (rhythms that are not on the beat).
- Understand the difference between a marching meter like “Boomer Sooner” and a waltzing meter (“My Favorite Things” from “The Sound of Music,” for example).
- Sing and learn about minor tonality (songs that sound sad or spooky).
- Learn various tempos (the speed of music), dynamics (the loudness and softness of music) and other music concepts.

What to do at home:

- Ask your child to sing a round (a song where one person sings ahead of or behind the other) together. Popular rounds include “Make New Friends” and “Are You Sleeping?”
- Encourage your child to sing the National Anthem at sports events, sing with you at worship services and sing “Happy Birthday” to others.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap or move to the beat of a song. Dance together!
- Encourage your child’s musical interest by suggesting they practice an instrument like a ukulele or piano.

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- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together. Consider purchasing a new or used instrument (ukulele, guitar, etc.) and finding free online tutorials to help your child get started.

Fostering Communication

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

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- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original verses.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).



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FOURTH GRADE

What to expect:

Singing, movement, playing instruments and working with other children are the heart of the fourth-grade music curriculum. Activities should give students opportunities to practice and learn carefully selected, age-appropriate songs that reflect the background and experiences of the entire class.

In fourth grade, students will have a complete understanding of the music scale (*do re mi fa so la ti*) and begin to learn about real note names (*a b c d e f g*). Students may want to learn to play an instrument such as a recorder or ukulele and will have a growing understanding of rhythm (beat) and meter.

By the end of the school year, your child will:

- Have a greater understanding of rhythms and syncopation (rhythms that are not on the beat).
- Expand meters beyond a marching meter like “Boomer Sooner” and a waltzing meter (“My Favorite Things” from “The Sound of Music,” for example).
- Identify different distances between the pitches on a music scale (for example, a step between *do* and *re* and a half step between *mi* and *fa*).
- Use real note names (*a b c d e f g*) on the music staff (the five lines and four spaces that Western-European music is traditionally written on).

What to do at home:

- Ask your child to sing a round (a song where one person sings ahead of or behind the other) together. Popular rounds include “Make New Friends” and “Are You Sleeping?”
- Encourage your child to sing the National Anthem at sports events, sing with you at worship services or sing “Happy Birthday” to others.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap or move to the beat of a song. Dance together!
- Encourage your child’s musical interest by suggesting they practice an instrument like a ukulele or piano.

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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together. Consider purchasing a new or used instrument (ukulele, guitar, etc.) and finding free online tutorials to help your child get started.

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original verses.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).



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FIFTH GRADE

What to expect:

Students' musical understanding is growing in fifth grade. They can now use the skills and concepts they have learned in previous grades with more complex songs and music. They will begin singing in parts (where one group of students is singing a melodic line and the other group is singing a harmonic line). Fifth grade is also the year when students may learn to play an instrument in the school band or orchestra.

By the end of the school year, your child will:

- Understand most rhythmic combinations.
- Understand the eight pitches of the Western-European music scale with syllables (*do re mi fa so la ti*) and real note names (*a b c d e f g*).
- Understand major and minor modes (music that sounds happy and music that sounds sad or spooky).
- Sing in two parts (where one group of students is singing a melodic line and the other group is singing a harmonic line).
- Learn about various meters beyond a marching meter like "Boomer Sooner" and a waltzing meter ("My Favorite Things" from "The Sound of Music," for example).
- Explore intervals (*do* to *mi* is a third because they are three steps apart, *do* to *so* is a fifth, etc.) and chords such as an I chord (a chord made up of three pitches, based on the first pitch of the scale *do mi so*).

What to do at home:

- Share your favorite music with your child by singing karaoke together.
- Encourage your child to sing the National Anthem at sports events and sing "Happy Birthday" to others.
- Listen to music together in the car and at home.
- Go to age-appropriate musical performances (concerts, symphonies, etc.) together.
- Clap or move to the beat of a song. Dance together!
- Encourage your child's musical interest by suggesting they practice an instrument like a ukulele or piano.
- Use a cell phone, iPad, laptop or other electronic device to experiment with music creation apps.



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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together. Consider purchasing a new or used instrument (ukulele, guitar, etc.) and find free online tutorials to help your child get started. Music composition apps and computer programs like GarageBand, Chrome Music Lab or BeepBox allow children to experiment with creating their own music compositions.

Fostering Communication

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

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- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, share the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).



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SIXTH GRADE

What to expect:

In sixth grade, students are developing their own musical preferences and can make decisions about what they want to listen to. Singing, movement, playing instruments and working with other children continue to be the heart of the music curriculum. Activities should give students opportunities to practice and learn carefully selected, age-appropriate songs that reflect the background and experiences of the entire class.

Sixth-graders will continue to build on the foundations of their music learning from previous years but will be learning more difficult material. The most important goal of sixth grade is to sing alone and with others in unison (at the same time) and in parts. Students may also be able to learn to play an instrument in the school band or orchestra.

By the end of the school year, your child will:

- Sing songs with various rhythms and melodies.
- Be able to read music and sight-sing simple, short melodies.
- Sing in two (where one group of students is singing a melodic line and the other group is singing a harmonic line) and three parts (where one group sings the melody and two other groups are singing harmony).
- Learn about various meters.
- Explore intervals (*do* to *mi* is a third because they are three steps apart, *do* to *so* is a fifth, etc.) and chords such as an I chord (a chord made up of three pitches, based on the first pitch of the scale *do mi so*).

What to do at home:

- Share your favorite music with your child. Ask them what they think of it and who their favorite singers are. If they don't know, do research to find out.
- Encourage your child to sing the National Anthem at sports events and sing "Happy Birthday" to others.
- Go to age-appropriate musical performances (concerts, symphonies, etc.) together.
- Encourage your child's musical interest by suggesting they practice an instrument like a saxophone, trumpet, etc.
- Use a cell phone, iPad, laptop or other electronic device to experiment with music creation apps.



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- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

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- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, share the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).

Join the conversation!

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