



Unit 2: *so mi*

Lesson 1 of 5

Teacher:
Date:

Lesson 1: [Let's Sing and Move!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Kinesthetically prepare <i>so mi</i> - Application of ♩ ♪ through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move Gravity Falls Students will move to <i>Gravity Falls</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Bobby Shafto</i> - Review known song - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm <i>Bow Wow Wow</i> - Teach a new song <i>Bow Wow Wow</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Snail Snail</i> - Sing Tunefully - Show Melodic Contour through non-locomotive movement. - Point to Iconic Representation - Point to the melodic contour with a partner using non-locomotive movement.
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading ♩ ♪ - Practice Writing ♩ ♪ - Practice Improvisation ♩ ♪
Summary Activities	
Review the Lesson Outcomes	Review <i>Bow Wow Wow</i>



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Lesson 1 Assessment Rubric	
Sing & Point to an Iconic representation of the first phrase of <i>Snail, Snail</i> .	
Advanced	Student sings on a neutral syllable and points to an iconic representation of <i>Snail, Snail</i> accurately and independently.
Proficient	Student sings on a neutral syllable and points to an iconic representation of <i>Snail, Snail</i> mostly accurate and independently.
Basic	Student sings on a neutral syllable and points to an iconic representation of <i>Snail, Snail</i> with some accuracy and minimal intervention from the teacher.
Emerging	Student sings on a neutral syllable and points to an iconic representation of <i>Snail, Snail</i> with little to no accuracy and requires intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: *so mi*

Lesson 2 of 5

Teacher:
Date:

Lesson 2: [Let's Investigate What We Hear]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Aurally prepare <i>Snail, Snail</i> - Application of ♩ ♪ through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Duck Tales</i> Students will move to <i>Duck Tales</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review known song <i>Bow Wow Wow</i> - Sing Tunefully Review known song <i>Rain Rain</i> - Sing & tap the beat - Sing phrase 1 & demonstrate melodic contour Teach a new song <i>Hot Cross Buns</i> Performance and sound analysis: Form AABA
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Snail Snail</i> - Sing Tunefully - Demonstrate Melodic Contour - Point to Iconic Representation - Determine number of beats in phrase 1 (4) - Determine number of different pitches on beats 1 & 2 pitches (2) - Describe and compare the two different pitches (high & low) - Sing Phrase 1 with high and low - Echo Sing high & low with known songs <i>Rain Rain</i> <i>Cobbler Cobbler</i> <i>Teddy Bear</i> <i>See Saw</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading ♩ ♪ - Practice Writing ♩ ♪ - Practice Improvisation ♩ ♪
Summary Activities	
Review the Lesson Outcomes	Review <i>Hot Cross Buns</i>



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Lesson 2 of 5

Teacher:
Date:

Lesson 2 Assessment Rubric <i>Identify and describe the number of sounds on each of the beats for phrase 1 of Snail, Snail</i>	
Advanced	Student identifies and describes the number of sounds on each of the beats in phrase 1 of Snail accurately and independently.
Proficient	Student identifies and describes the number of sounds on each of the beats in phrase 1 of Snail, Snail mostly accurate and independently.
Basic	Student identifies and describes the number of sounds on each of the beats in phrase 1 of Snail Snail with some accuracy and minimal intervention from the teacher.
Emerging	Student identifies and describes the number of sounds on each of the beats phrase of Snail Snail with little to no accuracy and requires intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: *so mi*

Lesson 3 of 5

Teacher:
Date:

Lesson 3: [Let's Show What We Hear!]	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of the first phrase of <i>Snail Snail</i>. • Application of ♩ ♪ through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Duck Tales Theme</i> • Students will move to <i>Duck Tales Theme</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review known song <i>Hot Cross Buns</i> ○ Sing Tunefully ○ Demonstrate Beat ○ Demonstrate Rhythm Review known song <i>See Saw</i> ▪ Tap the beat. ▪ Demonstrate melodic contour. Teach a new song <i>Plainsies Clapsies</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Represent What We Hear: An Inventing Adventure Perform <i>Snail Snail</i> • Sing Tunefully • Demonstrate Melodic Contour • Create a Picture of the Melodic Contour of Phrase 1 • Share representations with a partner
Enrichment Activity	Teacher chooses. Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading ♩ ♪ • Practice Writing ♩ ♪ • Practice Improvisation ♩ ♪
Summary Activities	
Review the Lesson Outcomes	Review <i>Plainsies Clapsies</i>



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Lesson 3 of 5

Teacher:
Date:

Lesson 3 Assessment Rubric	
<i>Create a picture representing the melodic contour of Phrase 1, Snail Snail.</i>	
Advanced	Student accurately creates a picture representing the melodic contour of Phrase 1, <i>Snail Snail</i> .
Proficient	Student creates a mostly accurate picture representing the melodic contour of Phrase 1
Basic	Student creates a picture with some accuracy representing the melodic contour of Phrase 1, <i>Snail Snail</i> . with a moderate amount of redirect from the teacher.
Emerging	Student creates a picture with little accuracy representing the melodic contour of Phrase 1, <i>Snail Snail</i> . with a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: *so mi* Lesson 4 of 5

Teacher:
Date:

Lesson 4: <i>[Labeling Our New Pitches!]</i>	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label the new element (Quarter Notes & Eighth Notes) (ta tadi)
Introductory Activities	
Listening & Moving	Let's Move <i>Toy Symphony</i> • Students will move to <i>Toy Symphony</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Review Plainsies Clapsies</i> • Sing Tunefully <i>Review Teddy Bear</i> • Sing & tap beat. • Demonstrate melodic contour of phrase 1 <i>Closet Key</i> • Teach a new song <i>Closet Key</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Label the Pitch	Let's Label the New Pitch: A Hearing Adventure Perform <i>Snail Snail</i> • Sing Tunefully • Demonstrate melodic contour of phrase 1 • Present hand signs, <i>so & mi</i> • Sing phrase 1 with hand signs and solfège syllables , call and response with students • Repeat activity, with individuals and groups ○ <i>Rain Rain Phrase 1</i> ○ <i>Cobbler Cobbler</i> ○ <i>Teddy Bear Phrase 1</i> ○ <i>See Saw</i> Play Game <i>Plainsies Clapsies</i> Perform <i>Snail Snail</i> • Call and Response activity; teacher sings or says four beat patterns with words, students echo sing with rhythm syllables. ○ <i>Snail Snail</i> ○ <i>Ducks & Geese</i> ○ <i>Doggie Doggie</i> ○ <i>Goodnight Sleep Tight</i>



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Lesson 4 of 5

Teacher:
Date:

Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading ♩ ♪ • Practice Writing ♩ ♪ • Practice Improvisation ♩ ♪
Summary Activities	
Review the Lesson Outcomes	Review <i>Closet Key</i>

Lesson 4 Assessment Rubric	
Sing phrase 1 of <i>Snail Snail</i> with Solfège Syllables and hand signs	
Advanced	Student sings phrase 1 of <i>Snail Snail</i> with Solfège Syllables and hand signs accurately and independently.
Proficient	Student sings phrase 1 of <i>Snail Snail</i> with Solfège Syllables and hand signs mostly accurate, with minimal redirect from the teacher.
Basic	Student sings phrase 1 of <i>Snail Snail</i> with Solfège Syllables and hand signs, with a moderate amount of redirect from the teacher.
Emerging	Student sings phrase 1 of <i>Snail Snail</i> with Solfège Syllables and hand signs without accuracy, and a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:



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- A. sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

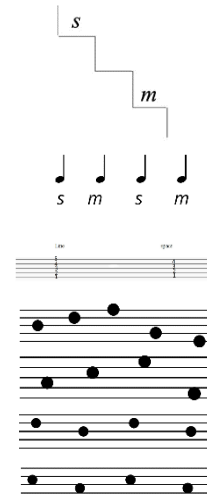
- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: *so mi* Lesson 5 of 5

Teacher:
Date:

Lesson 5: [Notating Our New Pitches]	
Objectives <i>The Students will:</i>	- Review singing of known repertoire. - Sing new repertoire. - Notate the first phrase of <i>Snail, Snail sol-mi</i> on the solfege steps, with rhythm notation and solfege syllables beneath and on the staff.
Introductory Activities	
Listening & Moving	Let's Move <i>Toy Symphony</i> Students will move <i>Toy Symphony</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Review <i>Closet Key</i> - Sing Tunefully Review <i>Doggie Doggie</i> - Sing & tap the beat - Demonstrate melodic contour of phrase 1 Teach a new song <i>Here Comes a Bluebird</i> - Performance and sound analysis: Form ABAvB
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Notate the New Pitch: A Writing Adventure Perform <i>Snail Snail</i> - Sing Tunefully - Demonstrate Melodic Contour Phrase 1 - Present Tone Steps - Present rhythmic notation & solfège syllables - Present music staff - Present notes on a line - Present notes on a space - Present <i>so-mi</i> line to line, space to space Play a Game <i>Cut the Cake</i> - Present <i>so-mi</i> line to line, space to space Read rhythmic notation and solfège syllables <i>Teddy Bear</i> <i>Rain Rain</i> <i>Doggie Doggie</i> <i>Ducks & Geese</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading ♪ ♪ - Practice Writing ♪ ♪ - Practice Improvisation ♪ ♪





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Teacher:
Date:

Summary Activities	
Review the Lesson Outcomes	Review <i>Here Comes a Bluebird</i>

Lesson 5 Assessment Rubric

Read and sing phrase 1 of Snail Snail with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables.

Advanced	Student accurately reads and sings phrase 1 of Snail Snail with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables.
Proficient	Student reads and sings phrase 1 of Snail Snail with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables mostly accurate, and minimal redirect from the teacher.
Basic	Student reads and sings phrase 1 of Snail Snail with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables somewhat accurate, and a moderate amount of redirect from the teacher.
Emerging	Student reads and sings phrase 1 of Snail Snail with hand signs from staff notation, rhythmic notation with solfège syllables while singing solfège syllables with little accuracy, and a large amount of redirect from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.



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Teacher:
Date:

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. identify and demonstrate appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.