



MusicLearningCommunity.com

Playground for Lifetime Musicians in Training

Music Literacy Learning Goals for the Lifetime Musician

Primary – 1A

After completing this instruction, Primary and Level 1A students will be able to:

Keyboard Elements

- Identify low, middle and high on the piano keyboard ([Low Middle High](#))
- Name the keys of the piano keyboard.
 - CDE ([LetterFly 1](#))
 - FGAB ([LetterFly 2](#))
 - All white keys ([LetterFly 3](#))
 - Black flat keys ([LetterFly 4](#))
 - Black sharp keys ([LetterFly 5](#))

Pitch & Melody – Aural

- Identify high and low pitches ([Songbirds High and Low](#))
- Identify whether pitch patterns move
 - Up or down ([Storm Chasers 1](#))
 - Up, down or stay the same ([Storm Chasers 2](#))
- Identify music as loud or soft ([Pick the Pattern – Loud-Soft](#))
- Identify whether two familiar melodic patterns are the same or different ([Smiley & Friends 1](#))
- Identify whether two pitch patterns are the same or different ([Smiley & Friends 2](#))
- See a pattern of three pitches – steps up and down – in piano-roll style notation, hear a pattern, then identify whether the notated pattern is the same as or different than the one played. ([Melody Pix 1](#))

- See a pattern of three pitches – steps up and down – notated with note heads, hear a pattern, then identify whether the patterns are the same as or different than the one played ([Melody Pix 2](#))

Pitch & Melody - Visual (*reading, writing and performing*)

- Name the lines and spaces of the C Major pentascales
 - Middle C ([Note Balloons 1](#))
 - Bass C ([Note Balloons 2](#))
- Rapidly identify the lines and spaces of the C Major pentascales
 - Middle C ([Page Turner – Letters 1](#))
 - Bass C ([Page Turner – Letters 2](#))
- Identify Guide Notes Middle C, Treble G and Bass F and play them on the onscreen keyboard ([Grand Staff Guide Notes 1](#))
- Identify Guide Notes Middle, Treble C and Bass C and play them on the onscreen keyboard ([Grand Staff Guide Notes 2](#))
- Name the following staff lines and spaces:
 - Treble lines ([Page Turner – Letters 3-Learn & Play](#))
 - Treble spaces ([Page Turner – Letters 4-Learn & Play](#))
 - Bass lines ([Page Turner – Letters 5-Learn & Play](#))
 - Bass spaces ([Page Turner – Letters 6-Learn & Play](#))
- Name all notes on the treble staff and bass staff with clues
 - Treble staff ([Jingle Notes 1 - Learn](#))
 - Bass staff ([Jingle Notes 2 - Learn](#))

Rhythm – Aural

- Identify music as becoming
 - Faster or slower ([Faster-Slower-Same Game 1](#))
 - Faster, slower or staying the same ([Faster-Slower-Same Game 2](#))
- Listen and discern whether the beat is steady or unsteady ([Steady As She Goes](#))
- Identify whether two rhythm patterns are the same or different ([Smiley Rhythms](#))
- See a one-measure rhythm pattern of quarter notes and quarter rests—representing sound and silence—in piano-roll style notation and traditional notation, hear a pattern, then identify whether the patterns are the same or different ([Rhythm Pix 1](#))

- See two one-measure rhythm patterns in piano-roll style and traditional notation, hear one of the patterns and identify which one was played.
 - quarter notes and quarter rests ([Rhythm Rally 1](#))
 - quarter notes and half notes ([Rhythm Rally 1A](#))
 - quarter, half, dotted half and whole notes ([Rhythm Rally 2](#))

Rhythm – Visual (reading, writing, performing)

- Identify the following note and rest symbols:
 - Quarter notes and half notes ([Meteor Match 1](#))
 - Quarter notes and quarter rests ([Meteor Match 1A](#))
 - Quarter notes, half notes and quarter rests ([Meteor Match 2](#))
 - Quarter, half, dotted half, and whole ([Meteor Match 3](#))
- Identify the value of the following notes and rests (number of beats) in 4/4 time:
 - Quarter, half and whole note ([Rhythm Pop 1](#))
 - Quarter, half, dotted half and whole notes, and quarter rest ([Rhythm Pop 2](#))
- Demonstrate an understanding of the 4/4 time signature by placing bar lines correctly in melodies in 4/4 time using quarter, half, and whole notes ([Rhythm Writer 1](#))
- Supply one missing note value from a four-measure rhythm in 4/4 time, using quarter, half, and whole notes ([Rhythm Writer 2](#))

Scales and Key Signatures

- Identify the lines and spaces of the C Major pentascale and “play” them on the onscreen piano keyboard:
 - Middle C pentascale ([Page Turner – Keyboard 1](#))
 - Bass C pentascale ([Page Turner – Keyboard 2](#))
 - Middle CBAGF ([Page Turner – Keyboard 3](#))

Intervals-Visual identification

- Identify whether notes are on lines or spaces. ([Step Right Up 1](#))
- Identify whether two notes step up, step down or stay the same. ([Step Right Up 2](#))
- Identify whether two notes step up, step down, skip up, or skip down. ([Step Right Up 3](#))
- Identify the following intervals on the white keys of the piano keyboard:
 - 2nds, 3rds, 4ths, and 5ths ([Will Work for Peanuts 1](#))

- Identify the following intervals on the staff:
 - Steps and skips ([Undersea Intervals 1](#))
 - 2nds and 3rds ([Undersea Intervals 2](#))
 - 2nds, 3rds, 4ths, and 5ths ([Interval Surprise 1](#))

Tonal Memory & Playback

- Hear and play back pitch patterns of do-re, do-re-mi, and do-re-mi-sol starting with one tone and progressing to at least five tones—pre-staff notation using solfege syllables with “do” on C. (Tonal memory) ([Songbirds 1, 2 and 3](#))
- Hear and play back pitch patterns of do-re and do-re-mi starting with one tone and progressing to at least five tones—solfege syllables on the staff with “do” on C and on F. (Tonal memory) ([Staff Birds 1, 2 and 3](#))

Music Symbols and Terms

- Identify whether the stem direction of a note is correct or incorrect. ([Snowball Stems 1](#))
- Quickly match music symbols in a popular memory game format ([Music Symbol Match](#))
- Identify the following music symbols and vocabulary in addition to terms mentioned above:

[Music Darts 1 and 2](#)

[Falling Symbols 1 and 2](#)

Bar line	Bass clef
Flat	Forte
Interval	Measure
Mezzo forte	Mezzo piano
Natural	Piano
Repeat sign	Sharp
Tie	Time signature
Treble clef	