

Music, K-4

The curriculum as presented for Grades PreK-4 Music is modeled on the Massachusetts Department of Education Frameworks (10/99). The following material is extracted from the Frameworks and is meant to serve as a reference for the actual curriculum in each subject area.

The Content of the Arts: Strands and Learning Standards

The STRANDS (The Arts Disciplines: Dance, Music, Theatre, and Visual Arts; and Connections: History, Criticism, and Links to the other Disciplines) describe the overall content of teaching, learning, and assessment in the arts.

There are ten PreK-4 Standards for each discipline. They define what students should be able to know and be able to do as a result of their study of the arts, and are also applicable to adult basic education programs. The PreK-4 Standards are further articulated into Learning Standards that describe what students should know and be able to do by the end of various stages of their arts study.

PreK-4 Learning Standards describe what students should know and be able to do in the four arts disciplines by the end of grade 4. These first school years should encourage students' curiosity, allow them to explore dance, music, theatre, and visual arts, and to express their ideas and feelings through the arts. Students should also be introduced to reading and writing about the arts and artists as part of their arts, history, and social science, and English language arts curricula.

“Music has a tremendous value as an academic discipline. It contributes to the understanding of other subjects. In school there’s a tremendous difference between learning and doing. With music, you do both.” *Joan Schmidt, Board Member, National School Boards Association*

Through music education students become fluent in the language of music as artistic, intellectual, and cultural expression. Performing, creating, and responding to music provide the limitless body of music styles, forms, and repertoire, and allows them to see what they hear and hear what they see. fluency in music brings understanding of contemporary and historical cultures, as well as self-knowledge. Music includes forms such as folk, popular, band, and orchestral music, gospel music and oratorio, jazz, opera, and musical theatre.

LEARNING STANDARDS

KINDERGARTEN

STANDARD 1: SINGING

Students will sing, alone and with others, a varied repertoire of music.

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture
- 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 1.4 Sing ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment
- 1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

STANDARD 2: READING AND NOTATION

Students will read music written in standard notation.

- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

STANDARD 3: PLAYING INSTRUMENTS

Students will play instruments, alone and with others, to perform a varied repertoire of music.

- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation
- 3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts

STANDARD 4: IMPROVISATION AND COMPOSITION

Students will improvise, compose, and arrange music.

- 4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases
- 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments
- 4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means
- 4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines

STANDARD 5: CRITICAL RESPONSE

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation

- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

STANDARD 6: PURPOSES AND MEANINGS IN THE ARTS

Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

- 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"
- 6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities

STANDARD 7: ROLES OF ARTISTS IN COMMUNITIES

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

- 7.1 Investigate how artists create their work; read about, view films composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects

STANDARD 8: CONCEPTS OF STYLE, STYLISTIC INFLUENCE, AND STYLISTIC CHANGE

Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

- 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;
- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

STANDARD 9: INVENTIONS, TECHNOLOGIES, AND THE ARTS

Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

STANDARD 10: INTERDISCIPLINARY CONNECTIONS

Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

- 10.1 Integrate knowledge of music and apply music to learning other disciplines
 - Foreign language: repertoire includes many languages
 - Science: acoustics & physiology
 - Mathematics: notation, mathematical principles are used to comprehend the production of sound and harmony
 - English Language Arts: poetry, diction, text declamation, exposure to the works of great writers
 - History: historical context for music, text, subject, style, form, & composer/lyricist
 - Technology: audio, video, lighting, computer, stagecraft
 - Physical Education: learning music through movement, dance, athletic breathing, balance
 - Health/Family and Consumer Sciences: physiology, maintaining good health, hygiene for group performance, economics

GRADE 1

STANDARD 1: SINGING

Students will sing, alone and with others, a varied repertoire of music.

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STANDARD 2: READING AND NOTATION

Students will read music written in standard notation.

- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
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- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

STANDARD 3: PLAYING INSTRUMENTS

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STANDARD 6: PURPOSES AND MEANINGS IN THE ARTS

Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

- 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"
- 6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities

STANDARD 7: ROLES OF ARTISTS IN COMMUNITIES

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

- 7.1 Investigate how artists create their work; read about, view films composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects

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- 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as
 - styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;
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STANDARD 10: INTERDISCIPLINARY CONNECTIONS

Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

- 10.1 Integrate knowledge of music and apply music to learning other disciplines
 - Foreign language: repertoire includes many languages
 - Science: acoustics & physiology
 - Mathematics: notation, mathematical principles are used to comprehend the production of sound and harmony
 - English Language Arts: poetry, diction, text declamation, exposure to the works of great writers
 - History: historical context for music, text, subject, style, form, & composer/lyricist
 - Technology: audio, video, lighting, computer, stagecraft
 - Physical Education: learning music through movement, dance, athletic breathing, balance
 - Health/Family and Consumer Sciences: physiology, maintaining good health, hygiene for group performance, economics

GRADE 2

STANDARD 1: SINGING

Students will sing, alone and with others, a varied repertoire of music.

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- 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation
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GRADE 4

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STANDARD 5: CRITICAL RESPONSE

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation

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9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

STANDARD 10: INTERDISCIPLINARY CONNECTIONS

Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of music and apply music to learning other disciplines

- Foreign language: repertoire includes many languages
- Science: acoustics & physiology
- Mathematics: notation, mathematical principles are used to comprehend the production of sound and harmony
- English Language Arts: poetry, diction, text declamation, exposure to the works of great writers
- History: historical context for music, text, subject, style, form, & composer/lyricist
- Technology: audio, video, lighting, computer, stagecraft
- Physical Education: learning music through movement, dance, athletic breathing, balance
- Health/Family and Consumer Sciences: physiology, maintaining good health, hygiene for group performance, economics

INSTRUCTIONAL METHODOLOGIES (EXAMPLES)

STANDARD 1:

Kindergarten

- Sing “The Bus” “Goin’ For a Ride” “Who Has the Penny” “Bingo”
- Sing “The Echo” “Stamping Land”
- Sing “Roll Over” tone matching: sol mi

Grade 1

- Sing with appropriate movement “This Old Man”
- Sing with rhythmic accuracy “BINGO”
- Sing with varied dynamics “Bye ‘n Bye”, “El Coqui”, “John Jacob Jingleheimer Schmidt”
- Tone matching: sol-mi

Grade 2

- Sing “Waddaly Atcha” - steady beat “The Cat” – phrasing
- Sing “Mumble Grumble” – dynamics
- Sing “Ninna Nanna” – Italy “Sorida” - Africa

Grade 3

- Sing “I’d’ve Baked A Cake”
- Sing with appropriate phrasing - “Down in the Valley” and “Peace Like a River”

- Sing partner songs - “Sandy Land” and “Bow Belinda”
- Sing round - “Frere Jacques”
- Sing “Scotland’s Burning” with an ostinato and as a round

Grade 4

- Sing American colonial piece “Soldier, Soldier” - Making Musk and “Way Down Yonder” - Share The Music
- Sing “Ghost of John” - round/ostinato
- Sing “winter Fantasy” - partner song
- Sing various holidays songs

STANDARD 2:

Kindergarten

- Play Music Spy Game
- Feel steady beat and silences (rests) in the song, “If You’re Happy”
- Identify word Fast and Slow I songs: “Juba” (fast) and “Song About Slow”
- Accompany “Raining Again Today” with autoharp and bells
- Play steady beat on instruments and respond to rests in song, “A Little Flight Music”

Grade 1

- Read and clap rhythms written on the board from songs, “BINGO” and “Clap Your Hands”
- Read and sing notes to “Ebenezer Sneezer” (ascending melody), “Old John the Rabbit” (repeated notes)

Grade 2

- Introduce and clap rhythm patterns written on board using rest, and notes
- Perform “Toaster Time” - notation “Somebody Loves Me” - rests “Mother, Mother” - sol/mi/do “Trot, Old Joe” tempo.
- Use boomwhackers or bells to teach pitch

Grade 3

- Read notes of “Louisiana Lullaby and “Sheep Shearing” - ascending melody
- Sing “Stodola Pumpa” - tempo, “Ghost of John” - dynamics, “Chicken Chick” and “Mairzy Doats” – articulation
- Echo clap
- Simple rhythmic and melodic dictation

Grade 4

- Use rhythmic flashcards
- Clap rhythms written on the board
- Complete worksheets that introduce sol-mi-do
- Sing “The Lion Sleeps Tonight” - Making Music
- complete various dictation activities
- Sing “Soldier, Soldier” and follow dynamic markings

STANDARD 3:

Kindergarten

- Play bells with “Who’s That Tapping at the Window”
- Add tambourine pattern to “Merry Christmas” (Spanish), “Nursery Song” (Taiwan)
- Play melody bells with song “Will You Be My Valentine”
- Play accompaniment along with “Riding in the Buggy”

Grade 1

- Sing and play African game/song “Obwisana”
- Play “Ebenezer Sneezer” on bells

- Echo clap rhythmic patterns
- Sing “Bye ‘m Bye” while playing contrasting part on triangles or finger cymbals

Grade 2

- Perform “Toaster Time” and “Old Dan Tucker” with various percussion instruments and folk song “Hop Old Squirrel”- with bells
- Perform Handel’s “Minuet” from notated score on percussion instruments
- Perform “Get on Board” - contrasting percussion parts

Grade 3

- Sing “Bim Bam” and “Take Me Out to the Ball Game” accompanied by rhythmic instruments
- Sing “Sheep Shearing” accompanied by bells
- Sing and perform “Brother John” with bells
- Perform “Winter Wonderland” with bells
- Perform “My Old Black Cat Hates Halloween” with bells

Grade 4

- Listen to and perform the Egyptian song “Ayazein” and play rhythm instruments
- Echo clapping
- Perform short melodies on bells or boomwhackers using found song “Orffferondo” - Making Musk
- Listen to and perform with instruments “Can You Canoe?” - contrasting instrumental parts
- Perform “Kookaburra” with bells and “Clementine” with auto harp

STANDARD 4:

Kindergarten

- create a body percussion accompaniment for speech pieces: “Two Little Sausages” or “Bubblegum, Bubblegum”
- Listen to and identify sounds in the “sound bank”
- Use velcro to accompany song “Ritsch, Ratsch”
- Create new words to song “Hold My Mule”

Grade 1

- create a rhythm pattern to go with “Brush Your Teeth”
- Create melodic ostinato to go with “Charlie Over the Water”
- Sing “Old John the Rabbit” and accompany it by playing boomwhacker
- Create a piece for percussion instruments to go with the poem “In and Out” or “Windshield Wipers”

Grade 2

- Perform “Say Your Name” with pitched and nonpitched percussion instruments
- “Make a Melody” - Share The Music p. 114117- use bells or electric keyboard

Grade 3

- Improvise on the bells “Scotland’s Burning” - melodic ostinato and melodic variation
- Use autoharp for harmonic accompaniment to “Make New Friends
- Complete worksheets “Compose Your Own Pattern” and “Playing Rhythms Patterns” for song “Billy Boy”
- Perform the created songs with boomwhackers

Grade 4

- Echo clapping
- Create different ostinato patterns for accompaniment to “Ghost of John”
- Perform “Rhythms Hit the Road” -Share the Music

STANDARD 5:

Kindergarten

- Sing and discuss “Stamping (loud and soft), “Hokey ,Pokey” (fast and slow), “Playing the Bells”

(high and low)

- Listen to and discuss “Stripes”, “Petite Ballerina”, and “Sleeping Time”
- Sing and discuss “Our Cat Has New Kittens”, (phrases), “Echo” (loud and soft)
- Sing and move to “I Wish I was a Little Bird” or “Carol Children Carol”
- Listen to and discuss “Composer’s Toybox”
- Identify singing, speaking, shouting and whispering voices as well as male, female, adult and child voices in song “Sing, Sing What Shall I Sing”

Grade 1

- Listen to Symphony No.94 (“Surprise Symphony”) by Haydn for soft and loud sections
- Discuss music in the time of Haydn and how audiences reacted to his “Surprise Symphony”
- Identify male, female, adult, and child voices aurally by listening to “Old House”

Grade 2

- Listen to, discuss and move to “The Swan”
- Listen to and sing “Feast of Light”
- Listen to “Love for Two Cats” by Raue then discuss what students think the audience thought when they heard this music

Grade 3

- Discuss and compare two pieces by Schumann, “The Happy Farmer” and “Dreaming”
- Create a two part movement to show AB form using Phyllis Weikart’s recording “Cherkessiya”
- Watch video performance of Boston Pops and discuss audience behavior, performers and conductor
- Listen to “Pinata” and identify sounds of Mexican instruments

Grade 4

- Dance to “I Let Her Go Go”, “Limbo Like Me”
- Sing sea shantey “Haul Away, Joe”
- Create movement to Jamaican song “I Let Her Go Go” showing the strong and weak beats
- Listen to steel drum piece “Brasidad del Zulia” and Celtic piece “The Fox Hunters”
- Take a field trip to Springfield SymHall
- Play Music Bingo

STANDARD 6:

Kindergarten

- Discuss the different ways music is used in America and other countries
- Discuss the impact of music on movies, cartoons, etc.
- Sing and discuss “London Bridge” and “Old Molly Hare”
- Play, sing and discuss “Lost My Gold Ring” (steel drums) from Jamaica

Grade 1

- Discuss the music of the Maori people of New Zealand
- Add movement to “Toia Mai Te Waka” (Maori Folk Song) Canoe Song

Grade 2

- Discuss and sing “Clear the Kitchen”
- Discuss and sing “Yankee Doodle”
- Listen to and discuss “La Comparsa” by Ernesto Lecuona

Grade 3

- Sing American music - “Navajo Happy Song” and discuss the purpose of music for Native Americans
- Sing sea shantey “Johnny Come to Hilo” and discuss its use as a work song
- Tell the story of how “The Star Spangled Banner” was written
- Discuss the different ways a song such as “The Star Spangled Banner” can be used

Grade 4

- Read about choreographer Cleo Parker Robinson – Share the Music, and listen to the recording in which she talks about herself
- Listen to ,and discuss music from the Broadway musical “Big River”, base on the novel Huckleberry Finn
- Listen to, and compare sounds of Bulgarian, Tuvinian, and American county singers

STANDARD 7:

Kindergarten

- Discuss famous children’s performers such as Shari Lewis, Raffi, Barney, Mr. Rogers, etc. and listen to their music
- Discuss sources of information about music and musicians that students experience such as Sesame Street

Grade 1

- Discuss the composer Franz Joseph Haydn
- Listen to music by performer Dame Kiri Te Kanawa and discuss her career

Grade 2

- Read about and discuss the composer, Ernesto Lecuona
- Discuss bands and where they would be seen
- Read about and discuss the children’s composer, Carmino Ravosa

Grade 3

- Listen to “Careers in Music” and discuss aspects of being a musician
- Discuss the many possible jobs/careen a musician could have

Grade 4

- Take a field trip to Springfield Symphony Hall to attend a youth concert

STANDARD 8:

Kindergarten

- Sing and move to “All Around the Kitchen” - African-American song.
- listen to and discuss: “I Bought Me A Cat” - Copland

Grade 1

- Listen to, sing, and discuss “When the Saints Come Marching In”
- Sing and play “Ring Around the Rosie”
- Discuss the cultural traditions of the Maori people
- Listen to music performed by Dame Kiri Te Kanawa

Grade 2

- Native American music - “Honoring Song to Mount McKnley” from Alaskan Indians known as the Athabascans
- Discuss music from Bali - “Kecak” gamelan music

Grade 3

- Read the story and sing “Follow the Drinking Gourd” - songs of slavery and the underground railroad
- Listen to and discuss “Navajo Night Chant” - native American
- Listen to and discuss Copland’s “Hoe Down” and Gershwin’s “Rhapsody in Blue”

Grade 4

- Sing “Sir Duke” by Stevie Wonder and discuss his life
- listen to and discuss Ladysrnith Black Mambazo’s “Rain, Rain, Beautiful Rain”
- Listen to and discuss Bobby McFerrin’s “Manana Iguana” - Share the Music or “Circlesong 7” Making Music

STANDARD 9:

Kindergarten

- Show example of old recordings (LP's) and compare them to CD's, mp3s
- Demonstrate playing a maraca and discuss its construction and how it creates sound

Grade 1

- Discuss how musicians use electronic devices and instruments
- Show examples of old recordings such as LP's and compare them to CD's and mp3's

Grade 2

- Explore electronic keyboards and discuss studio keyboard musicians
- Show Native American instruments and discuss how they are made and played

Grade 3

- Listen to, compare and discuss instruments of the Renaissance era (recorders) and modern instruments such as clarinets, flutes, trumpets etc.
- Read about and listen to Handel's harpsichord piece "The Harmonius Blacksmith" then discuss its evolution to piano and modern electric keyboard

Grade 4

- Read about Thomas Edison's phonograph, and cassette tapes and CD's -Share the Music
- Discuss differences between a piano and an electric keyboard
- Show examples of music notated for computer
- Listen to computer music "Orbital View" - Making Music and compare it to other types of music

STANDARD 10:

Kindergarten

- Spanish: "Feliz Navidad"
- Science: explore how instruments make sound; for example maracas
- Literature: read story that goes along with song "I Bought Me A Cat"
- History: sing "London Bridge" and discuss its origin
- Technology: demonstrate audio equipment like CD and tape player
- Physical Education: use movement with "Stop and Go" by Ella Jenkins
- Reading: read the book "Roll Over" and then learn the song
- Keyboarding: examine the piano keyboard patterns and find the patterns of black and white keys

Grade 1

- Spanish: Ambos A Dos
- Science: explore how length and size of instruments influences sounds and pitches
- Mathematics: counting to 10 in Portuguese, "Serra, Serra, Serrador"
- Poetry: "Bounce High"
- History: "Cobbler, Cobbler"
- Technology: students learn to properly use a microphone
- Movement: Hap Palmer
- Health: "Brush Your Teeth"
- Reading: Read about different performers

Grade 2

- Foreign Language: German - "O Tannenbaum" African - "Sorida" Italian - "Ninna Nanna"
- Science: experiment with string sounds
- Mathematics: notation - create a 4 beat measure
- Poetry: text of "Who Has Seen the Wind?"
- History: Beethoven - "Minuet in G"
- Technology: operate a CD/tape player

- Movement: dance to “Trot Old Joe” and “Old Brass Wagon”
- Read about various composers

Grade 3

- Sing “Now Sleep, Little Fellow” in English and in Spanish
- Create complete measures in 4/4, 3/4, of 2/4 using whole, half, quarter, eighth notes and rests
- Listen to recording of poem “The Wind” and discuss the sounds of voices
- Discuss why and how “America the Beau~ul” was written
- Watch video of “Fantasia”
- Dance to Weikart’s “Pata Pata”

Grade 4

- Sing Japanese song, “Sakura” and Puerto Rican song, “En la Feria de San Juan”
- Discuss sound and how instruments make sound - high and low and fast and slow
- Compose original rhythms for measures in 4/4, 3/4 and 2/4
- Create new lyrics for memorizing multiplication tables using the music from “Weevily Wheat”
- Listen to and read the poem “Harriet Tubman” - Making Music and discuss the underground railroad and, African-American spirituals
- Accompany a song with a percussion sound from the electric keyboard
- Perform any movement activity by Phyllis Weikhart
- Read about the lives of Judy Garland and Patty LaBelle and listen to and compare their performances of “Over the Rainbow”

INSTRUCTIONAL RESOURCES

CURRICULUM MAPS

RHYTHM

Kindergarten

Steady Beat/Silence

Fast/Slow

Long/Short

Movement

Playing simple rhythms on unpitched percussion instruments

Grade 1

Steady Beat

Quarter and Eighth notes and rests

Syllables to read notation (Neutral syllables and Gordon syllables)

Speech pieces

Body Percussion

Playing simple rhythms on unpitched percussion instruments.

Grade 2

Continuation of Grade 1 concepts

Steady Beat

Echo clapping

Body percussion

Speech pieces

Playing rhythms on pitched and unpitched instruments (drums, xylophones, etc.)
Quarter, Eighth and Half notes and rests
Aurally recognize songs from rhythmic phrases.

Grade 3

Continuation of Grade 2 concepts
Steady Beat
Introduction to MACRO and micro beat
Echo clapping
Body Percussion
Speech pieces with rhythmic ostinati
Quarter, Eighth, Half, Whole Notes and Rests
Introduction to Sixteenth Notes
Time Signatures: 2 3 4
 4 4 4
Compose simple rhythmic ostinati and/or accompaniments.
Aural Dictation using known rhythmic syllables.

Grade 4

Continuation of Grade 3 concepts
Steady Beat/MACRO and micro beat
Eighth and Sixteenth note combinations
Improvise “answers” to rhythmic phrases
Compose simple rhythmic lines and perform on instruments.
Compose rhythms to accompany songs.

MELODY

Kindergarten

In tune singing
Pitch matching: So Mi
Singing with appropriate phrasing, dynamics, etc.
Body Scale
High/Low
Up/ Down
Play a simple melody or phrase on a melodic instrument such as a xylophone.
Singing games
Action songs

Grade 1

Continuation of Kindergarten Concepts
Tone matching games So Mi
Introduction to La
Ascending / Descending/ Repeated Notes – recognize aurally and visually on staff
Recognize and sing simple La So Mi patterns on staff
Treble Clef / Staff
Melodic echoes
Singing games and Action songs
Singing a variety of songs from different cultures and periods.

Grade 2

Continuation of Grade 1 Concepts

Intonation

La So Mi Re and Do

Introduction to hand signs to show different notes of scale

Compose simple melodic embellishments on familiar melodies

Improvise and/or compose simple melodies vocally and on pitched instruments.

Aurally recognize songs from melodic phrases.

Grade 3

Continuation of Grade 2 Concepts

Use of hand signs to show pitch

Low La and So

High Do, Re, Mi

Introduction to letter names of Treble Clef

Pentatonic Scale: singing and playing on pitched percussion instruments.

Grade 4

Continuation of Grade 3 Concepts

Use of hand signs to show pitch

Play simple melodies from notation on recorder.

Play simple melodies from memory on recorder.

Compose simple melodies on recorder.

Improvise a melodic “answer” on recorder

Improvise a simple 8 beat melody on recorder.

HARMONY

Kindergarten

Unison singing

Aurally recognize thick and thin texture in music.

One voice, many voices

Grade 1

Continuation of Kindergarten Concepts

Unison singing

1 voice, many voices

Speech pieces

Speech pieces performed in canon

Singing songs accompanied and unaccompanied.

Grade 2

Continuation of Grade 1 Concepts

Songs and Speech pieces performed with contrasting rhythmic and/or melodic parts.

Songs and pieces performed on instruments with contrasting rhythmic and/or melodic parts.

Grade 3

Continuation of Grade 2 Concepts

Singing simple melodic ostinati in 2 or 3 parts, using La, So, Mi, Re, Do

Singing rounds, canons and partner songs.

Grade 4

Continuation of Grade 3 Concepts

Play simple chordal accompaniments on pitched percussion instruments.

Play simple melodies on recorder in 2 parts.

FORM

Kindergarten

Unison singing

Same/Different

Question/Answer Songs - Call/Response Songs

Grade 1

Same/Different

Perform songs and speech pieces in AB or ABA form

Grade 2

Same/ Different

Perform/Create songs and speech pieces in AB, ABA or AABA form

Introduction to Symphony

Grade 3

Continuation of Grade 2 concepts

Perform/Create songs and speech pieces in AB, ABA, AABA, ABACA forms.

Recognize aurally different forms such as AB, ABA, AABA, etc.

1st and 2nd endings

Repeat signs

Symphony and various other forms of classical music.

Grade 4

Perform/Create songs and speech pieces in ABACA form

Recognize aurally different forms

D.C. al Fine

D.S. al Fine

Various forms of classical music: example: symphony, sonata

TIMBRE AND EXPRESSION

Kindergarten

Voice recognition: child, adult, male, female

Singing and speaking voices

Loud/Soft

Fast/Slow

Unpitched percussion instruments

Recorder

Guitar

Aural Identification of Instruments

Introduction to famous composers and their music. Example: Mozart, Beethoven

Grade 1

Continuation of Kindergarten concepts

Piano (p) Forte (f)

Unpitched percussion

Introduction to pitched percussion: xylophone, metallophone, glockenspiel, etc.

Aural identification of Instruments

Introduction to famous composers and their music. Example: Mozart, Beethoven

Respond to cues of conductor

Grade 2

Continuation of Grade 1 concepts

Piano (p) Forte (f)

Choosing appropriate instruments (timbre) to accompany a song or poem.

Introduction to famous composers and their music. Example: Mozart, Beethoven

Phrases

Performance of songs of various cultures.

Hand drum technique

Mallet technique

Grade 3

Continuation of Grade 2 concepts

Playing both pitched and unpitched percussion instruments to accompany a song.

Staccato, accent

Grade 4

Continuation of Grade 3 concepts

Band and Orchestral music and instrument families

Recorder music – students

MOVEMENT

Kindergarten

Lots of movement to show steady beat.

Singing games

Action songs

Spatial exploration: forward, backward, sideways, pathways (straight, curved, zigzag etc.) (Weikart)

Laban Movement:

Level exploration: High, Middle, Low

Weighted movement: heavy, light, etc.

Action movement: flick, shake, dab, etc.

Grade 1

Continuation of Kindergarten concepts

Simple dances

Student created movement to simple instrumental songs.

Student created movement to simple vocal songs.

Grade 2

Continuation of Grade 1 concepts

Locomotor and Nonlocomotor movements

Creating short movement patterns using locomotor and nonlocomotor movements.
Creating movement patterns with partners or groups.
Create movements to accompany a song.

Grade 3

Continuation of Grade 2 concepts

Dances

Conducting

Continued development of dance/movement vocabulary (Weikart)

Grade 4

Continuation of Grade 3 concepts

More complex dances/steps: circle, line, etc.

Creating dances to accompany instrumental or vocal music.

Continued development of dance/movement vocabulary (Weikart)

TECHNOLOGY RESOURCES

Musical instruments

Audio visual equipment'

Records

Cassette

CD

DVD

MP3

Computer, and appropriate software

METHODS OF ASSESSMENT

Classroom observation

Participation

Singing

Class written work