

COMPETENCY ASSURANCE

ELEMENTARY MUSIC

PHASE I:

Curricular Foundations

Version 1: March 2003

Competency Assurance

Phase I:

Curricular Foundations

This document is designed to help teachers make certain that they are teaching a balanced curriculum in line with the standards and assessments required by the Commonwealth of Kentucky and the Fayette County Public Schools.

Each page contains the appropriate **Performance Standards**, taken from **The Program of Studies; Academic Expectations and Demonstrators**, taken from the **Transformations** document; curricular content and **Specific Activities** taken from the **Core Content For Assessment**; as well as **Suggested Activities** and **Critical Vocabulary** as designed by music teachers in the Fayette County Public Schools.

It is hoped that this document will allow teachers to work from one comprehensive document that brings together all the state-mandated and suggested curricular standards. It is also hoped that the suggested activities will give teachers a sense of the kinds of activities necessary for them to achieve the stated academic goals.

Please note: Although this document limits itself to concepts and skills covered in the Core Content For Assessment, there are several items that have been identified as appropriate “extensions” that might be approached upon completion of the required materials. In this document those extensions are identified by italics.

COMPETENCY ASSURANCE

ELEMENTARY MUSIC

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PRIMARY MUSIC: KINDERGARTEN // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students respond with minimal attention given to the element of music. (rhythm, melody, form, harmony, timbre, dynamics, tempo)

Performance Standard:

Students begin to demonstrate an awareness of the elements of music

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat

AH-E-1.1.32 Tempo: slow, fast

AH-E-1.1.33 Melody: shape, direction (up, down, same, step, skip), high vs. low notes (itches)

AH-E-1.1.36 Timbre: Sounds of voices

AH-E-1.1.37 Dynamics: soft (piano), loud (forte)

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening and creating.
- Experience and perform music from diverse cultures.
- Explore the elements and principles of musical forms
- Create or perform original or existing music

Specific Activities:

- **AH-E-1.1.12** – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter
- **AH-E-1.1.23** – Sing rote melodies accurately

Suggested Activities:

- Singing age-appropriate songs
- Clapping, patting, moving to the steady beat
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Echoing and pitch modeling activities
- Directed listening with focus on elements
- Recognizing and using appropriate “voices” (Whispering, speaking, singing, shouting)

Critical Vocabulary:

Steady beat, slow, fast, melody (up, down, same, high, low), loud, soft, long and short

PRIMARY MUSIC: KINDERGARTEN // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard:

Students listen to music of diverse cultures, periods, and styles

Performance Standard:

Students experience music of diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify American folk music

AH-E-1.2.32 – Discuss game songs, lullabies

Demonstrators:

- Explore a variety of art forms in music
- Experience and perform a variety of art forms in music from diverse cultures
- Express openness to differences and commonalities among diverse cultures

Specific Activities:

- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Students listen to songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Students sing songs of other cultures (SSC)
- Students listen to and sing age-appropriate traditional American folk songs (SSC)
- Students listen to or sing holiday music, both traditional American and from other cultures (SSC)
- Students listen to or sing music that relates to seasons (SSC)
- Students move to music from many cultures

Critical Vocabulary:

Culture, game songs, songs, lullabies

PRIMARY MUSIC: FIRST GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students respond with minimal attention given to the element of music. (rhythm, melody, form, harmony, timbre, dynamics, tempo)

Performance Standard

Students begin to demonstrate an awareness of the elements of music

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat

AH-E-1.1.32 Tempo: slow, fast

AH-E-1.1.33 Melody: direction (up, down, same, step, skip) high vs. low notes (itches)

AH-E-1.1.35 Form: Call & Response, Two-part (AB)

AH-E-1.1.36 Timbre: Sounds of voices,

AH-E-1.1.37 Dynamics: soft (*piano*), loud (*forte*)

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening and creating
- Experience and perform music from diverse cultures
- Explore the elements and principles of music forms
- Create or perform original or existing music

Specific Activities:

- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately

Suggested Activities:

- Singing age-appropriate songs
- Clapping, patting, moving to the steady beat
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Performing simple ostinato accompaniments on classroom instruments
- Echoing and pitch modeling activities
- Directed listening with focus on elements
- Recognizing and using appropriate “voices” (Whispering, speaking, singing, shouting)
- Visual recognition of instruments

Critical Vocabulary:

Steady beat, slow, fast, melody (up, down, same, high, low); form, call & response; loud (*forte*), soft (*piano*), long and short; unison

PRIMARY MUSIC: FIRST GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard:

Students listen to music of diverse cultures, periods, and styles

Performance Standard:

Students experience music of diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify American folk music

AH-E-1.2.32 – Discuss game songs, lullabies, patriotic songs, marches

Demonstrators:

- Explore a variety of art forms in music
- Experience and perform a variety of art forms in music from diverse cultures
- Express openness to differences and commonalities among diverse cultures

Specific Activities:

- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Students listen to songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Students sing songs of other cultures (SSC)
- Students listen to and sing age-appropriate traditional American folk songs (SSC)
- Students listen to or sing holiday music, both traditional American and from other cultures (SSC)
- Students listen to or sing music that relates to seasons (SSC)
- Students move to music from many cultures
- Students sing patriotic songs (SSC)
- Students move to marches (SSC)

Critical Vocabulary:

Culture, American Folk culture; game songs, folk songs, work songs, lullabies, patriotic songs, marches

PRIMARY MUSIC: SECOND GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students recognize the elements of music

Performance Standard:

Students begin to recognize terminology, notation, and symbols within the elements of music

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (half, quarter, 8th notes and rests), fermata

AH-E-1.1.32 Tempo: slow, fast

AH-E-1.1.33 Melody: shape, direction (up, down, same, step, skip) high vs. low notes (itches), lines and spaces

AH-E-1.1.35 Form: call & response, two-part (AB), three-part (ABA), verse/chorus, repeat signs

AH-E-1.1.36 Timbre: sounds of voices and instrument families

AH-E-1.1.37 Dynamics: soft (*piano*), loud (*forte*)

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening and creating
- Experience and perform music from diverse cultures
- Explore the elements and principles of art forms
- Create and/or perform original and existing works of music
- Discuss works of art using appropriate concepts and terminology

Specific Activities:

- **AH-E-1.1.11** – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter
- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrases
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately

Suggested Activities:

- Singing age-appropriate songs
- Clapping, patting, moving to the steady beat
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Performing simple ostinato accompaniments on classroom instruments
- Creating melodies that demonstrate “shape” with voices or on classroom instruments
- Directed listening with focus on elements
- Identifying simple forms
- Creating pieces in simple forms
- Recognizing voices as “high” or “low”

Suggested Activities Continued:

- Visual recognition of instruments
- Aural recognition of instruments by families

Critical Vocabulary:

Rhythm (steady beat); tempo slow, fast; melody (up, down, same, step, skip, high, low); form, call & response, verse, chorus; dynamics, loud (*forte*), soft (*piano*), quarter note, quarter rest, eighth note, half note, half rest, fermata

PRIMARY MUSIC: SECOND GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard:

Students listen to music of diverse cultures, periods, and styles

Performance Standard:

Students experience music of diverse cultures, periods and styles

Performance Standard:

Students use simple music terminology when describing music of diverse cultures, purposes and styles

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas through music

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify similarities and differences in musical elements used in the music of Native Americans and American folk music

AH-E-1.2.32 – Discuss game songs, folk songs, work songs, lullabies, patriotic songs, marches

Demonstrators:

- Explore a variety of art forms in music
- Experience and perform a variety of art forms in music from diverse cultures
- Express openness to differences and commonalities among diverse cultures
- Describe reaction to artworks and performances using basic vocabulary
- Respond to the expressive qualities of music

Specific Activities:

- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Students listen to songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Students sing songs of other cultures (SSC)
- Students listen to and sing age-appropriate traditional American folk songs (SSC)
- Students listen to or sing holiday music, both traditional American and from other cultures (SSC)
- Students create accompaniments to music from many cultures on age-appropriate instruments (SSC)
- Students move to music from many cultures
- Students sing patriotic songs (SSC)
- Students Listen to and move to marches (SSC)
- Students listen to Native American music (SSC)
- Students sing Native American songs (SSC)

Critical Vocabulary:

Culture, American Folk culture, Native American; game songs, folk songs, work songs, lullabies, patriotic songs, marches

PRIMARY MUSIC: THIRD GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard:

Students recognize the elements of music

Performance Standard:

Students begin to recognize terminology, notation, and symbols within the elements of music

Performance Standard:

Students identify and discuss the elements of music

Performance Standard:

Students interpret and use terminology, notation, and symbols within the elements of music

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 - Students analyze their own and others' artistic products and performances

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, 8th notes and rests), fermata

AH-E-1.1.32 Tempo: slow, fast, *medium*

AH-E-1.1.33 Melody: shape, direction (up, down, same, step, skip) high vs. low notes (itches), lines and spaces, treble clef sign, pitch notation (middle C to F at top of staff)

AH-E-1.1.34 Harmony: unison, parts, tonality (major, minor, resting), intervals

AH-E-1.1.35 Form: call & response, two-part (AB), three-part (ABA), verse/chorus, repeat signs, round

AH-E-1.1.36 Timbre: sounds of individual voices and instruments, instrument families,

AH-E-1.1.37 Dynamics: soft (piano), loud (forte), *medium soft (mezzo piano)*, *medium loud (mezzo forte)*, *very loud (fortissimo)*, *very soft (pianissimo)*, *crescendo/decrescendo*

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating
- Experience and perform music from diverse cultures
- Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style)
- Recognize and demonstrate arts concepts used to describe feelings
- Create and/or perform original and existing works of music
- Discuss works of art using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in music

Specific Activities:

- **AH-E-1.1.11** – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter
- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrases
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments

Specific Activities Continued:

- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements

Suggested Activities:

- Singing age-appropriate songs using the terms “unison” and “parts”
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Performing rhythmic, melodic or chordal patterns on classroom instruments
- Reading simple rhythms
- Creating melodies that demonstrate “shape” with voices or on classroom instruments
- Improvising answers in similar style of given rhythmic and/or melodic phrases
- Directed listening with focus on elements
- Identifying simple forms
- Creating pieces in simple forms
- Recognizing voices as “high” or “low”
- Visual recognition of instruments
- Aural recognition of instruments by families
- *Identifying and creating pieces with changing dynamics*

Critical Vocabulary:

Rhythm (steady beat); tempo slow, fast, medium; melody (up, down, same, step, skip, high, low); form, call & response, verse, chorus, round; dynamics, loud (*forte*), soft (*piano*), *medium loud (mezzo forte)*, *medium soft (mezzo piano)*, *very loud (fortissimo)*, *very soft (pianissimo)* *crescendo*, *decrescendo*; unison; parts; tonality, major, minor, “resting tonality”; treble clef, intervals

PRIMARY MUSIC: THIRD GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard:

Students listen to music of diverse cultures, periods, and styles

Performance Standard:

Students experience music of diverse cultures, periods and styles

Performance Standard:

Students use simple music terminology when describing music of diverse cultures, purposes and styles

Performance Standard:

Students develop an awareness that specific styles of music define time periods and respective cultures

Performance Standard:

Students identify music from diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas through music

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify similarities and differences in musical elements used in the music of Native Americans, West African and American folk music

AH-E-1.2.32 – Discuss game songs, folk songs, work songs, lullabies, marches, patriotic songs, spirituals, and blues

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating
- Recognize and develop music concepts (melody, harmony, rhythm, form, expression, and style)
- Explore a variety of art forms in music
- Experience and perform a variety of art forms in music drama from diverse cultures
- Create and/or perform original and existing works of music
- Describe reaction to artworks and performances using basic vocabulary
- Express openness to differences and commonalities among diverse cultures.
- Communicate recognition of the diversity of art forms and structure in music
- Respond to the expressive qualities of music
- Recognize and demonstrate arts concepts used to describe feelings
- Recognize the role of the artist in music

Specific Activities:

- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrases
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Listening to, singing and/or writing about songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Listening to, singing and/or writing about age-appropriate traditional American folk songs (SSC)
- Listening to, singing and/or writing about holiday music, both traditional American and from other cultures (SSC)
- Creating accompaniments to music from many cultures on age-appropriate instruments (SSC)
- Moving to and/or writing about music from many cultures
- Singing and/or writing about patriotic songs (SSC)
- Listening to, moving to and/or writing about marches (SSC)
- Listening to and writing about Native American music (SSC)
- Singing and/or writing about Native American songs (SSC)
- Listen to and writing about West African music (SSC)
- Singing and/or writing about West African Songs (SSC)
- Playing and/or writing about West African games and instruments (SSC)

Critical Vocabulary:

Culture, American Folk culture, Native American, West African; game songs, folk songs, work songs, lullabies, patriotic songs, marches; spirituals, blues

PRIMARY MUSIC: FOURTH GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard:

Students use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing and creating

Performance Standard:

Students will recognize and develop music elements

Performance Standard:

Students will use appropriate terminology to describe the purpose of music elements

Performance Standard:

Students use developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 - Students analyze their own and others' artistic products and performance

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, 8th notes and rests), fermata

AH-E-1.1.32 Tempo: slow (*largo*), medium (*moderato*), fast (*allegro*)

AH-E-1.1.33 Melody: shape, direction (up, down, same, step, skip) high vs. low notes (itches), lines and spaces, treble clef sign, pitch notation (middle C to F at top of staff)

AH-E-1.1.34 Harmony: unison, parts, tonality (major, minor, resting), intervals

AH-E-1.1.35 Form: call & response, two-part (AB), three-part (ABA), verse/chorus, repeat signs, round, *rondo*

AH-E-1.1.36 Timbre: sounds of individual voices and instruments, instrument families,

AH-E-1.1.37 Dynamics: piano, forte, mezzo piano, mezzo forte, *fortissimo*, *pianissimo*, *crescendo*/*decrescendo*

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating
- Experience and perform music from diverse cultures
- Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style)
- Discuss musical using appropriate concepts and terminology
- Create and/or perform original and existing works of music
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from musical works
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

Specific Activities:

- **AH-E-1.1.11** – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter
- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrase
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Singing age-appropriate songs using the terms “unison” and “parts”
- Reading rhythms and pitch
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Performing rhythmic, melodic or chordal patterns on classroom instruments
- Creating melodies or accompaniments with voices or on classroom instruments
- Identifying two-part, three-part and *rondo* forms
- Creating pieces in two-part, three-part and *rondo* forms
- Directed listening with focus on elements
- Writing about the elements of music
- Visual and aural recognition of individual instruments and instruments by families
- *Identifying and creating pieces with changing tempos and dynamics*
- Moving to and writing about pieces with changing tempos and dynamics
- Using musical elements to create pieces which express concepts and emotions
- Creating and notating simple melodies that demonstrate melodic shape
- Improvising answers in similar style to given rhythmic and/or melodic phrases
- Recognizing the relationship between elements of music and expressive movement

Critical Vocabulary:

Tempo, largo, allegro, moderato; melody (up, down, same, step, skip, high, low); form, call & response, verse, chorus, round, rondo; dynamics, forte, piano, mezzo forte, mezzo piano, *fortissimo*, *pianissimo*, *crescendo*, *decrescendo*; harmony, unison; parts; tonality, major, minor, “resting tonality”; treble clef, intervals; timbre; rhythm, quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest

INTERMEDIATE MUSIC: FOURTH GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students use appropriate terminology to describe music of diverse cultures, periods and styles

Performance Standard

Students examine effects of time, place and personality on music and performance

Performance Standard:

Students perform music from diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American folk music

AH-E-1.2.32 – Discuss game songs, folk songs, work songs, lullabies, marches, patriotic songs, spirituals, and blues, bluegrass, spirituals, popular, rock, rap and country

AH – E.1.2.33 – Identify composers (Bach, Handel, Vivaldi) and instruments (organ, harpsichord, orchestral families) unique to the Baroque period

Demonstrators:

- Observe, experience and explore a variety of artistic styles and forms in music
- Identify and express arts concepts in music
- Describe reaction to musical works and performances using basic vocabulary
- Recognize the role of the artist in music
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of music
- Respond to the expressive qualities of music
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of music from diverse cultures
- Examine the effects of time, place, and personality on musical forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings
- Begin to formulate personal values based on the perception and reaction to the expressive qualities of music
- Evaluate personal artistic creations and those of others using appropriate vocabulary

Demonstrators Continued:

- Reflect on, interpret, and revise own work and/or works of others in music

Specific Activities:

- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrases
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Students listen to, sing and write songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Students listen to and sing age-appropriate traditional American folk songs (SSC)
- Students listen to, sing and write about game songs, work songs, and folk songs from the Appalachian culture (SSC)
- Students listen to and write about Appalachian folk instruments
- Students create accompaniments to music from many cultures on age-appropriate instruments (SSC)
- Students move to music from many cultures
- Students listen to, sing and write about Native American music (SSC)
- Students listen to, sing and write about West African music
- Students play West African games and instruments (SSC)
- Students listen to and write about music, instruments and composers from the Baroque period

Critical Vocabulary:

Culture, American Folk culture, Appalachian, Native American, West African; game songs, folk songs, work songs, lullabies, patriotic songs, marches; spirituals, blues, popular, rock, rap, country; harpsichord, organ, Bach, Handel, Vivaldi, Baroque

PRIMARY MUSIC: FIFTH GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard:

Students will express elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing and creating

Performance Standard:

Students will analyze how elements of music are used in performing, listening to and/or creating music

Performance Standard:

Students will create music with developmentally appropriate performance techniques, practices and music elements to communicate ideas and emotions

Performance Standard:

Students will create a simple composition using the elements of music

ACADEMIC EXPECTATION(S):

1.14 – Students construct meaning and/or communicate ideas and emotions through music

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 - Students analyze their own and others' artistic products and performance

Core Content for Assessment:

AH-E-1.1.31 Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, 8th notes and rests), fermata

AH-E-1.1.32 Tempo: slow (*largo*), medium (*moderato*), fast (*allegro*)

AH-E-1.1.33 Melody: shape, direction (up, down, same, step, skip) high vs. low notes (itches), lines and spaces, treble clef sign, pitch notation (middle C to F at top of staff)

AH-E-1.1.34 Harmony: unison, parts, tonality (major, minor, resting), intervals

AH-E-1.1.35 Form: call & response, two-part (AB), three-part (ABA), verse/chorus, repeat signs, round, *rondo*

AH-E-1.1.36 Timbre: sounds of individual voices and instruments, instrument families,

AH-E-1.1.37 Dynamics: piano, forte, mezzo piano, mezzo forte, *fortissimo*, *pianissimo*, *crescendo*/*decrescendo*

Demonstrators:

- Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating
- Experience and perform music from diverse cultures
- Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style)
- Discuss musical using appropriate concepts and terminology
- Create and/or perform original and existing works of music
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from musical works
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

Specific Activities:

- **AH-E-1.1.11** – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter
- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrase
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Singing age-appropriate songs using the terms “unison” and “parts”
- Reading rhythms and pitch
- Performing rhythmic accompaniments on sticks, rhythm instruments, body percussion
- Performing rhythmic, melodic or chordal patterns on classroom instruments
- Creating melodies or accompaniments with voices or on classroom instruments
- Identifying two-part, three-part and *rondo* forms
- Creating pieces in two-part, three-part and *rondo* forms
- Directed listening with focus on elements
- Writing about the elements of music
- Visual and aural recognition of individual instruments and instruments by families
- *Identifying and creating pieces with changing tempos and dynamics*
- Moving to and writing about pieces with changing tempos and dynamics
- Using musical elements to create pieces which express concepts and emotions
- Creating and notating simple melodies that demonstrate melodic shape
- Improvising answers in similar style to given rhythmic and/or melodic phrases
- Recognizing the relationship between elements of music and expressive movement

Critical Vocabulary:

Tempo, largo, allegro, moderato; melody (up, down, same, step, skip, high, low); form, call & response, verse, chorus, round, rondo; dynamics, forte, piano, mezzo forte, mezzo piano, *fortissimo*, *pianissimo*, *crescendo*, *decrescendo*; harmony, unison; parts; tonality, major, minor, “resting tonality”; treble clef, intervals; timbre; rhythm, quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest

INTERMEDIATE MUSIC: FIFTH GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students will compare and contrast music of diverse cultures, periods and styles using appropriate terminology

Performance Standard

Students will create products to demonstrate music from diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-1.2.31 – Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American folk music

AH-E-1.2.32 – Discuss game songs, folk songs, work songs, lullabies, marches, patriotic songs, spirituals, and blues, bluegrass, spirituals, popular, rock, rap and country

AH – E.1.2.33 – Identify composers (Bach, Handel, Vivaldi) and instruments (organ, harpsichord, orchestral families) unique to the Baroque period

Demonstrators:

- Observe, experience and explore a variety of artistic styles and forms in music
- Identify and express arts concepts in music
- Describe reaction to musical works and performances using basic vocabulary
- Recognize the role of the artist in music
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of music
- Respond to the expressive qualities of music
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of music from diverse cultures
- Examine the effects of time, place, and personality on musical forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings
- Begin to formulate personal values based on the perception and reaction to the expressive qualities of music
- Evaluate personal artistic creations and those of others using appropriate vocabulary

Demonstrators Continued:

- Reflect on, interpret, and revise own work and/or works of others in music

Specific Activities:

- **AH-E-1.1.12** – Create simple melodic or rhythmic accompaniments to given melodies
- **AH-E-1.1.13** – Improvise answers in similar style to given rhythmic and/or melodic phrases
- **AH-E-1.1.21** – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble
- **AH-E-1.1.22** – Perform simple rhythmic, melodic or chordal patterns on classroom instruments
- **AH-E-1.1.23** – Sing rote melodies accurately
- **AH-E-1.1.24** – Evaluate own musical performance or composition by citing appropriate musical elements
- **AH-E-1.1.25** – Recognize and demonstrate the relationship between elements of music and expressive qualities of movement

Suggested Activities:

- Students listen to, sing and write songs and music of other cultures (SSC – Matches Social Studies Curriculum)
- Students listen to and sing age-appropriate traditional American folk songs (SSC)
- Students listen to, sing and write about game songs, work songs, and folk songs from the Appalachian culture (SSC)
- Students listen to and write about Appalachian folk instruments
- Students create accompaniments to music from many cultures on age-appropriate instruments (SSC)
- Students move to music from many cultures
- Students listen to, sing and write about Native American music (SSC)
- Students listen to, sing and write about West African music
- Students play West African games and instruments (SSC)
- Students listen to and write about music, instruments and composers from the Baroque period

Critical Vocabulary:

Culture, American Folk culture, Appalachian, Native American, West African; game songs, folk songs, work songs, lullabies, patriotic songs, marches; spirituals, blues, popular, rock, rap, country; harpsichord, organ, Bach, Handel, Vivaldi, Baroque