

General Music Curriculum

Kindergarten

Melody - Performance Skills

1. Sing alone and with others
 - sing easy melodies using *sol* and *mi*
 - use a range of a 6th (d⁴ to b⁴)
 - develop a repertoire of familiar songs
2. Explore the four types of voices: *whisper, speak, sing, call*
3. Explore melodic contour and melodic direction through movement

Melody - Musical Knowledge

1. Understand aurally and visually *low* and *high* pitches
2. Read and notate *sol-mi* melodies using graphics or icons
3. Recognize aurally and identify melodic concepts:
 - unpitched vs. pitched sounds
 - same and different pitches
 - *neighbor tones* and *repeated tones*

Melody - Improvising, Composing and Arranging

1. Create new lyrics to familiar melodies
2. Create a *sol-mi* melody using graphics or icons

Melody - Arts Relationships

1. Listen to and learn folk songs and folk tales from world cultures
2. Contribute to a group effort of singing
3. Sing songs about famous historical figures:
 - Pocahontas
 - George Washington
 - Betsy Ross
 - Abraham Lincoln
4. Sing songs about U. S. holidays and people who are commemorated by holidays:
 - Thanksgiving
 - Martin Luther King, Jr. Day
 - Presidents' Day
5. Sing songs about mathematical concepts:
 - numbers up to 10
 - penny, nickel, dime, and quarter
 - the time of day
 - visual patterns and sound patterns
 - circle, triangle, square, rectangle
6. Sing songs about the health and safety:
 - the food pyramid
 - identification of body parts
 - crossing the street
7. Sing songs about science:
 - the senses - sight, smell, hearing, touch, and taste
 - properties of water
 - light and shadow

Rhythm - Performance Skills

1. Develop a sense of *steady beat*
 - show steady beat in movement activities
 - sing and play rhythm instruments demonstrating steady beat
2. Sing songs, play instruments, perform body percussion sounds, and show through movement duration of notes: *long* and *short*
3. Move to beats in duple metric groupings:
 - *walking* • *galloping*
 - *marching* • *twirling*
 - *hopping* • *swaying*
4. Develop a beginning movement vocabulary:
 - *self-space* • *left/right*
 - *locomotor* • *forward/backward*
 - *non-locomotor* • *behind/in front*

Rhythm - Musical Knowledge

1. Understand *steady beat* concepts:
 - steady beat/absence of beat
 - audible beat/silent beat
2. Understand rhythmic contrasts
 - *sound/ silence*
 - *same/different*

Rhythm - Improvising, Composing and Arranging

1. Arrange rhythmic patterns using graphics or icons; using ♪, ♫

Rhythm - Arts Relationships

1. Listen to music from world cultures that demonstrate strong rhythmic elements

Accompaniment - Performance Skills

1. Play steady beat accompaniments to singing with rhythm instruments or body percussion

Accompaniment - Musical Knowledge

1. Demonstrate appropriate use of rhythm instruments and appropriate techniques in body percussion used as accompaniment to songs and speech pieces
2. Understand one sound vs. more than one sound
3. Understand accompaniment vs. no accompaniment

Accompaniment - Improvising, Composing and Arranging

1. Create accompaniments, including sound effects, for songs, chants, stories, and poetry

Accompaniment - Arts Relationships

2. Listen to accompanied singing and playing of children and adults from many cultures

Musical Design - Performance Skills

1. Perform songs in simple forms:
 - melodic echoes
 - dialogue songs
 - group/solo
 - call and response
 - verse and refrain
2. Use movement to show musical form
3. Demonstrate movement concepts:
 - locomotor and non-locomotor movement
 - personal space
4. Use contrasting accompanying instruments to show binary form (**A B**)
5. Perform music that uses:
 - *introduction*
 - *interlude*
 - *coda*

Musical Design - Musical Knowledge

1. Identify contrasting melodic materials
 - *same* and *different*
 - **A B** forms
 - part and whole
2. Identify sequence in music and stories

Musical Design - Improvising, Composing and Arranging

1. Assign appropriate classroom instruments to stories and musical sections
2. Suggest material (melodic, rhythmic, movement) for a contrasting **B** section to a learned **A** section

Expressive Elements - Performance Skills

1. Explore dynamic contrasts when singing or playing instruments
 - loud and soft
 - getting louder/getting softer
2. Explore a variety of tempi with movement or when playing instruments
 - fast and slow
 - changing tempo

Expressive Elements - Musical Knowledge

1. Understand the terms *forte* and *piano* and their symbols: ***f*** ***p***
2. Listen to and identify:
 - smooth or long articulations
 - short, detached articulations, *staccato*
3. Understand the idea that music can create a particular mood

Expressive Elements - Improvising, Composing and Arranging

1. Suggest the use ***f*** and ***p*** for various parts of a class composition
2. Suggest the use of fast and slow for various parts of a class composition

Expressive Elements - Arts Relationships

1. Listen to music from world cultures that uses dynamic contrasts
2. Listen to tempo contrasts in music from world cultures

Timbre - Performance Skills

1. Use the four voice qualities: *whisper, speak, sing, call*
2. Perform *body percussion: stamp, pat, clap*

Timbre - Knowledge

1. Identify by sight and sound classroom rhythm instruments:
 - *hand drum*
 - *tambourine*
 - *wood block*
 - *maracas*
 - *triangle*
2. Identify by sound the four voice qualities: *whisper, speak, sing, call*

Timbre - Improvising, Composing and Arranging

1. Suggest appropriate instruments as sound effects for a story

Timbre - Arts Relationships

1. Listen to music that uses a variety of vocal and instrument timbres in the song and dance music from many cultures

Musical Values

1. Contribute to a group effort of making music
 - taking turns and sharing
 - respecting personal space of others

General Music Curriculum

Grade One

Melody - Performance Skills

1. Demonstrate the difference between the speaking and singing voice.
2. Sing alone and with others
 - a varied repertoire of unison songs
 - songs using a range of a 6th (**d**⁴ to **b**⁴)
 - songs using the following forms:
 - solo/group*
 - call and response*
 - verse and refrain*
3. Sing *sol*, *mi*, and *la* with accuracy
4. Sing with appropriate tone quality, posture, and breathing

Melody - Musical Knowledge

1. Recognize and identify *melodic movement* by *steps*, *skips*, and *repeated notes*.
 - develop awareness of high and low sounds
 - develop understanding of melodic direction in which tones move up and down from previously established pitch levels
 - demonstrate understanding of melodic movement using melodic instruments
2. Identify the four types of voices: *speaking*, *singing*, *whispering*, and *calling*
3. Understand that treble clef indicates high tones

Melody - Improvising, Composing and Arranging

1. Create a melodic pattern with *sol*, *mi*, and *la* using visuals or manipulatives
2. Sing or play answers to musical questions using a pentatonic scale
3. Create new lyrics to familiar melodies

Melody - Arts Relationships

1. Explore the music of world cultures
 - sing songs in other languages
 - listen to a variety of musical styles
2. Develop meaningful cross-curriculum connections with other subject areas
3. Sing songs about American leaders:
 - George Washington
 - Benjamin Franklin
 - Abraham Lincoln
 - George Washington Carver
4. Sing songs about people associated with particular holidays:
 - Columbus Day
 - Presidents' Day
 - Independence Day
5. Sing songs about health and safety:
 - food nutrients
 - organs of the body
 - the five senses
 - the term "emergency"
6. Sing songs about mathematical concepts:
 - numbers from 0 to 100; grouped by ones and tens
 - the value of \$1.00
 - measuring tools - clock, calendar, thermometer, ruler, yardstick, scale
7. Sing songs about science:
 - relationship between the earth and the sun
 - plant life- needs, functional parts, characteristics
 - animal life - needs, functional parts, characteristics

Rhythm - Performance Skills

1. Demonstrate awareness of the basic beat in simple musical compositions
2. Sing and play sounds of different duration
 - same duration
 - shorter duration
 - longer duration
3. Use movement to demonstrate sounds of various duration
 - use different parts of the body (arms, legs shoulders, torso)
 - use locomotor motion
4. Use movement to respond to the beat or rhythm of music
 - *clapping*
 - *stamping*
 - *patting or toe-tapping*
 - *walk*
 - *run*
 - *hop*
 - *gallop*
 - *sway*
 - *swing*
5. Play instruments, *body percussion* or use movement to show duple metric groupings
 - reinforce with visual groupings using icons or graphics
 - reinforce with traditional notation using quarter notes and bar lines

Rhythm - Musical Knowledge

1. Read simple rhythm patterns that include quarter notes and rests, and eighth notes:



- use counting syllables
 - use traditional notation
 - use icons or graphics
2. Understand and demonstrate both underlying *steady beat* and the *rhythm of the words* (melodic rhythm)
 3. Identify *strong beat* and *weak beat* in duple meters.

Rhythm - Improvising, Composing and Arranging

1. Create short rhythmic patterns on unpitched percussion instruments
 - use icons or graphics
 - use traditional notation

Rhythm - Arts Relationships

1. Understand and identify two elements of music: *rhythm* and *melody*

Accompaniment - Performance Skills

1. Accompany songs and speech pieces with steady beat or short rhythmic patterns using body percussion and unpitched percussion instruments
2. Accompany pentatonic songs with a steady beat *simple bordun* on melodic percussion instruments (alto and bass xylophones)

Accompaniment - Knowledge

1. Identify: *accompanied/unaccompanied*

Accompaniment - Improvising, Composing and Arranging

1. Suggest ideas for appropriate accompaniments to songs, stories, and speech pieces

Accompaniment - Arts Relationships

1. Listen to, perform, and identify music that is accompanied by an adult on piano or guitar

Musical Design - Performance Skills

1. Perform call and response songs
2. Perform songs, folk dances and instrumental pieces with **A B** form
 - verse and refrain
3. Move through different *levels: high, middle, and low*
4. Respond with appropriate movement to directional words

Musical Design - Musical Knowledge

1. Demonstrate recognition of the duration of a short musical *phrase* through movement
2. Recognize music in **A B** form and identify sections
3. Introduce the concept of *motiv* in relation to stories, poems, and programmatic music

Musical Design - Improvising, Composing and Arranging

1. Suggest possibilities in a group composition effort for a contrasting **B** section for a song, speech, *body percussion*, or instrumental piece

Musical Design - Arts Relationships

1. Perform folk songs and traditional songs from world cultures in **A B** form
2. Perform dances and games in **A B** form from various cultures
3. Develop a positive self-image through awareness of the body and its relationship to space by moving, singing, and playing instruments
4. Gain interpersonal skills by participating in instrumental ensembles and group activities in movement, singing, and improvisation

Expressive Elements - Performance Skills

1. Read, write, and perform music using dynamic symbols: ***f***, ***p***
2. Perform songs, speech pieces, and instrumental pieces in both a *fast* and a *slow tempo*

Expressive Elements - Musical Knowledge

1. Identify by symbol and aurally: ***f*** and ***p***
2. Identify aurally fast and slow tempo

Expressive Elements - Improvising, Composing and Arranging

1. Create movements prompted by descriptive words (*i.e.* action words, animal names, emotional affects)
2. Create movements to musical compositions which describe moods or feelings

Timbre - Performance Skills

1. Play classroom instruments in various classes of timbres:
 - *skins*
 - *shakers*
 - *metals*
 - *woods*
2. Explore the timbres of melody percussion instruments, such as:
 - *xylophones*
 - *metallophones*
 - *glockenspiels*
 - *bells*
 - *piano*

Timbre - Musical Knowledge

1. Identify by percussion instrument by name and category:
 - skins
 - shakers
 - metals
 - woods
2. Identify aurally and visually these melody instruments:
 - piano
 - guitar
 - flute
 - clarinet
 - bassoon
 - French horn
 - violin
3. Identify aurally these vocal timbres:
 - adult male
 - adult female
 - child

Timbre - Improvising, Composing and Arranging

1. Create sound effects and accompaniments to songs and poems using appropriate unpitched percussion instruments

Timbre - Arts Relationships

1. Develop aesthetic sensitivity and appreciation through listening to music with a variety of timbres
2. Introduce the concept that tone colors help to identify musics from a particular culture
3. Draw a relationship between size and pitch

Musical Values

1. Learn to listen quietly to music performances

General Music Curriculum

Grade Two

Melody - Performance Skills

1. Sing in tune with clear tone quality
 - sing melodies within the range of a 6th
 - sing a variety of songs, individually and in groups
 - develop a repertoire of familiar, age-appropriate songs
2. Demonstrate contour of *melody patterns* with movement

Melody - Musical Knowledge

1. Listen to and identify *same* and *different* melodic phrases
2. Identify high/low and patterns that move up, move down, stay the same
3. Read and notate melody patterns using *do, re, mi, sol, la* on treble staff using Traditional notation with these combinations:
 - *sol - mi*
 - *sol - la - mi*
 - *sol - la - mi - re*
 - *mi - re - do*
 - *do - re - mi - sol - la*
 - *do - mi - sol - la*
 - *sol - mi - do*
4. Recognize and identify melodic motion: steps, skips, repeats
5. Recognize and identify sections of melodies in **A B** form
6. Identify the beginning and ending of a *melodic phrase*

Melody - Improvising, Composing and Arranging

1. Create lyrics to familiar melodies
2. Create new verses to songs
3. Create melodies with pitches *do, re, mi, sol, la*
4. Create music to enhance songs, stories and poems, using *do, re, mi, sol, la*

Melody - Arts Relationships

1. Contribute to a group effort of making music
2. Explore music of world cultures:
 - learn folk songs
 - study and dramatize folk tales
3. Sing songs about the contributions of various peoples:
 - American Indians
 - ancient Egypt and ancient China
4. Learn songs about Americans whose contributions improved the lives of other Americans
 - Abraham Lincoln
 - Susan B. Anthony
 - Martin Luther King, Jr.
 - Helen Keller
 - Jackie Robinson
5. Sing songs about health and safety:
 - food safety - picking up litter, covering food, disposing of garbage
 - dental hygiene
 - the structure of the muscular system; importance of exercise
 - pedestrian safety skills
 - seat belts

6. Sing songs about mathematical concepts:

- mental addition up to 18
- counting change up to \$1.00
- estimating and measuring
- compare and contrast plane and solid geometric shapes
- patterns using symbols and objects

7. Sing songs about science:

- solids, liquids, and gases
- environments
- weather
- motion of the earth
- Orion, Pegasus, Ursa Major, Ursa Minor
- components of soil

Rhythm - Performance Skills

1. Experience, explore, and practice steady beat
2. Perform both the underlying *steady beat* and the *rhythm of words (melodic rhythm)*

3. Perform patterns using: 

with speech, instruments, locomotor movement, individually and in partner/group settings

- in duple meter
 - in triple meter
4. Move to *strong* and *weak* beats in duple and triple meter

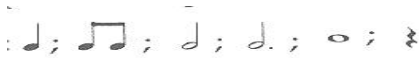
Rhythm - Musical Knowledge

1. Identify and understand the difference between the underlying *steady beat* and the *rhythm of words (melodic rhythm)*
2. Identify and name with music terminology (both note value name and counting syllable name):



3. Identify *strong beat/ weak beat* in duple and triple meter

Rhythm - Improvising, Composing and Arranging

1. Create locomotor and non-locomotor movement for music in duple and triple meter
2. Create rhythmic ostinati in duple and triple meter on rhythm and melody percussion instruments using: 
3. Create rhythmically accurate lyrics to familiar melodies

Rhythm - Arts Relationships

1. Understand the connections between music, math, and social studies
2. Contribute to a group effort to sing songs and perform folk dances which use rhythms from a culture different from one's own

Accompaniment - Performance Skills

1. Perform accompaniments for songs and speech chants using body percussion, pitched and unpitched instruments
 - bordun - simple, moving, alternating
 - ostinato - spoken and melodic (no more than one measure in length)
2. Participate in instrumental ensemble accompaniments composed of rhythm percussion and/or melody percussion to include up to three independent parts

Accompaniment - Musical Knowledge

1. Identify bordun pitches when tonal center is given
2. Identify: *a Capella*/accompanied

Accompaniment - Improvising, Composing and Arranging

1. Create accompaniments for songs and speech chants using body percussion, pitched and unpitched percussion instruments:
 - bordun accompaniments: simple, moving, bi-level
 - melodic ostinato: one measure length
2. Create accompaniments for poems and stories using instruments and non-traditional sounds

Musical Design - Performance Skills

1. Perform *solo/group* singing and playing instruments
2. Perform *call and response* songs
3. Perform *verse/refrain* songs (**A B**) including accompaniment that varies with each section
4. Perform spoken and sung *canons*
5. Perform choreographed dances and free movement to music

Musical Design - Improvising, Composing and Arranging

1. Create sound effects, single chord accompaniments, borduns and ostination classroom instruments
2. Create interpretive movement to **A B** and other forms

Musical Design - Arts Relationships

1. Learn and perform traditional dances from cultures other than one's own
2. Dramatize songs, stories, and poems from a variety of world cultures

Expressive Elements - Performance Skills

1. Demonstrate changes in dynamics and tempo vocally, with instruments, and with movement
2. Sing and speak poems and stories expressively, using smooth and detached articulation
3. Sing and speak poems and stories using fast and slow tempi
4. Sing and speak songs and poems using varied dynamics, including *forte*, *piano*, *crescendo*, *decrescendo*

Expressive Elements - Musical Knowledge

1. Use musical terms to describe changes in songs and listening examples:
 - *piano*
 - *forte*
 - *crescendo*
 - *decrescendo*
2. Identify music symbols by name in printed music:
 - ***p*** (*piano*)
 - ***f*** (*forte*)
 - > (accent)
 - - (detached)
 - (*crescendo*)
 - (*decrescendo*)

Expressive Elements - Improvising, Composing and Arranging

1. Create sound effects for stories, songs, and poems using these concepts:
 - loud/soft
 - fast/slow
 - getting louder/getting softer
 - getting faster/getting slower
 - setting a particular mood

2. Invent graphic symbols symbols for:

- soft/loud
- fast/slow
- smooth/detached
- getting faster/getting slower
- “mood” effects

3. Create interpretive movement for songs, poems, listening examples using these concepts:

- soft/loud
- fast/slow
- smooth/detached
- getting faster/getting slower
- “mood” effects

Expressive Elements - Arts Relationships

1. Contribute to a group effort in using expressive elements in dramatizing folk tales, poems, stories, and choral readings
2. Understand the connections of music, math, language arts, and social studies

Timbre - Performance Skills

1. Use pitched and unpitched instruments appropriately for songs, poems, stories and speech
2. Explore the use of vocal sounds appropriately for songs, poems, stories, and speech chants

Timbre - Musical Knowledge

1. Identify and recognize from listening examples these orchestral instruments:
 - *flute*
 - *violin*
 - *clarinet*
 - *trumpet*
 - *French horn*
 - *trombone*
2. Understand the concept of orchestral families:
 - *strings*
 - *woodwinds*
 - *brass*
 - *percussion*
3. Identify vocal timbres:
 - adult male
 - adult female
 - child
4. Identify four voices: *whisper, speak, sing, call*
5. Identify most classroom instruments

Timbre - Improvising, Composing and Arranging

1. Make tone color choices in accompaniments for songs, stories, poems, and speech pieces

Timbre - Arts Relationships

1. Listen to examples of a variety of vocal textures in the singing performances of children and adults from many cultures
2. Listen to examples of a variety of instrumental textures in the music of many cultures

Musical Values

1. Respect the value of classroom instruments and treat them with care
2. Understand that an ensemble of music makers is a community

General Music Curriculum

Grade Three

Melody - Performance Skills

1. Sing in tune with clear tone quality
 - sing melodies within the range of an octave
 - sing in a 2-part ensemble
 - develop a repertoire of familiar songs
2. Play melodies on Orff instruments
 - use a pentatonic scale
 - use the first five pitches of a major scale
3. Play melodies on soprano recorders using these notes in the lower octave:
b, a, g, e
4. Demonstrate the melodic contour of a musical phrase with movement

Melody - Musical Knowledge

1. Read and notate melody patterns on treble staff using traditional notation
 - identify *do, re, mi, sol, la* (including low *sol, la*, and high *do*)
 - understand pitch letter names
 - understand lines, spaces, clefs
 - understand and use ledger lines
2. Understand *do* or *la* as a tonal center
3. Understand and use the term *pentatonic scale*
4. Recognize and identify melodic motion: *steps, skips, repeats*
5. Explore melodic contour with visual representations
6. Recognize melodies with **A B A** form

Melody - Improvising, Composing and Arranging

1. Create lyrics to familiar melodies
2. Create new verses to familiar melodies
3. Improvise answers to musical questions
 - soprano recorder using the notes **b, a, g, e** in the lower octave
 - Orff instruments using pentatonic scales

Melody - Arts Relationships

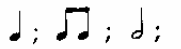
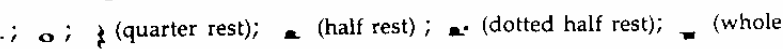



1. Explore the music of world cultures
 - learn folk songs
 - study folk tales
2. Sing songs that describe the contributions of early civilizations
 - ancient Greece and Rome
3. Sing songs, perform rhythm ensembles, and dramatize stories from Mali
4. Sing songs about exploration and discovery
 - Christopher Columbus
 - Juan Ponce de Leon
 - Jacques Cartier
 - Christopher Newport
5. Sing songs about the contributions of:
 - George Washington
 - Abraham Lincoln
 - Thurgood Marshall
 - Thomas Jefferson
 - Rosa Parks
 - Martin Luther King, Jr
6. Sing songs about holidays:
 - Veterans Day
 - Memorial Day
7. Sing songs about science:
 - sun, moon, and planets
 - Cassiopeia, Draco, Gemini, and Leo
 - water cycle

8. Sing songs about mathematics

- multiplication facts through nines
- fractions represented by drawings and concrete materials
- concept of probability as chance
- patterns using concrete objects and pictures

Rhythm - Performance Skills

1. Perform music containing these note values:

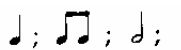
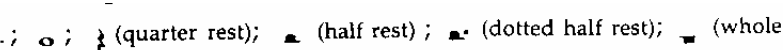



 ;  (quarter rest);  (half rest);  (dotted half rest);  (whole rest)

2. Perform music in 2/4; 3/4; and 4/4 meters
3. Perform music that begins with an anacrusis

Rhythm - Musical Knowledge

1. Distinguish between underlying beat and word rhythm

2. Read and notate music containing these note values:

 ;  (quarter rest);  (half rest);  (dotted half rest);  (whole rest)

3. Identify *upbeat* and *downbeat*; *strong beat* and *weak beat*
4. Identify duple and triple meters aurally and through movement

Rhythm - Improvising, Composing and Arranging

1. Create short rhythmic *ostinati* to accompany speech
2. Create rhythmic movements or dance steps to interpret music
3. *Improvise* rhythmic answers to rhythmic questions on instruments, body percussion, or vocally

Rhythm - Arts Relationships

1. Contribute to a group effort to sing songs and perform folk dances which use rhythms from a culture different from one's own
2. Understand the relationship between fractions and the subdivision of a beat

Accompaniment - Performance Skills

1. Sing canons
2. Sing vocal ostinati and partner songs
3. Accompany singing with rhythm and/or melody instruments, including recorders
 - play melodic ostinati using pentatonic scale
 - play rhythmic ostinati using instruments or body percussion
4. Play bordun accompaniments for songs using pentatonic scales
 - simple
 - moving
 - bi-level
 - alternating
 - crossover

Accompaniment - Knowledge

1. Identify pitches in bordun accompaniments for pentatonic melodies

Accompaniment - Improvising, Composing and Arranging

1. Create accompaniments for songs and speech chants
 - bordun accompaniments
 - melodic ostinati accompaniments using pentatonic scale
 - rhythmic ostinati

Accompaniment - Arts Relationships

1. Hear accompanied singing and playing of children and adults from many cultures

Musical Design - Performance Skills

1. Perform *solo/group* in singing and playing instruments
2. Perform *call and response* songs
3. Perform *verse/refrain* songs
4. Play pitched and unpitched ostinati
5. Perform canons:
 - spoken
 - sung
6. Sing melodies with *descants* and *countermelodies*
7. Perform music and folk dances with **A B A** form
8. Perform songs, instrumental pieces, speech pieces in *Rondo* form
9. Perform instrumental accompaniment to speech haiku poem (unmetered “soundscape”)

Musical Design - Musical Knowledge

1. Identify *musical phrase*
2. Identify *solo/group* form
3. Identify **A B A** form
4. Identify *Rondo* form

Musical Design - Improvising, Composing and Arranging

1. Create a **B** section for a piece in **A B A** form using:
 - speech
 - rhythm instruments
 - movement

Musical Design - Arts Relationships

1. Learn and perform traditional songs and dances from world cultures that use **A B A** form
2. Learn and perform traditional songs and dances from world cultures that use *Rondo* form

Expressive Elements - Performance Skills

1. Sing and play instruments using the terms *loud* and *soft*, *forte* and *piano*
2. Sing and play instruments using the terms *crescendo* and *decrescendo*
3. Sing and play instruments using the terms *legato* and *staccato*
4. Perform music in different tempi
5. Respond in performance to the terms:
 - *accelerando*
 - *ritardando*
 - *fermata*

Expressive Elements - Musical Knowledge

1. Identify *forte* and *piano* in listening examples
2. Read the symbols: **f** and **p**
3. Identify *legato* and *staccato* in listening examples
4. Identify the terms in string articulation *pizzicato* and *arco*
5. Understand the effect of and explain in music terminology musical terms related to expression

Expressive Elements - Improvising, Composing and Arranging

1. Create a short rhythm piece that contains dynamic contrast
2. Create a **B** section that uses a dynamic or tempo contrast from the learned **A** section

Expressive Elements - Arts Relationships

1. Contribute to a group effort in singing songs with dynamic or tempo contrast
2. Contribute to a group effort to playing an instrumental piece or instrumental accompaniment that employs dynamic or tempo contrast

Timbre - Performance Skills

1. Use heavy and light vocal textures
2. Develop appropriate tone on soprano recorder
3. Explore the sound possibilities in “found sounds”

Timbre - Musical Knowledge

1. Hear examples of orchestral and folk instruments
2. Identify the four orchestral families:
 - woodwinds
 - strings
 - brass
 - percussion
3. Identify members of the recorder family by sight

Timbre - Improvising, Composing and Arranging

1. Make tone color choices in accompaniments for songs and speech pieces

Timbre - Arts Relationships

1. Listen to examples of a variety of vocal textures in the singing of children and adults from many cultures

Musical Values

1. Listen quietly to all music performances and show appreciation appropriately
 - formal settings
 - classroom settings
2. Understand the concept of *rehearsal*

General Music Curriculum

Grade 4

Melody-Performance Skills

1. Sing a varied repertoire of music, both solo and with a group.
Students should be provided the opportunity to:
 - Sing short solos
 - Sing melodies with a variety of melodic contours, with attention to the melodic patterns of *repeated tones*, *neighbor tones* and *skips*.
 - Sing melodies with awareness of tonality: *major*, *minor*, *pentatonic*
 - Sing *partner songs*, *canons* (rounds), and melodies with 2-part harmony
 - Sing a variety of songs from other cultures, in foreign languages as appropriate. Improvise and ornament melodies
2. Play melodies on instruments
 - Use all eight tones of the major scale
 - Play melodies and canons in an ensemble with attention to accuracy and precision
 - Improvise melodies within a given pitch set
 - Play soprano recorder with a repertoire of songs containing 7 different notes.
3. Demonstrate understanding of musical phrasing in:
 - Singing
 - Playing instruments
 - Movement
4. Understand and use good singing technique.
 - Low & relaxed breathing
 - Conservation of air
 - Further development of head voice, with a range of at least one octave
 - Clarity of diction
- 5 .Participate in a variety of prepared and rehearsed performances, including the opportunity to sing in a chorus

Melody-Musical Knowledge

1. Read and notate melodies on the treble staff using traditional notation.
2. Identify the major scale by solfege and letter names, including low *sol* and low *la*
3. Identify major and minor tonality aurally
4. Identify visually and aurally melodic steps, neighbor tones (*whole/half steps*) *skips* and *repeats*
5. Identify melodic patterns aurally and visually:
 - arpeggio on tonic chord (*do, mi, sol, do*)
 - imitation
 - sequence
6. Identify and understand the relationship between the unison & octave interval
7. Identify aurally and visually melodic direction
 - use music terminology to describe the range of melodies

Melody - Improvising, Composing and Arranging

1. Improvise and compose melodies with distinct phrases and tonal center
 - Integrate technology
 - Create a musical story
 - Sing using scat syllables
2. Improvise in *call and response* style; in *question and answer* style

Melody-Arts Relationships

1. Understand music in relationship to history and culture
2. Recognize the melodies of selected compositions by various composers (Mussorgsky, Copland, Schubert, Ellington, etc.)
3. Understand the cultural and historical significance of musical instruments. (Orchestral, Renaissance, Ethnic-emphasis on woodwinds)
4. Understand the cultural and historical significance of singing styles and genres (a cappella, scat, blues, spiritual, folk)

5. Participate in performances of songs, dances, and instrumental pieces that use materials from or relate to Virginia:
 - history of colonial Virginia
 - Virginia geography
 - the role of Virginia in the Revolutionary War and the Civil War
 - the institution of slavery and the issue of segregation
 - importance of the economic and social transition from agricultural society to an urban, industrial society and immigration

Rhythm-Performance Skills

1. Read, write and perform music containing these rhythms:
 - quarter note and quarter rest
 - pair of eighth notes
 - half note and half rest
 - whole note and whole rest
 - eighth note and eighth rest
 - sixteenth notes in various combinations
 - dotted eighth note
 - dotted half note
 - dotted quarter functioning in both simple and compound meter
2. Understand meter and related concepts
 - Locate time signature and follow conductor in various patterns
 - Perform music and conduct in 2/4, 3/4, 4/4, 6/8.
 - Find desired starting place by measure number
 - Perform music using syncopation, augmentation, anacrusis
3. Perform equal and unequal beat divisions to include
 - dotted rhythms
 - swing eighths
4. Perform music that uses tied notes

Rhythm-Musical Knowledge

1. Understand the function of both numbers in the time signature
2. Understand the function of the *tie* and *dot* to lengthen note value
3. Understand and use the terms *syncopation*, *augmentation*, *anacrusis*, *ostinato*
4. [optional] Visually and aurally identify equal and unequal beat divisions (dotted rhythms, swing eighths)

Rhythm - Improvising, Composing and Arranging

1. Create rhythmic pieces using note values listed above as
 - accompaniment to spoken, sung and instrumental pieces.
 - movement and body percussion pieces
2. Choose appropriate time signature and notate short rhythmic phrases

Rhythm-Music Relationships

1. Recognize and apply mathematical understanding to beat divisions and metric grouping
2. Recognize the similarities in concept between number patterns, visual patterns, movement patterns and sound patterns

Accompaniment - Performance Skills

1. Sing and play canons, descants, counter melodies and partner songs
2. Accompany singing and speech pieces with borduns and melodic ostinati with appropriate balance to the melody
3. Use chord roots to accompany two-chord songs **(I, V)**
4. Play in instrumental ensembles using recorder, pitched and non-pitched percussion

Accompaniment - Musical Knowledge

1. Understand the term accompaniment
2. Identify and understand chord symbols
3. Identify accompaniment texture:
 - ostinato
 - descants/counter melodies and partner songs
 - canon

Accompaniment - Improvising, Composing and Arranging

1. Create accompaniments for song and speech pieces using pitched and unpitched percussion:
 - bordun
 - chord roots
 - melodic ostinato

Accompaniment - Arts Relationships

1. Hear accompanied singing and instrumental playing of children and adults from many cultures

Musical Design-Performance Skills

1. Sing and play instruments in unison and two part ensembles with the following designs:
 - partner songs
 - canons
 - call and response
 - popular song form
 - cumulative songs
 - **A B, A B A**
2. Sing and play layered ostinati

Musical Design-Musical Knowledge

1. Aurally identify the following sectional forms: **AB, ABA**, rondo, cumulative song, verse form
2. Aurally and visually distinguish the following phrase forms/function:
 - *call & response*
 - *same/different/similar*
 - *aabb, abab*
3. Understand and use terms:
 - *introduction*
 - *interlude*
 - *Coda*
 - *Da Capo* and *Dal Segno*
 - *first & second endings*
 - *Fine*
4. Place music into broad categories of style, including”
 - classical
 - folk
 - popular
 - jazz
 - gospel
 - rap

Musical Design - Improvising, Composing and Arranging

1. Create music using melodic instruments, rhythm instruments, singing, speech with attention to repetition/contrast:
 - **A B**
 - **A B A**
 - *Rondo*
2. Create a movement sequence in **AB** form

Musical Design-Music Relationships

1. Identify music instruments from traditional and ethnic ensembles by sight and sound.
2. Perform folk dances from various cultures.
3. Understand the implied meanings of “program music”

Expressive Elements-Performance Skills

- 6 Sing and play instruments using *f, p, mf, m, ff, pp, subito, crescendo, decrescendo*
2. Use dynamic shading to enhance performance.
3. Sing and play instruments according to the tempo terms:
 - *Adagio*
 - *Andante*
 - *Allegro*
 - *Presto*
 - *accelerando*
 - *ritardando*.
4. Sing and play the articulations:
 - *legato*
 - *slur*
 - *staccato*
 - *accent*
5. Alter tone color of singing and speaking to reflect mood
6. Impart the textual meaning of the lyrics of a song through the use of expressive elements

Expressive Elements - Musical Knowledge

1. Use and understand the term dynamics
2. Read and understand the dynamic markings: *f, p, mf, mp, ff, pp*
3. Understand & identify aurally: *legato, staccato, accent, pizzicato* and *arco*

Expressive Elements - Improvising, Composing and Arranging

1. Create music pieces using voice, recorder and/or rhythm instruments that explore the expressive elements of:
 - dynamics
 - tempo
 - articulation
 - timbre
2. Create lyrics to familiar or newly composed melodies

Expressive Elements - Arts Relationships

1. Identify stylistic elements of music of various cultures and time periods
2. Understand the meaning of lyrics within the cultural context

Timbre - Performance Skills

1. Demonstrate singing with the *chest voice* and the *head voice*
2. Explore the possibilities of new sounds on familiar instruments

Timbre - Musical Knowledge

1. Understand that the timbre of instruments and voices affects the expressive mood of the piece
2. Describe and compare timbres of voices and instruments
3. Understand and identify the sound of the chest voice and head voice
4. Identify aurally: *Soprano*, *Alto*, *Tenor* and *Bass* voices.
5. Identify aurally *a cappella* singing
6. Identify aurally and visually the instruments of the band, orchestra and various ethnic ensembles.
7. Identify aurally and visually the instruments in the Orff instrumentarium

Timbre - Improvising, Composing and Arranging

1. Choose appropriate instruments for accompaniments to reflect mood
2. Explore electronic, synthesized sounds

Timbre - Arts Relationships

1. Understand that vocal and instrumental tone color is affected by cultural and geographical elements (yodeling/alps; rap/urban)

Musical Values

1. Demonstrate appropriate concert behavior both as performer and audience member
 - attentive listening
 - proper sitting/standing posture
 - timing of appropriate applause depending on style of music
 - appropriate performer bowing
2. Evaluate the quality of various performances, including self evaluation
3. Understand the roles of various musical careers and the skills needed to be successful in that career (teacher, performer, composer, arranger, publisher, conductor, recording engineer, music business, instrument repair, instrument manufacture)
4. Develop a sense of responsibility to and for the teacher and peers for instruments, equipment, music, and music books

General Music Curriculum

Grade Five

Concepts Checklist

Melody - Performance Skills

4. Sing a varied repertoire of music, both solo and with a group. Students should be provided the opportunity to :
 - sing short solos
 - sing melodies with two-part *harmony* in the cadences and endings
 - sing three-part canons, partner songs
 - experience singing a variety of music from other cultures
 - identify and perform melodies using *major*, *minor*, and *pentatonic* scales
 - introduce songs in modes
2. Play melodies on instruments
 - use all tones of the major and minor scales
 - perform in various sized instrumental ensembles with at least two of the parts based on melodic material
3. Play melodies on soprano recorders
 - use the tones **c**, **d**, **e**, **f \sharp** , **g**, **a**, , and **b** in the lower octave
 - use **c** and **d** in the upper octave
4. Demonstrate understanding of musical phrasing in singing, playing instruments, and movement
5. Understand and use basic singing techniques

Melody - Musical Knowledge

1. Read and notate melody patterns on treble staff using traditional notation
 - identify the major scale by *solfege* and letter names, including low *sol*, *la*, *ti*, and *do*
 - understand and recognize sharp, flat, natural
 - understand, both aurally and visually, melodic sequence and the intervals of a third, fourth, fifth, and octave
 - recognize chords based on the scale degrees one and five

2. Understand and identify differences in *Soprano, Alto, Tenor, and Bass* voice classification
3. Improvise melodies both vocal and instrumental, including variations on a theme
4. Recognize and use frequently used major and minor key signatures (**C, G, D, and F** Major and **a** and **d** minor)
5. Reinforce understanding of melodic direction
6. Understand basic stages of the changing voice

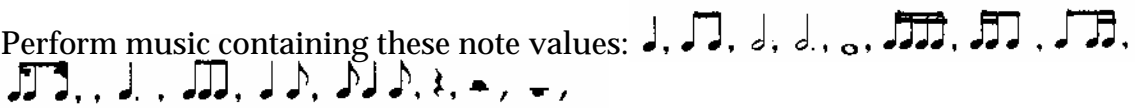
Melody - Improvising, Composing and Arranging

1. Compose melodies using major, minor, and pentatonic scales
2. Integrate technology into composition activities
3. Create a musical story
4. Sing using scat syllables

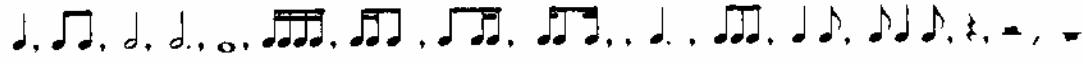
Melody - Arts Relationships

1. Understand music in relationship to history and culture
 - learn to recognize selected compositions by various composers (Handel, Mozart, Beethoven)
 - learn about the history of musical instruments
 - explore the artistic components of musical theater and opera
 - explore multicultural songs and instruments
2. Learn songs from ancient civilizations, including the medieval period
3. Understand the acoustical principles in sound transmission
4. Sing songs about space exploration and the movements of the moon

Rhythm - Performance Skills

1. Perform music containing these note values: 
2. Recognize and use *tie*
3. Perform music in 2/4, 3/4, 4/4, 5/4, 6/8 and *cut time*
4. Explore mixed meter and unmeasured music

Rhythm - Musical Knowledge

1. Understand subdivision of beat from whole note to sixteenth notes
2. Understand the tie in relation to both syncopation and notes tied together to lengthen the value
3. Understand and notate music using the following note values: 
4. Have working knowledge of the concept of *time signature*
5. Use the terms *cut time*, *upbeat*, *downbeat*, and *anacrusis*

Rhythm - Improvising, Composing and Arranging

1. Create rhythmic accompaniment to songs and speech and instrumental pieces
2. Create rhythmic movement to accompany spoken, sung, and instrumental pieces
3. Compose and improvise music that employs changing meter
4. Compose two complementary rhythms (partner rhythms)

Rhythm - Music Relationships

1. Contribute to a group effort to sing songs, perform folk dances, and play instrumental ensembles, using both syncopated and layered rhythms
2. Demonstrate the relationships between music and mathematics

Accompaniment - Performance Skills

1. Sing canons, partner songs, descants, countermelodies, and other two- and three-part vocal harmony, including harmony in 3rds and 6ths
2. Accompany singing with recorder and classroom instruments
 - play countermelodies exploring major and minor scales
 - add chordal accompaniment using **I, IV, and V**

Accompaniment - Musical Knowledge

1. Identify pitches in chordal accompaniment **I, IV, and V**
2. Understand why chord progressions are necessary in accompaniment
3. Identify chord progressions: **I-V-I; I-IV-V-I; 12-bar blues**

Accompaniment - Improvising, Composing and Arranging

1. Create accompaniments for both songs and speech pieces, using both pitched and unpitched percussion
 - bordun - simple, moving, alternating, bi-level, crossover
 - rhythmic and melodic ostinati - up to four measures in length
 - counter melody
2. Improvise melody in 12-bar blues style over the **I** chord

Musical Design - Performance Skills

1. Perform in two- to three-part vocal ensembles, singing descants, vocal ostinati, counter melodies, partner songs, and two-part harmony
2. Sing music in **AB, ABA, AABB, AABA** (popular song form) and **12-bar blues**
3. Perform compositions in instrumental ensembles using pitched and non-pitched percussion instruments, playing four or five independent parts together with at least three pitched ostinati

Musical Design - Musical Knowledge

1. Identify and explain music forms of rondo and theme and variation
2. Place music into broad categories of style including jazz, gospel, spirituals, musical theater, folk songs, popular style, and music of “classical” composers
3. Understand and use *Coda*, *D.S. al coda*, *D.C. al Fine*
4. Recognize thick and thin textures

Musical Design - Improvising, Composing and Arranging

1. Compose/arrange in **AB, ABA** form, and theme and variations, using melodic instruments, singing, speech, and rhythm instruments
2. Compose a movement sequence in **AB** form
3. Create music using non-traditional notation

Musical Design - Music Relationships

1. Identify instruments from various musical ensembles by sight and sound, including ones from other cultures
2. Learn choreography to more complex folk dances from different cultures
3. Identify a composer and composition from four of the major historical periods

Expressive Elements - Performance Skills

1. Sing and play instruments using the terms ***f***, ***p***, ***mf***, ***mp***, ***ff***, ***pp***, and *subito*
2. Use dynamic shading to enhance musical performance: *crescendo*, *decrescendo*
3. Sing and play instruments incorporating *legato*, *staccato*, *accent*, *tremolo*, and *glissando*
4. Perform music at various tempi, including *andante*, *moderato*, *allegro moderato*, *presto*, and *lento*
5. Perform various tempi and tempo changes, including *ritardando*, *molto ritardando*, *accelerando*, and *fermata*

Expressive Elements - Musical Knowledge

1. Understand and read dynamic markings: ***f***, ***p***, ***mf***, ***mp***, ***ff***, ***pp***
2. Understand terminology *legato*, *staccato*, *accent*, *tremolo*, *pizzicato*, *glissando*
3. Understand and develop vocabulary of tempo related terms including: *ritardando*, *molto ritardando*, *fermata*, *andante*, *moderato*, *presto*, and *lento*
4. Understand the terms *pizzicato* and *arco*

Expressive Elements - Improvising, Composing and Arranging

1. Create/improvise on classroom instruments incorporating both dynamic and tempo changes

Expressive Elements - Music Relationships

1. Perform music with contrasts in both dynamics and tempo
 - vocally - use these elements to highlight text and musical line
 - instrumentally - use these elements to add musicality to the ensemble
 - with movement - use gesture and movement to show expression in sound

Timbre - Performance Skills

1. Demonstrate singing with chest and head voice
2. Demonstrate singing using diaphragmatic breathing and good posture
3. Explore possibilities of new sounds on familiar instruments and experiment with the sonic possibilities in “found sounds”

Timbre - Musical Knowledge

1. Understand chest/head vocal registers
2. Explore the effect of diaphragmatic breathing good posture on tone quality
3. Recognize adult vocal classifications: *Soprano, Alto, Tenor, Bass*
4. Be able to identify instrumentation of different *chamber music* ensembles
5. Recognize and identify percussion instruments of the orchestra and various ethnic traditions

Timbre - Improvising, Composing and Arranging

1. Compose music using unusual and unconventional tone colors

Timbre - Music Relationships

1. Learn about folk and orchestral percussion instruments
2. Hear singing of children and adults from many cultures

Musical Values

1. Understand and demonstrate appropriate concert behavior in both classroom and formal concert settings
2. Understand the value of group rehearsal and individual practice
3. Understand the role of music in one's own culture; understand the role of music in other cultures