

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE



**General Music
K-5**

Approved by the Board of Education on October 8, 2002

DARIEN PUBLIC SCHOOLS

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PHILOSOPHY

Music is an art form based on creating, performing and responding where one's enjoyment increases exponentially with one's understanding.

Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in-depth understanding of past and present cultures in our diverse world community.

A comprehensive music education will enable students to make more informed choices, develop their musical abilities through self-discipline and focus and will provide a vehicle to increase their confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music and the arts will develop the life-long learning abilities and aesthetic skills necessary to improve the quality of life in a more cultured, educated society.

PROGRAM GOALS

The Darien Public Schools Music Department Curriculum directly reflects the National Standards for Arts Education that was released as part of the *"Goals 2000: Educate America Act"*. We have subsequently adopted the nine, ten in the K-5 curriculum, standards as our departmental goals and have incorporated them into the K-12 Music program.

Upon graduation from the Darien Public Schools the students who study music should be able to demonstrate skills and knowledge in each of the following content standards.

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts and disciplines outside the arts
- Understanding music in relation to history and culture
- Identify and perform movement elements and dance skills as they relate to music. (K-5 only)

ESSENTIAL QUESTIONS

- How does the study of music provide essential ways to understand and express life experiences?
- How does the study of music develop deeper understandings of past and present cultures and prepare students for active participation in creating culture of the present and future?
- How does music develop imagination and creativity and help students to develop the full range of their abilities?
- How does music enable students to make informed aesthetic choices and prepare them for enjoyable recreation and leisure time?
- How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high quality standards?

PROGRAM OVERVIEW

The study of music on the elementary school level is critical for the development of potential musical aptitude and lifelong learning skills in music.

The Elementary General Music program in the Darien Public Schools is designed to offer a sequential, comprehensive, standards-based music education to all children in Kindergarten through Grade Five.

Music Classes meet two times per week and are within the recommended state guidelines for the elementary general music time allotment.

- Kindergarten 25 minute classes, two times per week
- Grade 1-3 30 minute classes, two times per week
- Grades 4-5 35 minute classes, two times per week

Pitched and non-pitched classroom instruments, movement and dance skills are an integral part of the general music curriculum. Recorders are introduced to third grade students as a tool to reinforce and develop musicianship during the second semester of the third grade.

Because of the importance of the inherent performance nature of music, General Music students will have the opportunity to participate in one performance or program to demonstrate their musical skills each year.

Every Elementary School in Darien has a school chorus that is open to all interested fourth and fifth grade students. Chorus rehearsals meet one time per week for 45 minutes outside of the normal school hours. All choruses have a formal winter and spring concert performance each year.

PROCESS SKILLS

In order to have a meaningful learning experience in music, students must be consistently actively engaged in the following learning behaviors:

- Singing
- Performing
- Listening
- Evaluating
- Comparing
- Creating
- Imagining
- Improvising
- Notating
- Exploring
- Analyzing
- Interpreting
- Expressing
- Composing
- Memorizing
- Identifying
- Reflecting
- Modeling
- Pretending
- Responding
- Imitating
- Writing
- Decoding
- Reading
- Describing
- Working independently and collaboratively

Assessments

I. General Information

Opportunities for assessment are provided within each of the instructional goals and achievement standards in the Music Curriculum document. A series of well-designed instructional activities typically address more than one standard. While it is often desirable to break instruction into smaller specific skills or knowledge areas, the most interesting and effective instruction recognizes the fact that many of our musical goals and achievement standards are interrelated. Although each musical activity requires students to apply learning from many different musical achievement/content standards, only those standards that are assessable are listed in this document.

Opportunities for assessment grow naturally out of well-designed sequences of instruction and are "embedded" in the lesson, rather than occurring as add-ons after the end of each sequence. Assessments in music education should be a process of designing the learning process so that we can measure or observe what the students have learned, provide meaningful feedback to students so that they can improve their skills and subsequently refine our own instructional methods to result in improved student learning.

Types and areas of assessment may include:

- Performance: Singing
- Performance: Playing of instruments
- Performance: Reading notation
- Creating: Composing and improvising
- Oral/Verbal responses to teacher questions
- Informal observations of student musical responses
- Written tests, quizzes and responses
- Self-assessment, peer assessment, student reflection

Formal Assessment:

- Criteria is known to the students
- Specific tasks and results are recorded

Informal Assessment:

- Criteria may not be known to students
- General observation of discussions, questioning and musical performance and is not recorded.

Common types of Scoring Scales:

- Checklists
- Rating Scales
- Analytic Rubrics
- Holistic Rubrics

Grading Guidelines:

Student progress is formally evaluated at the conclusion of each of three trimesters in November, March and June. The music section of the Student Progress Report evaluates individual student progress of musical skill development in the areas of Singing, Rhythm and Movement, Playing Instruments and Creating music in a grade level appropriate context.

SECTION II Grade Level Goals and Achievement Standards

KINDERGARTEN

1. Singing alone and with others, a varied repertoire of music

Students will:

- a. Demonstrate differences between singing and speaking voice.
- b. Demonstrate difference between vocal qualities such as whispering, speaking, shouting and singing.
- c. Match pitches with voice independently or in small groups.
- d. Sing echo and conversational songs with opportunities to sing alone.
- e. Sing in groups on pitch and in correct rhythm while maintaining a steady tempo.
- f. Sing with appropriate dynamic levels. (loud and soft)
- g. Sing from memory a variety of songs representing various styles and/or cultures and languages.

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Explore, experiment and create by playing a variety of non-pitched percussion instruments.
- b. Perceive and perform a steady beat using body percussion, rhythm instruments and movement.
- c. Demonstrate an ability to work cooperatively in group musical performances.
- d. Select and play a variety of classroom instruments to indicate different timbres.

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise simple rhythmic accompaniments.
- b. Invent simple sound patterns and create a soundscape using a variety of traditional and nontraditional sounds.
- c. Create or invent songs to accompany plays or stories.
- d. Sing or play invented endings to melodic phrase presented.

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, visualizations and dramatizations.
- b. Develop system for communicating individual improvised patterns (draw map or create story to demonstrate pattern).
- c. Develop icons to communicate and record personal pieces.
- d. Compose short pieces demonstrating simple durational patterns (develop symbols for long and short, make patterns from them and then perform patterns by clapping or by using instruments; by using personal icons or symbols for pitch patterns and durational patterns, invent personal "composition").

5. Reading and notating music

Students will:

- a. Students will begin to develop a melodic and rhythmic vocabulary (solfege, rhythm syllables).
- b. Use personal icons to represent simple pitch patterns or directions.

6. Listening to, analyzing and describing music

Students will:

- a. Listen to short compositions and participate in guided listening experiences.
- b. Identify musical elements in listening examples (beat, repetition, fast/slow).
- c. Indicate high and low pitches through listening.
- d. Through graphics and movement express contrast of loud and soft dynamic levels, style characteristics (march and lullaby).
- e. Visually and aurally identify instruments that represent the four orchestral families.
- f. Students will identify musical sounds using simple vocabulary such as up/down, loud/soft, fast/slow, high/low.

7. Evaluating music and music performances

Students will:

- a. Evaluate performances and compositions within specified guidelines.
- b. Develop a beginning vocabulary for evaluating performances performed by themselves and others.

8. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Identify similarities and differences in the meanings of common terms used in the various arts.
- b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9. Understanding music in relation to history and culture

Students will:

- a. Identify various uses of music in their daily experiences.
- b. Identify and describe the roles of musicians. (performers, composers)
- c. Differentiate among music of various historical periods and cultures throughout the world.

10. Identify and perform movement elements and dance skills

Students will:

- a. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- b. Demonstrate nonlocomotor movements (bend, twist, sway, swing).
- c. Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip) traveling forward, backward sideward, diagonally and turning.
- d. Demonstrate understanding of spatial concepts through, for example: Shape-making at low, middle and high levels, defining and maintaining personal space.
- e. Demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- f. Demonstrate the ability to work effectively alone and with a partner.
- g. Perform choreographed and improvised dances.

GRADE 1

1. Singing alone and with others, a varied repertoire of music

Students will:

- a. Sing independently and in groups on pitch and in rhythm with appropriate tone quality and posture while maintaining a steady tempo. (major and minor tonalities)
- b. Sing with appropriate dynamics and phrasing. (piano and forte)
- c. Sing from memory a varied repertoire of songs representing genres and styles of different cultures. (including, but not limited to American patriotic and folk songs)
- d. Echo short melodic patterns on pitch using a neutral syllable and solfege syllables.
- e. Sing in a group while following cues from a conductor including prep beats, entrances and cut offs.

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Perform correct pitches in rhythm and maintain a steady tempo using classroom instruments.
 - b. Perform easy rhythmic, melodic, chordal patterns and Borduns on classroom and Orff instruments.
 - c. Echo short melodic (major) and rhythmic patterns on classroom and Orff instruments.
 - d. Perform a varied repertoire of music representing diverse genres and styles.
 - e. Perform on rhythm instruments while other students sing.
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3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise answers in the same style to given rhythmic and melodic phrases.
- b. Improvise simple rhythmic and ostinato accompaniments on classroom instruments.
- c. Improvise short songs using traditional instruments, voice and other non-traditional sound sources.
- d. Improvise music to accompany plays and short stories.

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, dramatizations, visualizations and visual art prompts.
- b. Create, arrange and perform short songs/compositions within specific guidelines. (personalized notation)
- c. Compose and arrange music using a variety of sound sources.

5. Reading and notating music

Students will:

- a. Recognize and perform quarter notes, eighth notes and quarter rests in 2/4 and 4/4 time signatures using Kodaly rhythmic syllables.
 - b. Use the Kodaly rhythm system and/or number system to read quarter notes, eighth notes and rests in 2/4 and 4/4 time.
 - c. Use classroom rhythm instruments to read rhythm patterns in 2/4 and 4/4 time.
 - d. Use Kodaly solfege system and hand signals to read simple pitch notation in treble clef in major keys using movable do.
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- e. Distinguish aurally and visually between step, skip and repeated notes of melodic phrases in treble clef major keys.
- f. Notate short rhythm patterns on the staff using quarter notes, eighth notes and rests in 2/4 and 4/4 time.
- g. Notate short melodic patterns on the staff in major keys using movable do.

6. Listening to, analyzing and describing music

Students will:

- a. Identify simple music forms when presented aurally (including but not limited to call & response, AB and ABA forms).
- b. Listen and respond to strong and weak beats in duple and triple meter.
- c. Use appropriate terminology when explaining music, notation, instruments, voices and performances.
- d. Visually and aurally identify the instruments that represent the four families of orchestral instruments and other classroom instruments as well as children's voices and male and female adult voices.
- e. Identify stringed and percussion instruments from various cultures.

7. Evaluating music performances

Students will:

- a. Evaluate performances in the classroom using specified criteria and musical vocabulary. (self, peer and group evaluations)
- b. Devise criteria for evaluating music performances outside of the classroom. (recordings and live performances.)

8. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Identify similarities and differences in the meanings of common terms used in the various arts. (balance, contrast, repetition)
- b. Identify ways that the principles and subject matter of other disciplines taught in the school are interrelated with those of music (i.e.: new verses to songs, mathematics, language arts, foreign language, science, etc...)

9. Understanding music in relation to history and culture

Students will:

- a. Identify different examples and uses of music in their daily experiences.
- b. Identify the roles of musicians in various music settings and cultures. (performers, composers, conductors)
- c. Identify by genre or style examples of music from various historical periods and cultures (including but not limited to American folk music, Patriotic music, Orchestral pieces, Big-Band music, Marching band music, African music, African-American folk music and Latin American music).
- d. Demonstrate audience behavior appropriate for the context and style of the music performed.

10. Identifying and performing movement elements and dance skills

Students will:

- a. Respond through purposeful, appropriate movements to changes in mood, tempo and dynamics in music.
 - b. Perform locomotor and nonlocomotor movements to classroom songs and games individually and in groups (including but not limited to bend, twist, sway, swing, tap, spin, turn-around, walk, run, hop, jump, skate, slide and skip).
 - c. Demonstrate an understanding of spatial concepts through defining and maintaining personal space, creating pathways, expressing musical styles, shape making at low, middle and high levels.
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- d. Demonstrate accuracy in moving to music in duple and triple meters and at various tempi.
- e. Perform choreographed and improvised dances.

GRADE 2

1. Singing alone and with others, a varied repertoire of music

Students will:

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture while maintaining a steady tempo.
- b. Sing expressively, with appropriate dynamics, phrasing and interpretation. (pp-ff)
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. (including, but not limited to American patriotic and folk songs)
- d. Sing echo songs, counter melodies, partner songs, and 2-part rounds in major and minor tonalities.
- e. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of the conductor.

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Perform on correct pitches, in rhythm, with appropriate dynamics and timbre, using appropriate technique (e.g. posture, mallet technique) and maintain a steady tempo while performing on Orff instruments and other classroom instruments.
 - b. Perform easy rhythmic, melodic, Bordun and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
 - c. Echo short rhythms and melodic patterns using scale patterns in a major tonality.
 - d. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
 - e. Perform independent instrumental parts (simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts.
 - f. Perform expressively a varied repertoire of music representing
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diverse genres and styles.

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise "answers" in the same style to given rhythmic and melodic phrases.
- b. Improvise simple rhythmic and melodic ostinato accompaniments.
- c. Improvise musical accompaniments to plays, poems and stories.
- d. Improvise short songs and instrumental pieces using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sound produced by electronic means, (E.g. traditional sounds: voices instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic *MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, dramatizations and/or visual art. (context, character representation)
- b. Create, arrange and perform short songs and instrumental pieces within specified guidelines (particular style, form, instrumentation, compositional techniques, personal and traditional notation).
- c. Compose music using a variety of sound sources. (traditional, nontraditional and classroom instruments).

5. Reading and notating music

Students will:

- a. Recognize and perform whole, half, dotted half, quarter and eighth notes and quarter rests in 2/4, 3/4, and 4/4 meter signatures using Kodaly rhythmic syllables.

- b. Read simple pitch notation (including steps, leaps and repeated tones) in the treble clef in major keys using Kodaly solfege syllables, movable do and Kodaly hand signals.
- c. Distinguish aurally and visually between step, skip and repeated notes in the treble clef or keys using movable do.
- d. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing and singing from a written text.
(piano, forte, repeat signs, D.C. al fine, first and second endings and coda)
- e. Notate meter, rhythm, pitch, and dynamics in simple patterns using traditional notation.

6. Listening to, analyzing and describing music

Students will:

- a. Listen to and identify simple music forms when presented aurally and visually: (AB and ABA)
- b. Demonstrate perceptual skills by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. 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.

7. Evaluating music and music performances

Students will:

- a. Devise criteria for evaluating performances and compositions in the classroom (peer, self, group) and from sources outside of the classroom such as recordings and live performances.
 - b. Explain, using appropriate music terminology, their personal preferences
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for specific musical works and styles.

8. Understanding the relationship between music, the other arts, and disciplines outside the arts

Students will:

- a. Identify similarities and differences in the meanings of common terms used in the various arts. (form, line, contrast, balance, repetition).
- b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (E.g. foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and meter signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

9. Understanding music in relation to history and culture

Students will:

- a. Identify various uses of music in their daily experiences (e.g., celebration of special occasions, background music for television, worship) and describe characteristics that make certain music suitable for each use.
- b. Identify and describe roles of musicians (e.g., conductor, folksinger, church organist, composers, performers)
- c. Identify by genre or style aural examples of music from various historical periods and cultures (including American folk music and Patriotic music).
- d. Demonstrate audience behavior appropriate for the context and style of music performed.
- e. Describe in simple terms how elements of music are used in musical examples of various cultures of the world.

10. Responding to music with movement elements and dance skills

Students will:

- a. Respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics (e.g., meter, dynamics, tempo, register) or to specified music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.
- b. Perform nonlocomotor movements (such as bend, twist, stretch, swing, sway) to music with and without a steady beat and eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), to music with and without a steady beat, traveling forward and backward, sideways, diagonally and turning.
- c. Demonstrate an understanding of spatial concepts through, for example: shape-making at low, middle and high levels and in response to register, defining and maintaining personal space demonstrating movements in straight and curved pathways
- d. Demonstrate accuracy in moving to a musical beat in duple and triple meters and responding to changes in tempo and basic musical contrasts (slow-quick, gentle-strong)
- e. Learn and perform simple folk and improvised dances.
- f. Observe and describe the movement elements (action, space, dynamics) in a brief movement study.

GRADE 3

1. Singing alone and with others, a varied repertoire of music

Students will:

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture while maintaining a steady tempo.
- b. Sing expressively, with appropriate dynamics, phrasing and interpretation. (pp-ff)
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. (including, but not limited to American patriotic and folk songs)
- d. Sing echo songs, counter melodies, partner songs, and 2-part rounds in major and minor tonalities.
- e. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of the conductor.

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Perform correct pitches, in rhythm, with appropriate dynamics and timbre, using appropriate technique (e.g. posture, mallet technique, hand position) and maintain a steady tempo while performing on Orff instruments, recorders and other classroom instruments.
 - b. Perform easy rhythmic, melodic, Bordun and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
 - c. Echo short rhythms and melodic patterns using scale patterns in a major tonality.
 - d. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
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- e. Perform independent instrumental parts (simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts.
- f. Perform expressively a varied repertoire of music representing diverse genres and styles.

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise "answers" in the same style to given rhythmic and melodic phrases.
- b. Improvise simple rhythmic and melodic ostinato accompaniments.
- c. Improvise musical accompaniments to plays, poems and stories.
- d. Improvise short songs and instrumental pieces using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sound produced by electronic means (traditional sounds: voices, instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic *MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, dramatizations and/or visual art. (context, character representation)
- b. Create, arrange and perform short songs and instrumental pieces within specified guidelines (particular style, form, instrumentation, compositional techniques, personal and traditional notation).
- c. Compose music using a variety of sound sources. (traditional, nontraditional and classroom instruments)

5. Reading and notating music

Students will:

- a. Recognize and perform whole, half, dotted half, quarter and eighth notes and quarter rests in 2/4, 3/4, and 4/4 meter signatures using Kodaly rhythmic syllables.
- b. Read simple pitch notation (including steps, leaps and repeated tones) in the treble clef in major keys using Kodaly solfege syllables movable do and Kodaly hand signals.
- c. Distinguish aurally and visually between step, skip and repeated notes in the treble clef or keys using movable do.
- d. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing and singing from a written text.
(piano, forte, repeat signs, D.C. al fine, first and second endings and coda)
- e. Notate meter, rhythm, pitch, and dynamics in simple patterns using traditional notation.

6. Listening to, analyzing and describing music

Students will:

- a. Listen to and identify simple music forms when presented aurally and visually: (AB and ABA)
- b. Demonstrate perceptual skills by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. 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.

7. Evaluating music and music performances

Students will:

- a. Devise criteria for evaluating performances and compositions in the classroom (peer, self, group) and from sources outside of the classroom such as recordings and live performances.
- b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

8. Understanding the relationship between music, the other arts, and disciplines outside the arts

Students will:

- a. Identify similarities and differences in the meanings of common terms used in the various arts. (form, line, contrast, balance, repetition).
- b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (E.g. foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and meter signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

9. Understanding music in relation to history and culture

Students will:

- a. Identify various uses of music in their daily experiences (e.g., celebration of special occasions, background music for television, worship) and describe characteristics that make certain music suitable for each use.
 - b. Identify and describe roles of musicians (e.g., conductor, folksinger, church organist, composers, performers)
 - c. Identify by genre or style aural examples of music from various historical periods and cultures (including American folk music and Patriotic music).
 - d. Demonstrate audience behavior appropriate for the context and style of
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music performed.

- e. Describe in simple terms how elements of music are used in musical examples of various cultures of the world.

10. Responding to music with movement elements and dance skills

Students will:

- a. Respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics (e.g., meter, dynamics, tempo, register) or to specified music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.
- b. Perform nonlocomotor movements (such as bend, twist, stretch, swing, sway) to music with and without a steady beat and eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), to music with and without a steady beat, traveling forward and backward, sideways, diagonally and turning.
- c. Demonstrate an understanding of spatial concepts through, for example: shape-making at low, middle and high levels - also in response to register, defining and maintaining personal space demonstrating movements in straight and curved pathways
- d. Demonstrate accuracy in moving to a musical beat in duple and triple meters and responding to changes in tempo and basic musical contrasts (slow-quick, gentle-strong)
- e. Learn and perform simple folk and improvised dances.
- f. Observe and describe the movement elements (action, space, dynamics) in a brief movement study.

GRADE 4

1. Singing alone and with others, a varied repertoire of music

Students will:

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo. (solos, duets and trios in duple and triple meters)
- b. Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- d. Sing ostinatos, partner songs and rounds in major and minor tonalities.
- e. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor.

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Perform correct pitches, in rhythm, with baroque soprano recorders using proper finger techniques, appropriate dynamics, timbre, and maintaining a steady tempo.
- b. Perform easy rhythmic, melodic, Bordun and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom Orff instruments. (primarily in major tonality)
- c. Echo short rhythms and major melodic patterns on soprano recorder and Orff instruments.
- d. Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.
- e. Perform independent instrumental parts while other students sing or play contrasting parts.

- f. Perform expressively a varied repertoire of music representing diverse genres and styles, including student compositions.

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise “answers” in the same style to given rhythmic and melodic phrases.
- b. Improvise simple rhythmic and melodic ostinato accompaniments.
- c. Improvise simple rhythmic and melodic variations on familiar melodies.
- d. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body percussion and sounds produced by electronic means.

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, visualizations and dramatizations. (form, context, tone color, harmony, tempo, rhythm)
- b. Create, perform and arrange short songs and instrumental pieces within specified guidelines (style, form, instrumentation, composition techniques, traditional notation, introductions, codas)
- c. Compose using a variety of sound sources including traditional and nontraditional sounds, recorders and classroom instruments.

5. Reading and notating music

Students will:

- a. Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures using rhythmic syllables and numbers.
 - b. Use the Kodály system (movable do), hand signals and letters to read simple pitch notation in the treble clef in major keys.
 - c. Identify symbols and traditional terms referring to dynamics, tempo and
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articulation and interpret them correctly when performing.

- d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

6. Listening to, analyzing and describing music

Students will:

- a. Identify simple music forms when presented aurally: rondo, sonata-allegro, ABA, theme and variations, introduction, coda, verses and refrains.
- b. Demonstrate perceptual skills by moving, by answering questions about and by describing aural examples of music of various styles representing diverse cultures.
- c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. 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.

7. Evaluating music and music performances

Students will:

- a. Establish guidelines and offer suggestions for personal and group improvement. Guidelines should include specific criteria such as melodic and rhythmic accuracy as well as intonation and interpretation.
- b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

8. Understanding relationships between music, the other arts and disciplines outside the arts

- a. Identify similarities and differences in the meanings of common terms used in the various arts. (form, patterns, balance, repetition, and contrast used in painting, sculpture, dance, theater and architecture.
 - b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (languages, physical education, mathematics, history, science)
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9. Understanding music in relation to history and culture

Students will:

- a. Identify various uses of music in their daily experience and describe characteristics that make certain music suitable for each.
- b. Identify and describe roles of musicians in various music settings and cultures. (conductors, composers, performers, jazz musicians, folk singers, opera, Broadway)
- c. Identify by genre or style aural examples of music from various historical periods and cultures. (Major historical periods of Classical music and American popular music)
- d. Demonstrate audience behavior appropriate for the context and style of music performed.
- e. Describe in simple terms how elements of music are used in music examples from various cultures of the world.

10. Identify and perform movement elements and dance skills

Students will:

- a. Respond through purposeful movement to selected prominent musical characteristics or to specified music events while listening to music. (swaying, skipping, hand motions to meter, dynamics, tempo, register and other musical changes that take place.
 - b. Perform locomotor and nonlocomotor movements to music with and without a steady beat. Including, but not limited to bend, twist, sway, tap, spin, gallop, leap, traveling forward, backwards sideways, diagonally and turning.
 - c. Demonstrate an understanding of spatial concepts through shape making at low, middle and high levels, responding to register, maintaining personal space and demonstrating movements in straight and curved pathways.
 - d. Demonstrate accuracy in moving to a musical beat in duple and triple meters and responding to changes in tempo, dynamics, texture and form.
 - e. Perform and discuss simple folk dances and improvised and created dance movements.
 - f. Observe and describe the movement elements action, space and
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dynamics in a brief movement study.

GRADE 5

1. Singing, alone and with others, a varied repertoire of music

Students will:

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo. (solos, duets and trios in duple and triple meters)
- b. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (develop head voice with pure tone and breath control)
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures with expression and technical accuracy.
- d. Sing ostinatos, partner songs and rounds in major and minor tonalities.
- e. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor. (chords and harmonies, two and three parts)

2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Perform correct pitches, in rhythm, with baroque soprano recorders, Orff Instruments and other classroom instruments (autoharp) while using proper finger techniques, appropriate dynamics, timbre, and maintaining a steady tempo.
- b. Perform easy rhythmic, melodic, ostinatos, Borduns and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom Orff instruments. (primarily in major tonality)
- c. Echo and perform short rhythms and major melodic patterns on soprano recorder and Orff instruments.
- d. Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.
- e. Perform independent instrumental parts while other students sing or play contrasting parts. (soprano recorder or Orff instruments)

- f. Perform expressively a varied repertoire of music representing diverse genres and styles, including student compositions. Incorporating rhythms using sixteenth notes in duple and triple meters.
- g. Explore sounds and tone colors of different instrumental ensembles. (e.g. percussion ensemble accompaniments)

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise “answers” in the same style to given rhythmic and melodic phrases using eighth and sixteenth notes in duple and triple meters.
- b. Improvise simple rhythmic and melodic ostinato accompaniments.
- c. Improvise simple rhythmic and melodic variations on familiar melodies and themes. Create an improvisation based on a “theme and variations” concept.
- d. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds, body percussion and sounds produced by electronic means. (including sound pieces, musical settings and accompaniments for poems and short stories)

4. Composing and arranging music within specified guidelines

Students will:

- a. Create, arrange and perform music to accompany readings, visualizations and dramatizations. (form, context, tone color, melody, harmony, tempo, rhythm)
- b. Create, perform and arrange short songs and instrumental pieces within specified guidelines (style, form, instrumentation, phrases, composition techniques, traditional notation, introduction, coda, articulation)
- c. Compose using a variety of sound sources including traditional and nontraditional sounds, recorders and classroom instruments.

- d. Create rhythmic and melodic accompaniments, patterns and ostinatos to accompany songs and dances. (apply various textures and nontraditional sounds)
- e. Create original melodies (recreate known melodies as examples)

5. Reading and notating music

Students will:

- a. Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures using traditional rhythmic syllables and numbers.
- b. Use the Kodály system (movable do), hand signals and letters to read simple pitch notation in the treble clef in major keys.
- c. Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.
- e. Analyze and compare melody in terms of movement, contour, sequence, phrase and cadence.

6. Listening to, analyzing, and describing music

Students will:

- a. Identify simple music forms when presented aurally: rondo, sonata-allegro, ABA, theme and variations, introduction, coda, verses and refrains.
- b. Demonstrate perceptual skills by moving, by answering questions about and by describing aural examples of music of various styles representing diverse cultures. (conducting patterns, writing, explaining)
- c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. 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.

- e. Analyze and compare rhythmic elements, beat patterns, melodic phrases, musical contrasts, musical direction and textures in musical compositions.
- f. Describe the elements of music that make it unique and expressive.

7. Evaluating music and music performances

Students will:

- a. Devise criteria for evaluating performances and compositions. (historical periods, expressive devices, tempos choices, harmonies)
- b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- c. Explain personal preferences for specific musical styles and performances using appropriate musical terminology.

8. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Identify similarities and differences in the meanings of common terms used in the various arts. (form, patterns, balance, repetition, and contrast used in painting, sculpture, dance, theater and architecture.
- b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (languages, physical education, mathematics, history, science)

9. Understanding music in relation to history and culture

Students will:

- a. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
 - b. Identify and describe roles of musicians in various music settings and cultures. (conductor, composer, performer, jazz musician, folk singer, symphony musician, opera, recording/pop music, film music, advertising)
 - c. Identify by genre or style aural examples of music from various historical periods and cultures. (Middle Ages, Renaissance, Baroque, Classical,
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Modern, American Popular)

- d. Demonstrate audience behavior appropriate for the context and style of music performed.
- e. Describe in simple terms how elements of music are used in music examples from various cultures.
- f. Identify social, historical and cultural events and practices as they relate to music being studied.

10. Responding to music with movement elements and dance skills

Students will:

- a. Respond through purposeful movement to selected prominent musical characteristics or to specified music events while listening to music. (phrases, patterns, contour, duration, dynamics, tempo, styles, rhythms and syncopated rhythms)
- b. Perform locomotor and nonlocomotor movements to music with and without a steady beat. Including, but not limited to bend, twist, sway, tap, spin, gallop, leap, traveling forward, backwards sideways, diagonally and turning. Conducting, melodic contour and dance patterns in various meters.
- c. Demonstrate an understanding of spatial concepts through creative movement, improvised and choreographed dances.
- d. Demonstrate accuracy in moving to a musical beat in duple and triple meters and responding to changes in tempo, dynamics, texture and form.
- e. Perform and discuss simple cultural folk dances, square dances and improvised and created dance movements.
- f. Observe and describe the movement elements action, space and dynamics in a brief movement study.
- g. Discover how dance creates and communicates meaning.

RELATED GOALS and STANDARDS

The goals for Arts Education as stated in the State of Connecticut Board of Education program goals (2002) is as follows:

As a result of education in Grades K-12 students will:

1. create (imagine, experiment, plan, make evaluate, refine and present/exhibit) art works that express concepts, ideas and feelings;
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form;
3. respond (select, analyze, describe, experience, interpret and evaluate) with understanding to diverse art works and performances in each art form;
4. understand and use the materials, techniques, forms (structures, style, genres), language, notation (written symbol system) and literature/repertoire of each art form;
5. understand the importance of the arts in expressing and illuminating human experience, beliefs and values;
6. identify representative works and recognize the characteristics of art, music, theater and dance from different historical periods and cultures;
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as a responder (audience), but also as creators or performers;
8. develop sufficient mastery of at least one art form to be able to pursue futher study, if they choose, in preparation for a career;
9. seek arts experiences and participate in the artistic life of the school and community;
and
10. understand the connections among the arts, other disciplines and daily life

CONNECTICUT AND NATIONAL STANDARDS FOR MUSIC EDUCATION

1. Students will sing, alone and with others, a varied repertoire of music.
2. Students will play, alone and with others, a varied repertoire of instrumental music.
3. Students will improvise melodies, variations and accompaniments.
4. Students will compose and arrange music.
5. Students will read and notate music.
6. Students will listen to, analyze and describe music.
7. Students will evaluate music and music performances.
8. Students will make connections between music, other disciplines and daily life.
9. Students will understand music in relation to history and culture.

SUPPLEMENTAL RESOURCES

Crook, Elizabeth and Reimer, Bennett, **Music Connect**. Parsippany, NJ: Silver, Burdett, Ginn Company, 1995.

Jennings, Theresa, **K-8 Magazine and CD**, Wauwautosa, WI: Plankhouse Road Publishing.

Music Ace Software, Harmonic Vision, Evanston, IL 1996

Longden, Sanna, **Favorite Folk Dances**

Recommended Song Repertoire

The following is a partial repertoire of grade level songs that is currently being used for music instruction in grades K-3. A more complete listing of essential songs and listening repertoire for K-5 with uniform criteria will be forthcoming.

Singing Selections, K-1

TITLE	KEY	METER
A-Hunting We Will Go	F Major	4/4
All Night, All Day	G Major	4/4
Are You Sleeping?	G Major	4/4
Ash Grove, The	G Major	4/4
Au Clair de la Lune	G Major	4/4
Baa, Baa, Black Sheep	D Major	2/4
Bees Are Droning	D pentatonic	2/4
Bingo	G Major	2/4
Birch Tree, The	e minor	2/4
Camptown Races	C pentatonic	2/4
Chair, Chair, Chair	F Major	2/4
Did You Ever See A Lassie?	F Major	3/4
Donkey, The	F Major	4/4
Down at the Station	G Major	2/4
Gyertec	G pentatonic	2/4
Hey, Ho, Anybody Home?	F minor	2/4
How Would You Say Hello?	Ab Major	6/8
I Caught A Rabbit	F Major	2/4

Grade One continued

Leo the Lion	d minor	4/4
Make New Friends	Eb Major	4/4
Mary Ann	F Major	2/2
Oats, Peas, Beans	G Major	6/8
Pawpaw Patch	F Major	2/4
Put Your Finger in the Air	D Major	4/4
Sally Go Round the Sun	F Major	6/8
Shoo, Fly, Don't Bother Me	F Major	2/4
Tailor and the Mouse, The	a minor	4/4
The More We Get Together	F Major	¾
Turn the Glasses Over	F pentatonic	4/4
Wiggle Song, The	G Major	6/8

Listening/Movement Selections, K-1

Saint-Saens, Carnival of the Animals
Stravinsky, Circus Polka
Rimsky-Korsakov, Flight of the Bumblebee
Debussy, Clair de Lune
Debussy, En Bateau (In A Boat) from Petite Suite
Prokofiev, March from Love for Three Oranges
Lecocq, Can-Can from Mile. Angot Suite
Brahms, Hungarian Dance #5
Dvorak, Slavonic Dance #1
Copland, Rodeo from Hoe-Down
Ravel, Mother Goose Suite
Haydn, Variations from Surprise Symphony
Beethoven, Scherzo
Mahler, Movement 2, Symphony 1
Verdi, Anvil Chorus from Il Trovatore
Cailliet, Variations on Pop Goes the Weasel
Wagner, Twilight of the Gods from Siegfried's Rhine Journey
Bach, J.S. Gigue from Cello Suite No. 3 in D
Respighi, Pines of Rome, Fountains of Rome, Prelude to The Birds

Singing Selections, Grade 2

Old Dan Tucker
One, Two, Three Alary
Waddaly Atcha
A Whale of a Tale
Joyous Chanukka
Lone Star Trail
My Twenty Pennies

Grade 2 continued

Animals on Parade
The Sun
Chumbara
Brother John
Old texas
Each of Us a Flower
Pick-A Little/Goodnight Ladies
Canoe Song/The Song of the North
Michael Row the Boat Ashore
Che Che Koolay
Best Friends
Counting Song
Jingle Bells
Get On Board
Yankee Doodle
Yankee Doodle Dandy
This Land
Good News
Small World
America, the Beautiful
God Bless America
You're a Grand Old Flag
The Star-Spangles Banner

Singing Selections, Grade Three

Bought Me a Cat
Dance, Josey
Sakura
This Land Is Your Land
The Star-Spangled Banner
Home on the Range/Home in Montana
Dinah
Fed My Horse in a Pop'lar Trough
Hey, Jim Along Josie
Ida Red
Old Brass Wagon
Wallflowers
Rocky Mountain
Dumplin's
Turn the Glasses Over
Draw a Bucket of Water
Frog went a Courtin'
I'll Rise When the Rooster Crows

