

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

General Music K-5

**APPROVED BY THE BOARD OF EDUCATION
ON JANUARY 12, 2010**

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 global 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. We have subsequently adopted the nine standards for Music Education as our curricular goals and have incorporated them into the K-12 Music program. We have added a tenth curricular goal in movement for our K-5 students because of the importance of kinesthetic experiences in elementary music education.

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
- Identifying and performing movement elements and dance skills as they relate to music. (K-5 only)

ESSENTIAL QUESTIONS

- How does music develop imagination and creativity and help students to develop the full range of their abilities?
- 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 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 40 minute classes, two times per week
- Grades 1-5 45 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. The General Music curriculum is designed to provide assured grade level experiences in creating music, performing music and responding to music for all students in the Darien Public Schools.

Because of the importance of the inherent performance nature of music, General Music students will have the opportunity to participate in a minimum of one public 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 and are held outside of the normal school hours. All elementary school choruses have a formal winter and spring concert performance each year. We also offer students who are interested in pursuing more choral experience an opportunity to audition for our All-Town Elementary Honors Chorus which takes place each spring and includes students from all five elementary schools.

Since our curriculum is based on the broader concepts of Creating, Performing and Responding to music, all of the tasks, assessments and activities included in this document are designed to lead toward mastery of concepts in these areas.

Music Curriculum Map for the Darien Public Schools

GENERAL MUSIC

Pre-K	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Adaptive Music	General Music					Guitar	Keyboard	Music Tech	Music Theory/AP Music Theory/Music Technology I and II				

INSTRUMENTAL MUSIC

<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Strings (All-Town Orchestra)			Orchestra (Rockestra)			Orchestra (Pops Strings)			
Band (Elementary Honors Band)			Band (Jazz Ensemble)			Band Jazz Ensemble			

CHORAL MUSIC

<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
(Elementary Chorus) (All-Town Honors Chorus)		Grade level Chorus (Camerata Singers)			Concert Choir Tudor Singers (Boys and Girls a cappella)			

*(Parenthesis indicates a non-credit musical offering at the high school and middle school levels and a supplemental opportunity at the elementary level.)

PROCESS SKILLS

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

- Creating
- Performing
- Listening
- Evaluating
- Comparing
- Singing
- 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 curricular goals and curricular achievement objectives 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 and are addressed simultaneously. Only those curricular objectives that are assessable and measurable 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 integrate assessments to accurately measure what the students have learned and then provide meaningful feedback to students resulting in improved student performance and understanding. The ongoing process of reviewing and analyzing student work in order to refine our instructional methods and effectiveness is an important aspect of our plan for continued growth and improvement.

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 for immediate feedback
- Informal observations of student musical performance responses
- Written tests, quizzes and verbal responses to critical listening
- 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 which is verbally assessed and addressed, but is not recorded.

Common types of Scoring Scales:

- Checklists
- Rating Scales
- Analytic Rubrics
- Holistic Rubrics

District-wide Common Assessments

In order to more effectively measure student achievement, the elementary General Music teachers engage their students in common assessments that take place in all five elementary schools. They then compare the results of the data to address areas of concern in their respective classrooms. As of the writing of this document, all grade 5 students in the district participate in an original Composition Assessment each spring.

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 Performing (Singing and Performing on Instruments) Creating (Composition and Improvisation) Movement, and Critical Listening 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. Sing independently and in groups, on pitch and in correct rhythm while maintaining a steady tempo. (develop head voice)
- b. Sing with appropriate dynamic level. (loud and soft)
- c. Sing from memory a variety of songs representing various styles and/or cultures and languages.
- d. Sing echo and conversational songs with opportunities to sing alone.
- e. Demonstrate differences between vocal qualities such as whispering, speaking, shouting and singing.

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 notate 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 basic locomotor and nonlocomotor movements to classroom songs and games individually and in groups. (including, but not limited to walk, run, hop, jump, leap, gallop, slide, skip, bend, twist, sway and swing) traveling forward, backward sideward, diagonally and turning.
- c. Demonstrate understanding of spatial concepts through, for example: Shape-making at low, middle and high levels, defining and maintaining personal space.

- d. Demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- e. Perform choreographed and improvised dances with specified guidelines.

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, proper breathing)
- 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 neutral syllables 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 Bourdons 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.

3. Improvising melodies, variations and accompaniments

Students will:

- a. Improvise simple rhythmic and ostinato accompaniments on classroom instruments.
- b. Improvise short songs using traditional instruments, voice and other non-traditional sound sources.
- c. 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.
- 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 on the staff using movable do.
 - 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.
- 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 and in groups on pitch and in rhythm, with appropriate timbre, diction and posture while maintaining a steady tempo. (major and minor tonalities)
- b. Sing expressively, with appropriate dynamics, phrasing and interpretation.
- c. Sing from memory a varied repertoire of songs representing genres and styles of 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, Bourdon and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom and Orff instruments.
- c. Echo short rhythms and melodic patterns using scale patterns in a major tonality.
- d. Perform a varied repertoire of music representing diverse genres and styles.
- 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.

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 traditional and non-traditional sounds available in the classroom.

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 and 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 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 and pitch 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 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 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, 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.

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. (developing head voice)
- 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. (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, Bourdon 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 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 and nontraditional sounds available in the classroom.

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 musical 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 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 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, 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.

GRADE 4

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 timbre, diction, and posture and maintain a steady tempo. (developing head voice) (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, Bourdon 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 and nontraditional sounds available in the classroom.

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 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

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 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, jazz performers, 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 demonstrate understanding of simple folk dances and improvised and created dance movements.

GRADE 5

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 timbre, diction, and posture and maintain a steady tempo. (developing head voice) (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, Bourdons 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)

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.

7. Evaluating music and music performances

Students will:

- a. Establish criteria for evaluating personal and professional performances and compositions (historical periods, expressive devices, tempos choices, harmonies, melodic and rhythmic accuracy)
- 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 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, Broadway, 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, 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 of the world.

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 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 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 demonstrate an understanding of simple cultural folk dances, square dances and improvised and created dance movements.
-
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RELATED GOALS and STANDARDS

The goals for Arts Education as stated in the State of Connecticut Board of Education program goals 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 further 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.

Section IV – Supplemental Resources and Technology

Elementary General Music Resources

1. Now's the Time - Goodkin
2. Game Plan (all grade levels) - Delles/Kriske
3. Tyme For a Rhyme - Delles/Kriske
4. 150 American Folk Songs - edited by Peter Erdei, collected by Katalin Komlas
5. An American Methodology - Anne Eisen and Lamar Robertson
6. The Sound Garden Books, Carol Heath, Kodaly Training Institute
7. Phyllis Weickart's Dance and Movement book/CS's
8. Book of Canons, John Feierabend
9. Conversational Solfege Books 1 and 2, John Feierabend
10. Hey Jim Along and Chimes of Dunkirk (Amidons)
11. First Book of Circle Games, John Feierabend
12. Sail Away/150 American Folk Songs, Locke, Eleanor, Boosey and Hawkes, 1988.
13. Teachers' Manual for "Share the Music" Grade K
14. "The First Days of School," Harry Wong
15. Do It! Play Recorder, Froseth, James, GIA Publications, 1996.
16. Down in the Valley, Jump Jim Joe, (Amidons)
17. Sourwood Mountain – (28 North American & English folk songs)
18. Let Your Voice Be Heard!, Judith Cook Tucker
21. Favorite Folk Dances, Sanna Longden

Making Music, Silver-Burdett, Pearson/Scott Foresman Company, 2006.

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

Essential Technology

Each Music room throughout the district is equipped with a sound system that enables the students to engage in quality listening experiences. Recording both audio and video of student classroom work and having the technology for immediate playback are essential tools for providing meaningful feedback to students. Some of the technology that we are currently using includes sound systems, microphones, hand held audio and video recording devices, ipods, recording software (Audacity) notation software (Print Music) CD ROMS that accompany class texts, Superscope CD recorders and projection systems.

Link to Glossary of Musical Terms <http://www.essentialsofmusic.com/glossary/a.html>

Darien Public Schools
Assured Listening Experiences: Grades K-5
Kindergarten:

Carnival of the Animals	Saint-Saens	K: CD6 #14-15, 2: CD3 #11, 14, 3N: CD12 #14
Fur Elise	Beethoven	K: CD3 #40

Midsummer Night's Dream	Mendelssohn	4: CD3 #10-11
Minuet in G	Beethoven	2: CD2 #26

Stars and Stripes Forever	Sousa	4: CD5 #13
Four Seasons – Spring	Vivaldi	K: CD3 #14

Grade 1:

Prelude from Carmen	Bizet	5: CD1 #25
Pictures at an Exhibition	Mussorgsky	2: CD2 #6

Peter and the Wolf	Prokofiev	
The Nutcracker	Tchaikovsky	3: CD1 #23, 27, 1: CD6 #33

Pines of Rome	Respighi	K: CD5 #36, 1: CD3 #20
Viennese Musical Clock	Kodaly	4: CD1 #11

Grade 2:

New World Symphony – Largo	Dvorak	2: CD7 #55
Peer Gynt Suite	Grieg	2: CD2 #23, 2: CD4 #7

Symphony No. 5 – 1 st Movement	Beethoven	
Musical Sleigh Ride	L. Mozart	2: CD6 #18

Children's Corner	Debussy	2: CD8 #7, 2: CD4 #22
Symphony No. 9 - 4 th Movement	Beethoven	4: CD10 #2

Grade 3:

Flight of the Bumblebee	Rimsky-Korsakov	3N: CD6 #37
12 Variations in C (Twinkle)	Mozart	3N: CD1 #30

Four Seasons – Winter	Vivaldi	3N: CD4 #18
Prelude #2 for Piano	Gershwin	3: CD3 #23 (call chart)

Lullaby	Brahms	1: CD1 #19
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Firebird Suite	Stravinsky	3: CD2 #24
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Grade 4:

Rodeo – Hoedown	Copland	3: CD5 #9
Royal Fireworks Music	Handel	4: CD1 #30-31

Sleigh Ride	Anderson	4: CD8 #26
Amahl and the Night Visitors	Menotti	4: CD2 #17

Sakura	Traditional Japanese	4: CD7 #28
Variations on “America”	Ives	4: CD8 #8

Grade 5:

Tocata and Fugue	Bach	
Symphony No. 7 – 2 nd Movement	Beethoven	4: CD2 #6

The Messiah – Hallelujah Chorus	Handel	5: CD7 #14
Scheherazade	Rimsky-Korsakov	5: CD4 #17

The Magic Flute	Mozart	4: CD10 #37, 5: CD7 #12-13
Brandenburg Concerto, No. 2	Bach	5: CD5 #27

1-I

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 1

Task Title: Pre-Compositional Activity I

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: blank index cards, pencils, unpitched percussion instruments

Task Description:

- Students will compose a two-measure rhythm in stick notation using quarter notes and eighth notes in 4/4 time.
- Students will speak and play their rhythms on an unpitched percussion instrument.
- Students will speak and play two peer rhythms on an unpitched percussion instrument.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use the correct number of beats?
- Did the student use the required notes?
- Did the student play with a steady beat?
- Did the student play the correct rhythm?

1-I

Name: _____ Classroom Teacher: _____

Directions: Compose a two-measure rhythm using TA (quarter note) and TI TI (eighth notes). Make sure that you use four beats in each measure.

4
4 _____ | _____

Name: _____

Your notes are neat and easy to read:



You used four beats in every measure:



You used TA and TI TI:



You played your rhythm using a steady beat:



You played the rhythm correctly:



Total Points: _____

Comments: _____

1-II

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 1

Task Title: Pre-Compositional Activity II

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: blank index cards, pencils, unpitched percussion instruments

Task Description:

- Students will compose a four-measure rhythm in standard notation using quarter notes, quarter rests, and eighth notes in 4/4 time.
- Students will speak and play their rhythms on an unpitched percussion instrument.
- Students will speak and play two peer rhythms on an unpitched percussion instrument.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use the correct number of beats?
- Did the student play with a steady beat?
- Did the student play the correct rhythm?
- Did the student use the required notes?

1-II

Name: _____ Classroom Teacher: _____

Directions: Compose a four-measure rhythm using TA (quarter note), TI TI (eighth notes), and Z (quarter rest). Make sure that you use four beats in each measure.

4
4 _____ | _____
_____ | _____

Name: _____

Your notes are neat and easy to read:



You used four beats in every measure:



You used TA, TI TI, and Z:



You played your rhythm using a steady beat:



You played the rhythm correctly:



Total Points: _____

Comments: _____

1-III

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 1**Task Title:** Pre-Compositional Activity III

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: blank index cards, pencils, unpitched percussion instruments

Task Description:

- Students will compose an ABA form six-measure rhythm in standard notation using quarter notes, quarter rests, and eighth notes in 4/4 time.
- Students will speak and play their rhythms on an unpitched percussion instrument.
- Students will speak and play two peer rhythms on an unpitched percussion instrument.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use the correct number of beats?
- Did the student play with a steady beat?
- Did the student play the correct rhythm?
- Did the student use ABA form?

1-III

Name: _____ Classroom Teacher: _____

Directions: Compose a six-measure rhythm in ABA form using TA (quarter note), TI TI (eighth notes), and Z (quarter rest). Use four beats in each measure.

Ⓐ 4
4 _____ | _____

Ⓑ _____ | _____

Ⓐ _____ | _____

Name: _____

Your notes are neat and easy to read:



You used four beats in every measure:



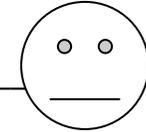
You used TA, TI TI, and Z:



You used ABA form:



You played your rhythm using a steady beat:



You played the rhythm correctly:



Total Points: _____

Comments: _____

2-I

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 2

Task Title: Pre-Compositional Activity I

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: blank index cards, pencils, unpitched percussion instruments

Task Description:

- Students will compose an ABA form six-measure rhythm in standard notation in 4/4 time. Students will use half notes, half rests, quarter notes, quarter rests, and eighth notes.
- Students will speak and play their rhythms on an unpitched percussion instrument.
- Students will speak and play two peer rhythms on an unpitched percussion instrument.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use the correct number of beats per measure?
- Did the student play with a steady beat?
- Did the student play the correct rhythm?
- Did the student use ABA form?

2-I

Name: _____ Classroom Teacher: _____

Directions: Compose a six-measure rhythm in ABA form using TOO (half note), TA (quarter note), TI TI (eighth notes),  (half rest), and Z (quarter rest). Use four beats in each measure.

Ⓐ $\begin{matrix} 4 \\ 4 \end{matrix}$ _____ | _____

Ⓑ _____ | _____

Ⓐ _____ | _____

Name: _____

Your notes are neat and easy to read:



You used four beats in every measure:



You used TOO, TA, TI TI, , and Z:



You used ABA form:



You played your rhythm using a steady beat:



You played the rhythm correctly:



Total Points: _____

Comments: _____

2-II

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 2

Task Title: Pre-Compositional Activity II

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils

Task Description:

- Students will compose an ABA form six-measure rhythm in standard notation in 4/4 time. Students will use half notes, half rests, quarter notes, quarter rests, and eighth notes. Students will assign solfege syllables (mi, sol, la) to the rhythms they have written.
- Students will sing their melodies.
- Students will sing two peer melodies.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use the correct number of beats per measure?
- Did the student use ABA form?
- Did the student match the starting pitch?
- Did the student sing with a steady tempo?
- Did the student sing on pitch?
- Did the student use his/her singing voice?

Name: _____ Classroom Teacher: _____

Directions: Compose a six-measure rhythm in ABA form using TOO (half note), TA (quarter note), TI TI (eighth notes),  (half rest), and Z (quarter rest). Use four beats in each measure. When you finish your rhythm, write a solfege syllable (SOL, MI, or LA) under each note. Practice singing the notes in rhythm.

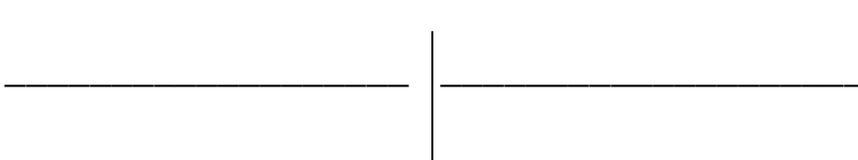
A 4
4



B



A



Name: _____

Your notes are neat and easy to read:



You used four beats in every measure:



You used TOO, TA, TI TI, **■**, and Z:



You used ABA form:



You matched the starting pitch:



You sang your melody with a steady tempo:



You sang the correct notes:



You used your singing voice:



Total Points: _____

Comments: _____

2-III

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 2

Task Title: Pre-Compositional Activity III

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils

Task Description:

- Students will transfer their melodies from the previous assessment to the staff using standard notation.
- Students will sing their melodies.
- Students will sing two peer melodies.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Were the notes placed accurately on the staff?
- Did the student match the starting pitch?
- Did the student sing with a steady tempo?
- Did the student sing on pitch?
- Did the student use his/her singing voice?

2-III

Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Use the melody you already wrote and write the notes on the staff.



2-III

Name: _____

Your notes are neat and easy to read:



You wrote your notes correctly on the staff:



You matched the starting pitch:



You sang your melody with a steady tempo:



You sang the correct notes:



You used your singing voice:



Total Points: _____

Comments: _____

3-I

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 3

Task Title: Pre-Compositional Activity I

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils

Task Description:

- Students will write a four-measure melody in 3/4 time using the notes do, re, and mi. They will use the rhythms that they are comfortable singing.
- Students will sing their melodies.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Were the notes placed accurately on the staff?
- Did the student use three beats per measure?
- Were all the notes in the pentatonic scale used?
- Did the student match the starting pitch?
- Did the student sing with a steady tempo?
- Did the student sing on pitch?
- Did the student use his/her singing voice?

3-I

Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (3/4). Write a four-measure melody using DO, RE, and MI. Practice singing your melody.



-
- | | | |
|--|-----|----|
| 1. Your notes are neat and easy to read: | YES | NO |
| 2. You used three beats in every measure: | YES | NO |
| 3. You used DO, RE, and MI: | YES | NO |
| 4. You matched the starting pitch: | YES | NO |
| 5. You used your singing voice: | YES | NO |
| 6. You sang your melody with a steady tempo: | YES | NO |
| 7. You sang the correct notes: | YES | NO |

Total Points: ____/7

Comments: _____

3-II

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 3**Task Title:** Pre-Compositional Activity II

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, recorders

Task Description:

- Students will write a four-measure question and answer melody using the notes G, A, and B. The composition will be in 4/4 time using rhythms that the students are comfortable playing. The first phrase (question) must start on G and end on A. The second phrase (answer) must end on G.
- The students will play their melodies on their recorders.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Were the notes placed accurately on the staff?
- Did the student use four beats per measure?
- Did the student use all the required notes (G, A, B)?
- Did the student play with a steady tempo?
- Did the students use proper recorder playing techniques?
- Did the students finger each note correctly?

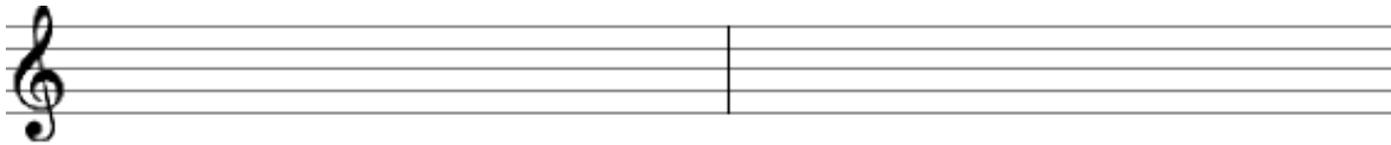
Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Write a four-measure question and answer melody using the notes G, A, and B. The question must start on G and end on A. The answer must end on G. Practice playing your melody on the recorder.

Question:



Answer:



- | | | |
|---|-----|----|
| 1. Your notes are neat and easy to read: | YES | NO |
| 2. You used four beats in every measure: | YES | NO |
| 3. You used G, A, and B: | YES | NO |
| 4. You played in rhythm with a steady tempo: | YES | NO |
| 5. You fingered the correct notes: | YES | NO |
| 6. You used good recorder playing techniques: | YES | NO |

Total Points: ___/6

Comments: _____

3-III

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 3**Task Title:** Pre-Compositional Activity III

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, recorders

Task Description:

- Students will write a twelve-measure ABA form melody using the notes G, A, and B. The composition will be in 4/4 time using rhythms that the students are comfortable playing. The A section must start and end on G. The B section must end on A.
- The students will sing their melodies using letter names and solfege syllables.
- The students will play their melodies on their recorders.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Were the notes placed accurately on the staff?
- Did the student use four beats per measure?
- Did the student use all the required notes (G, A, B)?
- Did the student sing the proper notes using their singing voices?
- Did the students sing using accurate rhythm and steady tempo?
- Did the student play using accurate rhythm and steady tempo?
- Did the students use proper recorder playing techniques?
- Did the students finger each note correctly?

Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Write a twelve-measure ABA form melody using the notes G, A, and B. The A section must start and end on G. The B section must end on A. Practice singing and playing your melody.

A:



B:



A:



-
- | | | |
|---|-----|----|
| 1. Your notes are neat and easy to read: | YES | NO |
| 2. You used four beats in every measure: | YES | NO |
| 3. You used DO, RE, and MI: | YES | NO |
| 4. You sang the notes correctly: | YES | NO |
| 5. You sang in rhythm with a steady tempo: | YES | NO |
| 6. You fingered the correct notes: | YES | NO |
| 7. You played in rhythm with a steady tempo: | YES | NO |
| 8. You used good recorder playing techniques: | YES | NO |

Total Points: _____ / 8

Comments: _____

4-I

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 4

Task Title: Pre-Compositional Activity I

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils

Task Description:

- Students work with a partner to create two individual compositions. Each student will create a two-measure rhythmic ostinato to accompany the poem “?”. The lyrics of the ostinato must be reflective of the words and mood of the poem. The rhythms must correspond to the number of syllables in each word. After the rhythm and words have been written down, the students will add body percussion.
- Students will perform their ostinato with words and body percussion to accompany the poem.
- Students will perform their partner’s ostinato with words and body percussion to accompany the poem.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use four beats per measure?
- Did the student perform the rhythm of the ostinato accurately?
- Did the lyrics match the rhythm?
- Did the student use text reflective of the poem?

4-I

Name: _____ Classroom Teacher: _____

Directions: Create a two-measure rhythmic ostinato to accompany the poem “_____.” The lyrics of the poem must be related to the poem and your rhythm must match up to the number of syllables in each word. After writing the rhythm and lyrics, add body percussion movements. Practice performing your ostinato and your partner’s ostinato.

4 4_____		_____

- | | | |
|--|-----|----|
| 1. Your notes are neat and easy to read: | YES | NO |
| 2. You used four beats in every measure: | YES | NO |
| 3. Your lyrics matched the rhythm: | YES | NO |
| 4. Your lyrics were related to the poem: | YES | NO |

Points: ____ / 4

Performance: You performed your ostinato in rhythm with a steady tempo while the class performed the poem: 1 2 3 4

Points: ____/4

Comments: _____

4-II

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 4

Task Title: Pre-Compositional Activity II

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, barred instruments

Task Description:

- Students will write an eight-measure melody using the pentatonic scale (do, re, mi, sol, la). The melodies will be in 4/4 time using rhythms that the students are comfortable playing. The students will write two measures and repeat them in retrograde motion two times.
- Students will play their melodies on barred instruments.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use four beats per measure?
- Did the student use notes from the pentatonic scale?
- Did the student perform all the notes accurately?
- Did the student apply retrograde motion to the second and fourth phrases?

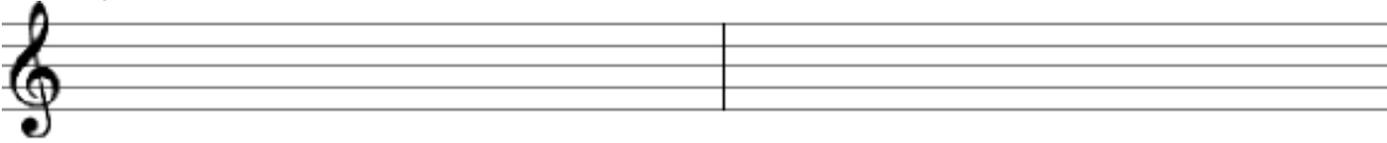
Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Write an eight-measure melody using notes from the pentatonic scale (DO, RE, MI, SOL, and LA). Use retrograde motion as suggested below – the second and fourth phrases should be related to the first and third phrases by retrograde. Practice playing your melody.

Melody A:



Retrograde A:



Melody B:



Retrograde B:



Your notes are neat and easy to read:	YES	NO
You used four beats in every measure:	YES	NO
You used notes from the pentatonic scale:	YES	NO
You used retrograde motion:	YES	NO
You played in rhythm with a steady tempo:	YES	NO
You played each note correctly:	YES	NO

Total Points: _____ / 6

Comments: _____

4-III

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 4**Task Title:** Pre-Compositional Activity III

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, barred instruments

Task Description:

- The students will create a two-measure riff/motif. They will repeat the motif using retrograde.
- In the next four measures, the students will augment the original motif.
- In the last four measures, the students will repeat the original motif and retrograde variation.
- The students will play their melodies on barred instruments.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use four beats per measure?
- Did the student use notes from the pentatonic scale?
- Did the student apply the techniques of retrograde and augmentation correctly?
- Did the student perform all the notes accurately?

Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Write a twelve-measure melody using notes from the pentatonic scale and using the following guidelines:

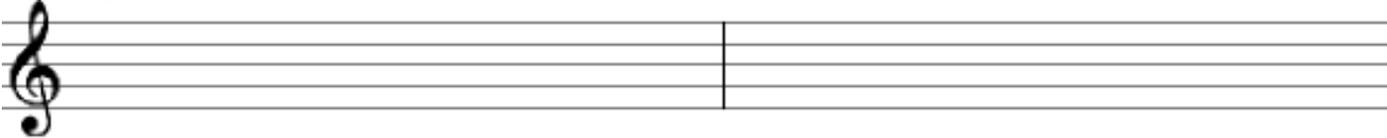
- ♪ Measures 1-2: Compose an original motif.
- ♪ Measures 3-4: Write a retrograde version of your motif.
- ♪ Measures 5-8: Double the rhythmic value of each note in your original motif to create an augmentation variation.
- ♪ Measures 9-10: Rewrite your original motif.
- ♪ Measures 11-12: Rewrite a retrograde version of your motif.

Practice playing your melody.

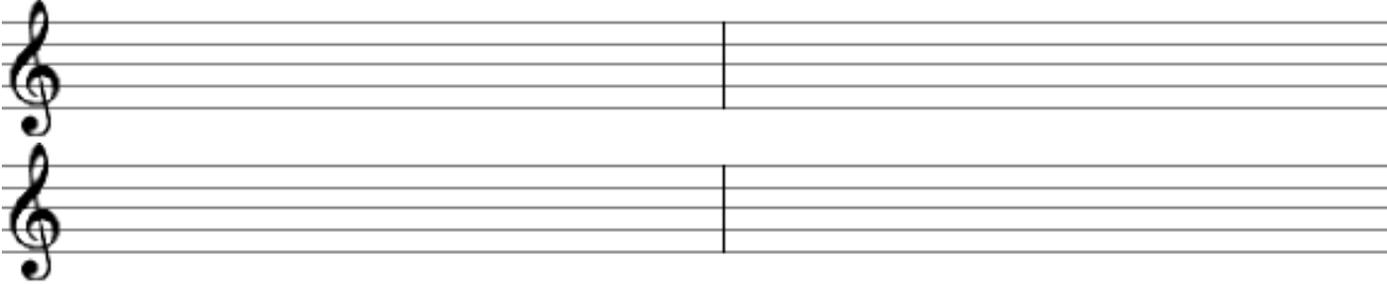
Motif:



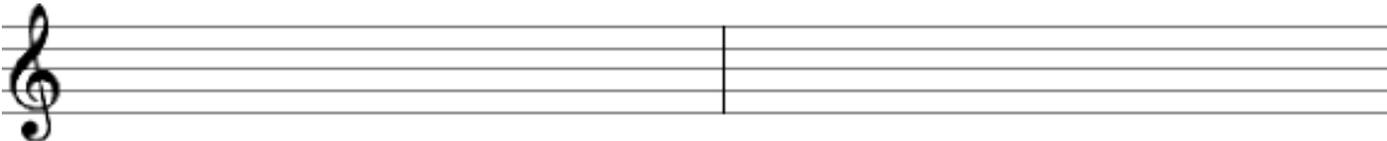
Retrograde:



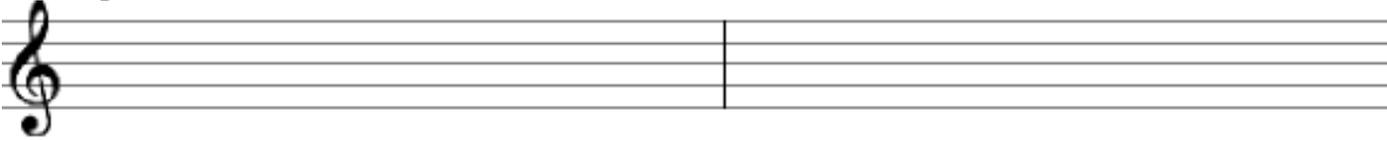
Augmentation:



Motif:



Retrograde:



4-III

Name:

Your notes are neat and easy to read:	YES	NO
You used four beats in every measure:	YES	NO
You used notes from the pentatonic scale:	YES	NO
You used retrograde motion:	YES	NO
You used augmentation correctly:	YES	NO
You played in rhythm with a steady tempo:	YES	NO
You played each note correctly:	YES	NO

Total Points: ____ / 7

Comments: _____

5-I

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 5

Task Title: Pre-Compositional Activity I

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, barred instruments

Task Description:

- The students will create a six-measure AB composition using diminution.
- In the first three measures, students will create a two-measure riff/motif and vary it using diminution in the third measure.
- The students will repeat the above step using a different motif in the B section.
- The students will play their melodies on barred instruments.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use four beats per measure?
- Did the student use notes from the pentatonic scale?
- Did the student apply diminution correctly?
- Did the student perform all the notes accurately?

Name: _____ Classroom Teacher: _____

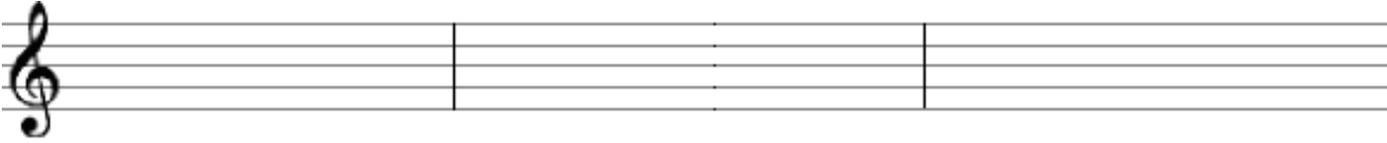
Directions: Write in the time signature (4/4) and key signature.
Write a six-measure melody using notes from the pentatonic scale and using the following guidelines:

- ♪ Measures 1-2: Compose an original motif.
- ♪ Measure 3: Halve the rhythmic value of each note in your original motif to create a diminution variation.
- ♪ Measures 4-5: Compose a different motif.
- ♪ Measure 6: Halve the rhythmic value of each note in your second motif to create a diminution variation.

Practice playing your melody!

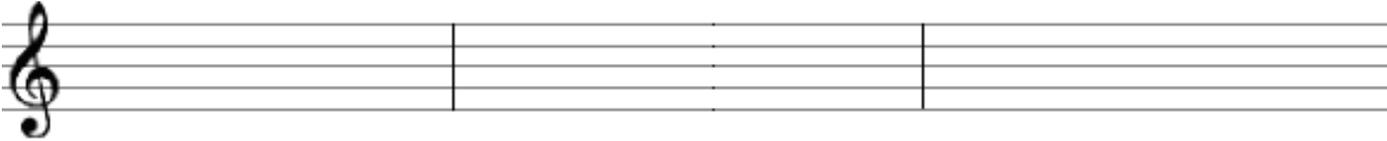
Motif A:

Diminution A:



Motif B:

Diminution B:



DO NOT WRITE BELOW THIS LINE

-
- | | | |
|--|-----|----|
| 1. Your notes are neat and easy to read: | YES | NO |
| 2. You used four beats in every measure: | YES | NO |
| 3. You used notes from the pentatonic scale: | YES | NO |

- | | | |
|--|-----|----|
| 4. You used diminution correctly: | YES | NO |
| 5. You played in rhythm with a steady tempo: | YES | NO |
| 6. You played each note correctly: | YES | NO |

Total Points:

_____ / 6

Comments: _____

5-II

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 5

Task Title: Pre-Compositional Activity II

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, barred instruments

Task Description:

- The students will create a twelve-measure ABA composition using sequence.
- In the A section, the students will compose a motif and use sequence to create a variation.
- In the B section, the students will compose a new motif and vary it using any other compositional technique.
- The students will play their melodies on barred instruments.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate?
- Did the student use four beats per measure?
- Did the student use notes from the pentatonic scale?
- Did the student apply sequence correctly?
- Did the student use a compositional technique of their choice correctly in the B section?
- Did the student perform all the notes accurately?

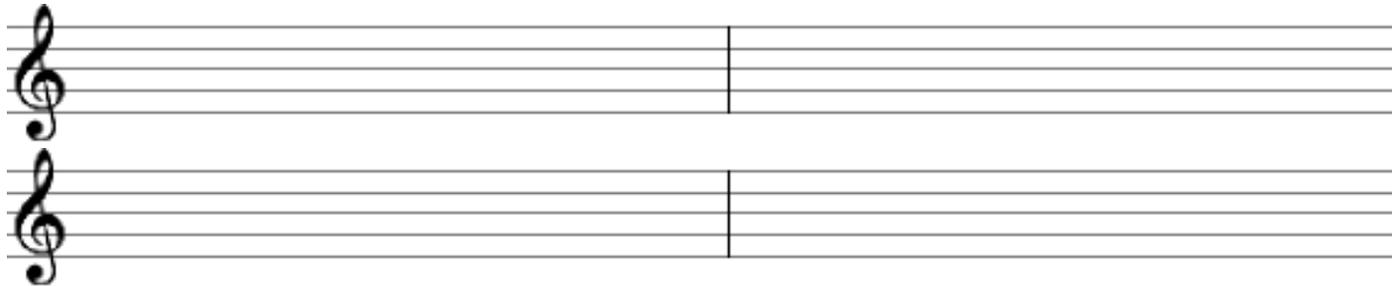
Name: _____ Classroom Teacher: _____

Directions: Write in the time signature (4/4). Write a twelve-measure melody using notes from the pentatonic scale and using the following guidelines:

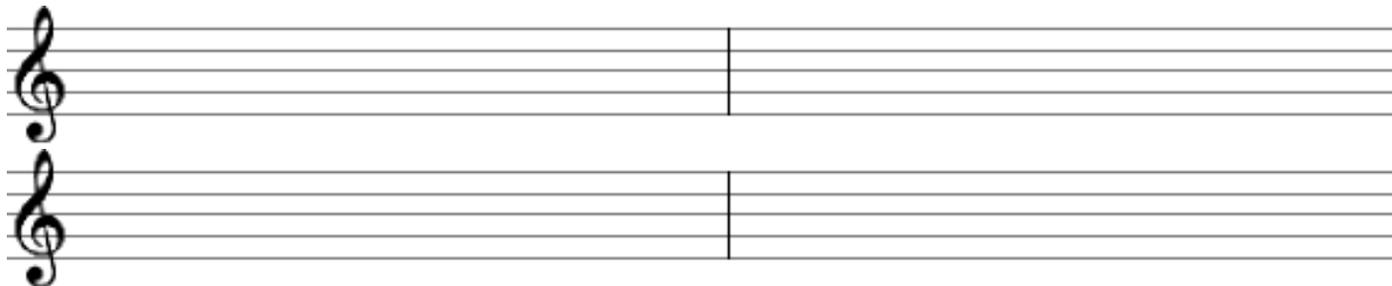
- ♪ A: Compose an original motif and use sequence to create a variation.
- ♪ B: Compose a different motif and vary it using a technique of your choice.
- ♪ A: Repeat the melody you wrote for the first A section.

Practice playing your melody.

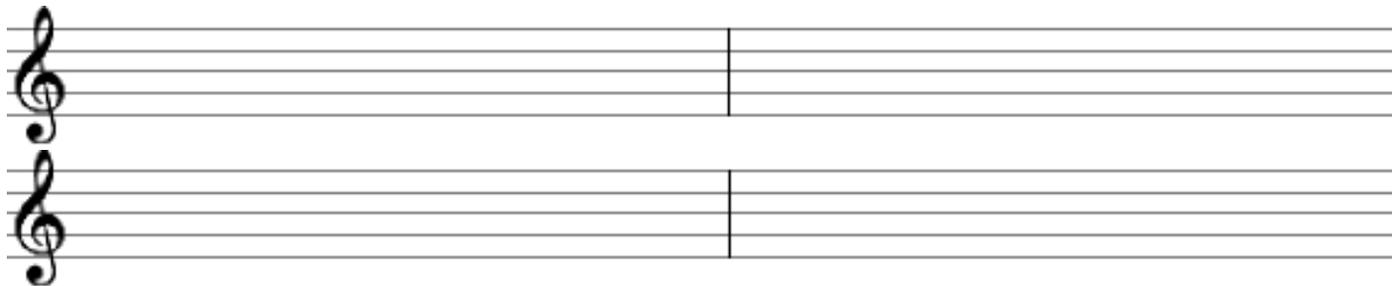
A:



B:



A:



5-II

Name:

Your notes are neat and easy to read:	YES	NO
You used four beats in every measure:	YES	NO
You used notes from the pentatonic scale:	YES	NO
You used sequence correctly:	YES	NO
You used one other technique correctly:	YES	NO
You played in rhythm with a steady tempo:	YES	NO
You played each note correctly:	YES	NO

Total Points: ____ / 7

Comments: _____

5-III

Curricular Goal:

- Composing and arranging music within specified guidelines
- Reading and notating music

Grade Level: 5**Task Title:** Pre-Compositional Activity III

Curricular Objective: Students will create, arrange, and perform short songs/compositions within specified guidelines.

Materials: composition worksheets, pencils, barred instruments

Task Description:

- The students will create a twelve-measure ABA composition using techniques learned as a culminating assessment of their composition skills.
- The students will play their melodies on barred instruments.

Assessment: The students will be assessed on the following criteria:

- Was the notation legible and accurate with proper stem length and direction?
- Did the student use four beats per measure?
- Did the student use ABA form and label it correctly?
- Did the student use appropriate dynamics?
- Did the student use a variety notes from the pentatonic scale?
- Did the student use a variety of rhythms?
- Did the student employ compositional techniques in a musically appropriate manner?
- Did the composition demonstrate an awareness of phrasing and musicianship?
- Did the student perform all the notes accurately using proper techniques?
- Did the student play while keeping a steady tempo?

Grade 5 Melodic Composition

Name: _____

Classroom Teacher: _____

Category	Exceeds (4)	Meets (3)	Progressing (2)	Needs Support (1)
Musical Score	The composition includes all required elements and applies additional elements that are musically appropriate: _____	The composition includes all required elements.	Some required elements are missing from the musical score.	Many required elements are missing from the musical score.
Musical Notation	The composition is legible and technically accurate. Correct stem direction and length.	The composition is legible and accurate (minor errors). Correct stem direction and length.	The composition has some measures that are illegible and/or inaccurate. Some errors with stem direction and length.	The composition has many measures that are illegible and/or inaccurate. Many errors with stem direction and length.
Meter & Rhythm	All measures have the correct number of beats and a variety of rhythms are used in a musical manner. Rhythms are musical with clear phrasing.	All measures have the correct number of beats and a variety of rhythms are used.	Most measures have the correct number of beats and a variety of rhythms are used.	Some measures have the correct number of beats.
Melody & Pitch	The student uses notes from the Pentatonic scale in a logical, musical manner. Demonstrates a higher understanding of melodic notation and clear phrasing.	The student uses notes from the Pentatonic scale. Demonstrates an understanding of compositional techniques.	The student uses notes that are not in the Pentatonic scale. Limited use of compositional techniques.	The student uses notes that are not in the Pentatonic scale. Minimal use of compositional techniques.
Performance	The student keeps a steady tempo and performs all notes accurately and musically. Demonstrates technical and expressive musicianship.	The student keeps a steady tempo and performs most notes accurately.	The student has difficulty keeping a steady tempo and performs some notes inaccurately.	The student does not maintain a steady tempo and performs many notes inaccurately.

Total = ___/20 = ___/4