

Music

Philosophy:

Music is an effective tool for understanding the global community. The philosophy is to develop a comprehensive education of music awareness including, music concepts, music history, study of composers and music styles. Students are to apply skills on pitched and non pitched musical instruments, in band, orchestra, choir and piano lessons. We encourage our students to apply their knowledge by participating in community performances including singing, dancing, instrument performances and liturgical services. By developing musically our students will engage in lifelong musical interests.

Curriculum is based on the Standards and Benchmarks developed by McREL (Mid-Continent Research for Education and Learning).

Textbook Publishers:

McGraw-Hill	<i>Share the Music</i>	grades K-8
	<i>Music and You</i>	grade 2
Plank	<i>Music K-8 Magazine</i>	grades K-8

Music Curriculum

Standard 1: Sings, alone and with others, a varied repertoire of music

Benchmarks

Grades Pre-K

1. Sings simple, familiar songs (e.g., nursery rhymes, traditional children's songs)
2. Sings invented songs

Grades K-2

1. Sings ostinatos (repetition of a short musical pattern), partner songs, and rounds

Grades 3-5

1. Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo
2. Sings expressively, with appropriate dynamics, phrasing, and interpretation
3. Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group
4. Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures

Grades 6-8

1. Sings with good breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitch and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter
2. Sings music written in two and three parts
3. Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures

Standard 2: Performs on instruments, alone and with others, a varied repertoire of music

Benchmarks

Grades Pre-K

1. Plays with a variety of musical instruments

Grades K-2

1. Echoes short rhythms (2-4 measures) and melodic patterns

Grades 3-5

1. Performs on pitch, in rhythm, with appropriate dynamic and timbre, and maintains a steady tempo

2. Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as guitar or ukulele)
3. Knows a varied repertoire of music representing diverse genres and styles
4. Performs in groups (e.g., blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)
5. Performs independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts

Grades 6-8

1. Performs on an instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electric instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
2. Performs with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes of tempo, key, and meter
3. Performs music representing diverse genres and cultures, with expression appropriate for the work being performed
4. Plays by ear simple melodies (e.g., folk songs) on a melodic instrument and simple accompaniments (e.g., strummed, I, IV, V, vi, ii chords) on a harmonic instrument

Standard 3: Improvises melodies, variations, and accompaniments

Benchmarks

Grades Pre-K

1. Not appropriate for this level

Grades K-2

1. Improvises “answers” in the same style to given rhythmic and melodic phrases

Grades 3-5

1. Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments
2. Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies
3. Improvises short songs and instrumental pieces using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electrical means (e.g., personal computers and basic MIDI devices such as keyboards, sequencers, synthesizers, and drum machines)

Grades 6-8

1. Improvises simple harmonic accompaniments
2. Improvises melodic embellishments and simple melodic variations on given pentatonic melodies and melodies on major keys

3. Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel), meter (e.g., duple, triple), and tonality (e.g., major, pentatonic)

Standard 4: Composes and arranges music within specified guidelines

Benchmarks

Grades Pre-K

1. Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature)

Grades K-2

1. Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

Grades 3-5

1. Creates and arranges music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness and mood)
2. Creates and arranges short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)

Grades 6-8

1. Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions
2. Composes short pieces within specified guidelines (e.g., ABA form, limited range, simple rhythms)
3. Arranges simple pieces for voices or instruments other than those for which the pieces originally were written (e.g., guitar accompaniment for a folk song)
4. Uses a variety of traditional and nontraditional sound sources and electronic media (e.g., synthesizer, sequencer) when composing and arranging

Standard 5: Reads and notates music

Benchmarks

Grades Pre-K

1. Not appropriate for this level

Grades K-2

1. Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes on treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
2. Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys

Grades 3-5

1. Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures
2. Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritardando, accelerando), and articulation (e.g., staccato, legato, marcato, accent)

Grades 6-8

1. Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) meter signatures
2. Reads at sight simple melodies in both the treble and bass clefs
3. Knows standard notation symbols for pitch, rhythm dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)
4. Uses standard notation to record musical ideas

Standard 6: Knows and applies appropriate criteria to music and music performances

Benchmarks

Grades Pre-K

1. Responds to the tempo and rhythm of music (e.g., taps feet, claps hands)

Grades K-2

1. Knows personal preferences for specific musical works and styles
2. Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally
3. Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections)

Grades 3-5

1. Knows music of various styles representing diverse cultures
2. Knows appropriate terminology used to explain music, music notation, music instruments and voices, and music performances
3. Identifies the sounds of a variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g., male, female, children's voices)

Grades 6-8

1. Identifies specific music events (e.g., entry of oboe, change in meter, return of refrain) when listening to music
2. Understands how the elements of music are used in various genres and cultures
3. Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions
4. Knows criteria that affect the quality (e.g., use of elements to create unity, variety, tension/release, balance) and effectiveness (e.g., expressive impact) of music performances and compositions

Standard 7: Understands the relationship between music and history and culture

Benchmarks

Grades Pre-K

1. Knows that music is a part of daily life
2. Knows that music comes from different places and different periods of time

Grades K-2

1. Knows characteristics that make certain music suitable for specific uses
2. Knows appropriate audience behavior for the context and style of music performed

Grades 3-5

1. Identifies (by genre or style) music from various historical periods and cultures
2. Knows how basic elements of music are used in music from various cultures of the world
3. Understands the role of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures

Grades 6-8

1. Understands distinguishing characteristics (e.g., relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures
2. Understands characteristics that cause various musical works (e.g., from different genres, styles, historical periods, composers) to be considered exemplary
3. Understands the functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world