

Music
Grades Pre-Kindergarten – 4

PURPOSE:

The purpose of teaching Music from kindergarten through Grade Eight is to explore five basic standards: Singing, Reading/Notation, Playing Instruments, Improvisation/Composition, and Critical Response. In addition to the five standards, students will be familiarized with the five connection strands: Purpose of the Arts, Roles of Artists in Communities, Concepts of Style, Stylistic Influence, Stylistic Change, Inventions, Technologies and the Arts and Interdisciplinary Connections. Students will apply the expressive technical skills of music and critical thinking to evaluate multiple forms of problem solving.

OUTCOMES:

A. Singing

The students will:

- Demonstrate accurate intonation
- Perform with rhythmic accuracy and steady tempo
- Display appropriately vocal timbre, alone and in a group
- Perform with clear diction
- Display correct singing posture
- Perform expressively with appropriate interpretation
- Demonstrate appropriate phrasing
- Perform with appropriate dynamics, alone and in a group
- Perform from memory a varied repertoire of songs from diverse genres, styles, cultures and historical periods.
- Sing in groups performing ostinatos
- Sing in groups performing partner songs
- Sing in groups performing rounds
- Sing in groups simple two-part songs
- Sing accompanied and unaccompanied
- Sing in groups blending vocal timbres
- Sing in a group matching dynamic levels
- Respond to cues from a conductor

B. Reading and Notation

The students will:

- Demonstrate and respond to the beat and division of the beats in simple meter
- Recognize rhythmic notation consisting of quarter, eighth, half and sixteenth notes and rests
- Use solfege syllables to read and sing simple pitch notation in the treble clef at sight
- Identify and interpret symbols and terms referring to dynamics, tempo, and articulation

C. Playing Instruments

The students will:

- **Demonstrate accurate intonation**
- **Exhibit steady tempo**
- **Perform with rhythmic accuracy**
- **Display appropriate instrumental technique**
- **Demonstrate correct posture**
- Perform expressively with appropriate interpretation
- Demonstrate appropriate phrasing and articulation
- Demonstrate appropriate dynamics, alone and in a group
- Perform from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- Echo simple rhythmic patterns on rhythm instruments
- Echo simple melodic patterns on pitched instruments
- Play independent instrumental parts while others sing or play contrasting parts
- Perform in groups blending instrumental timbres
- Respond to the cues of a conductor

D. Improvisation and Composition

The students will:

- Improvise rhythmic and melodic phrases in the same style as dictated
- Improvise simple rhythmic and melodic ostinato phrases
- Improvise simple rhythmic variations on familiar melodies
- Improvise simple melodic embellishments on familiar melodies
- Improvise instrumental melodies using a variety of sound sources
- Use standard symbols to notate meter dictated by the teacher
- Use standard symbols to notate rhythm dictated by the teacher
- Use standard symbols to notate pitch dictated by the teacher
- Compose simple rhythmic and melodic ostinato phrases
- Compose simple rhythmic variations on familiar melodies
- Compose simple melodic embellishments
- Compose short vocal melodies
- Compose instrumental melodies using a variety of sound sources
- Create and arrange short songs and instrumental pieces within guidelines

E. Critical Response.

The students will:

- Recognize, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- Listen to and describe music of various styles, genres, cultural and historical periods
- Identifying expressive qualities, instrumentation, and cultural context in music presented aurally
- Use appropriate terminology when describing music, music notation, musical instruments and voices, and music performances
- Respond through movement to both technical and expressive qualities to music while singing or listening
- Demonstrate appropriate audience skills in classroom, rehearsal and performance settings

E. Purpose and Meaning in the Arts

Students will:

- **Describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created**
- **Interpret their meanings, when appropriate.**

F. Roles of Artists in the Communities

Students will:

- **Describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.**

G. Concepts of Styles, Stylistic Influence, and Stylistic Change

Students will:

- **Demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created.**
- **Identify characteristics features of art works from various historical periods, cultures, and genres.**

H. Inventions, Technologies and the Arts

Students will:

- **Explain how performing and visual artists use and have used materials, inventions, and technologies in their work.**

I. Interdisciplinary Connections

Students will:

- **Apply their knowledge of the arts to the study of English language arts, foreign languages, health, history**

and social science, mathematics, and science and technology and engineering.

A. TEACHING STRATEGIES

- Teacher directed lessons
- Curriculum driven integrated music projects
- Cooperative group work
- Partner work
- Modeling

B. ASSESSMENT

- Entire class performance and activities
- Small group performance and activities
- Individual performance and activities
- Questions at the beginning and end of each lesson
- Written musical compositions
- Biographies of composers
- Class Critiques
- Points achieved for excellence in musicianship

RESOURCES

- Massachusetts Department of Education Frameworks
- St. John School/Canton – faculty and staff
 - The Internet
 - The Old Colony Library Network

History:

Machlin, Joseph. The Enjoyment of Music, New York: W.W. Norton (1977)
Grout, Donald J. The History of Western Music, New York: W.W. Norton (1996) 5th ed.

Wade-Matthews, Max. The Encyclopedia of Music, New York: Barnes and Noble (2004)

Krull, Kathleen. The Lives of the Musicians, New York: Harcourt Brace and Co. (1993)

Theory:

Hunka, Allison. The Book for Young Musicians, New York: Shooting Star Press (1996)

Danes, Emma. Music Theory for Beginners, London: Usborne (1996)

Video:

Fantasia Instruments of the Orchestra Burbank, CA: Walt Disney Home Video (1991)
Tchaikovsky, Piotr Ilyich. Nutcracker Suite, op. 71A New York: MGM/UA (1977)
Mozart, Wolfgang Amadeus. Amadeus, New York: Saul Zaentz Company (1985)
Ortega, Kenny. High School Musical, Burbank, CA: Walt Disney Records p 2007

Listening/ Digital Recordings

Live excerpts of piano music from different genre, cultures and historical periods.

Baroque Music

Bach, Johann Sebastian. Bach's Greatest Hits, New York: CBS Masterworks (1984)

Vivaldi, Antonio. The Four Seasons, Hamburg: Deutsche Grammophon (1994)

Classical Music

Beethoven, Ludwig van. Beethoven for Kids, New York: Koch Inter. Classics (2006)

Mozart, Wolfgang Amadeus. The Marriage of Figaro, New York: BMG Entertainment (2001)

Romantic Music

Chopin, Frederic. Seven Polonaises, New York: RCA Red Seal (1985)

Shubert, Franz. Pavarotti's Greatest Hits London: Decca (1980)

Twentieth Century Music

Grieg, Edvard. The Best of Grieg, Netherlands: Phillips Classics (1993)

Debussy, Claude. Prelude to the Afternoon of a Faun, Hamburg: Deutsche Gram., (2006)

Mussorgsky, Modest Petrovich. Pictures at an Exhibition Berlin: Music Digital, (1992)

Christmas Choral Music

Christmas Greetings from The Vienna Choir Boys, New York: CBS Records Inc. (1990)

Biographical research: (100 words Grade 4 only)

To include but not limited to:

- Bach
- Mozart
- Beethoven
- Handel
- Haydn
- Foster
- Brahms
- Joplin
- Debussy

Live piano music from different genre, cultures and historical periods.

- Fireside Book of Folk Music (Simon and Schuster)
- Standard Hymnal (Rodehever Publications)
- Songs Sung Red, White, and Blue(Harper Resources)
- Gather Hymnal (GIA Publications)
- Today's Missal Music Issue 2007 (Oregon Catholic Press)
- **Celebration Hymnal (Word/Integrity Music)**
- Wee Sing for Christmas (Price Stern Sloan)

- **Big Book of Christmas Songs (Hal Leonard)**
- **Treasury of Christmas Music (Blandford Press Ltd.)**
- **The Preacher's Wife (Hal Leonard Publishing Co.)**

***And other resources as they become available**

Music
C. Grades 5-8

PURPOSE:

The purpose of teaching Music from kindergarten through Grade Eight is to explore five basic standards: Singing, Reading/Notation, Playing Instruments, Improvisation/Composition, and Critical Response. In addition to the five standards, students will be familiarized with the five connection strands: Purpose of the Arts, Roles of Artists in Communities, Concepts of Style, Stylistic Influence, Stylistic Change, Inventions, Technologies and the Arts and Interdisciplinary Connections. Students will apply the expressive technical skills of music and critical thinking to evaluate multiple forms of problem solving.

OUTCOMES:

A. Singing

The students will:

- Demonstrate accurate intonation
- Perform with rhythmic accuracy and steady tempo
- Display appropriately vocal timbre, alone and in a group
- Perform with clear diction
- Display correct singing posture
- Demonstrate proper breath control
- Perform with a wider vocal range
- Perform expressively with appropriate interpretation
- Demonstrate appropriate phrasing
- Perform with appropriate dynamics, alone and in a group
- Perform from memory a varied repertoire of songs from diverse genres, styles, cultures and historical periods.
- Sing in a variety of languages
- Sing in groups performing two and three part songs
- Sing in groups performing rounds
- Sing accompanied and unaccompanied
- Sing in groups blending vocal timbres
- Sing in a group matching dynamic levels
- Respond to cues from a conductor

B. Reading and Notation

The students will:

- Demonstrate and respond to the beat and division of the beats in simple and compound meters
- Recognize rhythmic notation consisting of quarter, eighth, half and sixteenth notes and rests
- Use solfege syllables to read and sing simple melodies and intervals in both the treble clef and bass clef at sight
- Identify and interpret symbols and terms referring to pitch, rhythm, tempo, dynamics, expression and articulation

C. Playing Instruments

The students will:

- **Demonstrate accurate intonation**
- **Exhibit steady tempo**
- **Perform with rhythmic accuracy**
- **Display appropriate instrumental technique**
- **Demonstrate correct posture**
- Perform expressively with appropriate interpretation
- Demonstrate appropriate phrasing and articulation
- Demonstrate appropriate dynamics, alone and in a group
- Perform from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- Echo simple rhythmic patterns on rhythm instruments
- Echo simple melodic patterns on pitched instruments
- Play independent instrumental parts while others sing or play contrasting parts
- Perform in groups blending instrumental timbres
- Respond to the cues of a conductor

D. Improvisation and Composition

The students will:

- Improvise rhythmic and melodic phrases in the same style as dictated
- Improvise simple rhythmic and melodic ostinato phrases
- Improvise simple rhythmic variations on familiar melodies
- Improvise simple melodic embellishments on familiar melodies in the pentatonic and major keys
- Improvise simple melodic embellishments on familiar melodies
- Improvise short vocal melodies unaccompanied and over rhythmic accompaniments
- Improvise instrumental melodies using a variety of sound sources

- Use standard symbols to notate meter dictated by the teacher
- Use standard symbols to notate rhythm dictated by the teacher
- Use standard symbols to notate pitch and dynamics dictated by the teacher
- Use notation symbols to record their own musical ideas and those of others
- Compose simple rhythmic and melodic ostinato phrases
- Compose simple rhythmic variations on familiar melodies
- Compose simple melodic embellishments
- Compose short vocal melodies
- Compose instrumental melodies using a variety of sound sources
- Create and arrange short songs and instrumental pieces within guidelines

E. Critical Response.

The students will:

- Recognize, describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- Listen to and describe music of various styles, genres, cultural and historical periods
- Identifying expressive qualities, instrumentation, and cultural context in music presented aurally
- Use appropriate terminology when describing music, music notation, musical instruments and voices, and music performances
- Respond through movement to both technical and expressive qualities to music while singing or listening
- Demonstrate appropriate audience skills in classroom, rehearsal and performance settings

F. Purpose and Meaning in the Arts

Students will:

- **Describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created**
- **Interpret their meanings, when appropriate.**

G. Roles of Artists in the Communities

Students will:

- **Describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.**

H. Concepts of Styles, Stylistic Influence, and Stylistic Change

Students will:

- **Demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created.**
- **Identify characteristic features of art works from various historical periods, cultures, and genres.**

I. Inventions, Technologies and the Arts

Students will:

- **Explain how performing and visual artists use and have used materials, inventions, and technologies in their work.**

J. Interdisciplinary Connections.

Students will:

- **Apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology and engineering.**

D. Teaching Strategies

- Teacher directed lessons
- Curriculum driven integrated music projects
- Cooperative group work
- Partner work
- Modeling

E. Assessment

- Entire class performance and activities
- Small group performance and activities
- Individual performance and activities
- Questions at the beginning and end of each lesson
- Written compositions
- Biographies of composers (200 words) Grade 5-8
- Class Critiques
- Points achieved for excellence in musicianship

Resources:

- Massachusetts Department of Education Frameworks
- St. John School/Canton – faculty and staff
- The Internet
- Old Colony Library Network

History:

- Machlin, Joseph. The Enjoyment of Music, New York: W.W. Norton (1977)**
Grout, Donald J. The History of Western Music, New York: W.W. Norton (1996) 5th ed.
Wade-Matthews, Max. The Encyclopedia of Music, New York: Barnes and Noble (2004)
Krull, Kathleen. The Lives of the Musicians, New York: Harcourt Brace and Co. (1993)

Theory:

- Hume, Carlyle M. The Musician's Handbook, N.J. Prentice-Hall (1998)**
Richer, Margaret. Music Theory, Chicago: McGraw-Hill (2003)
Surmani, A. Alfred's Essentials of Music Theory, Van Nuys, CA: Alfred Pub.Co.(1998)

Video:

- Fantasia Instruments of the Orchestra Burbank, CA: Walt Disney Home Video (1991)
Tchaikovsky, Piotr Ilyich. Nutcracker Suite, op. 71A New York: MGM/UA (1977)
Mozart, Wolfgang Amadeus. Amadeus, New York: Saul Zaentz Company (1985)
Ortega, Kenny. High School Musical, Burbank, CA: Walt Disney Records p 2007

Listening:

Listening/ Digital Recordings

Live excerpts of piano music from different genre, cultures and historical periods. To include but not limited to: Liturgical Music, Baroque, Classical, Romantic, 20th Century, Ragtime, Jazz, American Popular Music, Musical Theatre, and Movie Soundtrack Themes.

**Medieval Music, Gregorian Chant and Renaissance Music
Saints and Sinners: the Ultimate Medieval and Renaissance Music Collection,
New York: London Records (1996)**

Baroque Music

- Bach, Johann Sebastian. Bach's Greatest Hits, New York: CBS Masterworks (1984)
Vivaldi, Antonio. The Four Seasons, Hamburg: Deutsche Grammophon (1994)

Classical Music

- Beethoven, Ludwig van. Beethoven for Kids, New York: Koch Inter. Classics (2006)
Mozart, Wolfgang Amadeus.

The Marriage of Figaro, New York: BMG Entertainment (2001)
Requiem, New York: RCA Red Seal (1991)

Romantic Music

Chopin, Frederic. Seven Polonaises, New York: RCA Red Seal (1985)
Bizet, Georges. Carmen Highlights, New York: Phillips (1989)
Shubert, Franz. Pavarotti's Greatest Hits London: Decca (1980)

Twentieth Century Music

Grieg, Edvard. The Best of Grieg, Netherlands: Phillips Classics (1993)
Holst, Gustav. The Planets, W. Germany: Phillips, (1980)
Dvorák, Antonín, The Age of Modern Composers, Canada: Madacy Music Group, (1994)
Debussy, Claude. Prelude to the Afternoon of a Faun, Hamburg: Deutsche Gram., (2006)
Mussorgsky, Modest Petrovich. Pictures at an Exhibition Berlin: Music Digital, (1992)

Christmas Choral Music

Christmas Greetings from The Vienna Choir Boys, New York: CBS records Inc. (1990)

*And other resources as they become available

Biographical Research: (200 words)

To include but not limited to:

- Vivaldi
- Bach
- Mozart
- Beethoven
- Chopin
- Verdi
- Handel
- Haydn
- Liszt
- Schumann
- Foster
- Brahms
- Tchaikovsky
- Greig
- Barber
- Gilbert and Sullivan
- Joplin,
- Bartok
- Copland
- Debussy

- Handel
- Holst
- Mahler
- Gershwin
- Rachmaninoff

Live piano music from different genre, cultures and historical periods.

- Fireside Book of Folk Music (Simon and Schuster)
- Standard Hymnal (Rodehever Publications)
- Songs Sung Red, White, and Blue(Harper Resources)
- Gather Hymnal (GIA Publications)
- Today's Missal Music Issue 2007
(Oregon Catholic Press)
- **Celebration Hymnal (Word/Integrity Music)**
- Wee Sing for Christmas (Price Stern Sloan)
- **Big Book of Christmas Songs (Hal Leonard)**
- **Treasury of Christmas Music (Blandford Press Ltd.)**
- **The Preacher's Wife (Hal Leonard Publishing Co.)**

***And other sheet music resources as they become available**

