

A Curriculum Guide for
Fillmore Central Public Schools
Grade K-12

Music

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Curriculum Committee

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**The National Standards for Music Education were used to guide the writing of this curriculum.

Kindergarten

Create:

Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.

1. Students will be able to keep a steady beat while singing a song.
2. Students will be able to repeat a rhythmic or melodic pattern given to them aurally.
3. Students will be able to create movements to fit with music.
4. Students will be able to create their own repeatable rhythm using body percussion.

Perform:

Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.

1. Students will be able to identify a steady beat in a musical piece.
2. Students will be able to use proper concert etiquette while performing
3. Students will be able to lead their classmates in simple songs they have learned by rote.
4. Students will be able to perform dances from a variety of cultures.
5. Students will learn the basics of playing a xylophone

Respond:

Students will recognize and describe elements of music to demonstrate how music makes them feel.

1. Students will experience music from a variety of different cultures and time periods and compare it to music that they listen to regularly.
2. Students will be able to assess and set goals after viewing their performance.
3. Students will be able to explain their choices of movement when they create movements to songs.
4. Students will be able to express how different kinds of music makes them feel.
5. Students will know the four instrument families.

1st Grade

Create:

Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.

1. Students will be able to do all Kindergarten standards.
2. Students will begin to be able to create ostinato patterns using body percussion.
3. Students will be able to sing simple melodies using So and Mi patterns.
4. Students will be able to create or perform rhythmic patterns they have created.
5. Students will be able to create rhythmic patterns using simple music notation(building bricks).

Perform:

Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.

1. Students will be able to do all Kindergarten standards.
2. Students will be able to perform rhythmic patterns they have notated.
3. Students will be able to set up a xylophone in "C" pentatonic.
4. Students will be able to sing and play simple songs in pentatonic scales using So, La, and Mi
5. Students will be able to dance folk dances from other cultures.

Respond:

Students will recognize and describe elements of music to demonstrate how music makes them feel.

1. Students will be able to do all Kindergarten standards.
2. Students will be able to express how music makes them feel using a wider vocabulary of musical terms.
3. Students will know some instruments and where they fit in the 4 families of the orchestra.

2nd Grade

Create:

Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.

1. Student will be able to do all 1st grade standards.
2. Student will be able to improvise a melody in a pentatonic scale on xylophone
3. Student will be able to create a melody using So, La, and Mi.
4. Student will be able to read solfege and apply it to an instrument.

Perform:

Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.

1. Student will be able to do all 1st grade standards.
2. Students will be able to play simple So, La, Mi melodies on xylophone with little to no guidance from the instructor.
3. Students will be able to keep a simple ostinato pattern or drone as accompaniment to a song that is played or sung.

Respond:

Students will recognize and describe elements of music to demonstrate how music makes them feel.

1. Students will be able to do all 1st grade standards.
2. Students will be able to describe music using musical terms such as dynamics and tempo.
3. Students will know what instruments go into each of the four instrument families.

3rd Grade

Create:

Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.

1. Student will be able to do all 2nd grade standards.
2. Students will be able to identify letter names of notes on the treble clef
3. Students will be able to identify all types of notes up to and including 8th notes
4. Students will be able to create a melody from a given rhythm
5. Students will be able to compose simple melodies that on a staff that they or others could play or sing

Perform:

Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music

1. Students will be able to do all 2nd grade standards.
2. Students will be able to perform melodies given to them on paper or aurally both on an instrument or by singing.
3. Students will be able to improvise ostinato patterns for a given melody.
4. Students will be able to perform in front of an audience of either their peers or at concert with either a small group or solo.
5. Students will understand what a pentatonic scale is and be able to improvise a melody in a pentatonic scale

Respond:

Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings

1. Students will be able to do all 2nd grade standards.
2. Students will be able to identify different styles of music and create appropriate movements to go with that music.
3. Students will be able to categorize all instruments into their instrument family.
4. Students will be able to listen to different styles and music and describe differences in music from different time periods
5. Students will learn traditional historical American music including the "Star Spangled Banner" and how they relate to American History.

4th Grade

Create:

Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.

1. Student will be able to do all elementary "Create" standards.
2. Students will be able to lead their peers in any of the following:
 - a. Song
 - b. Dance
 - c. Rhythm Patterns
3. Students will be able to read notes above and below the treble clef
4. Students will be able to read notes on the bass clef
5. Students will know the fingerings for recorder from Low-D up to High-D

Perform:

Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music

1. Student will be able to do all elementary "Perform" standards.
2. Students will be able to perform songs vocally, on xylophone, and recorder interchangeably

Respond:

Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings

1. Students will be able to do all elementary "Respond" standards
2. Students will be able to describe music using musical terms (i.e. use of dynamics, tempo, mood)
3. Students will be able to connect music to historical time periods

5-8 Music

Create:

Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.

1. Develop a compositional idea for a specific purpose or mood, with teacher guidance.
2. Create, evaluate, and refine musical ideas that utilize a variety of compositional devices.
3. Identify and define compositional devices in student creations.
4. Present an improvisation, arrangement, or original composition. Explain how elements of music in the student creation are used to communicate expressive content.
5. Connect music to historical and cultural contexts, the arts, and other disciplines through creating.
6. Apply the major scales to performance and rehearsal techniques

Perform:

Students will sing and/or play, independently and/or with others, a variety of music genres and styles (using technical accuracy and expression.

1. Discuss expressive characteristics and components of technique, function, and context of selected pieces.
2. Develop and refine solo/ensemble performance skills using guided self-evaluation and feedback from others.
3. Perform music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation. Demonstrate appropriate performance expectations.
4. Connect music to historical and cultural contexts, the arts, and other disciplines through performing.

Respond:

Students will examine and evaluate elements of music to explain how music conveys mood or context.

1. Students will select appropriate music of contrasting styles to listen to or perform.
2. Students will analyze and explain how the performer/creator uses composition and performance characteristics to convey expressive intent.
3. Students will choose appropriate criteria to critique expressiveness and effectiveness of a performance or composition with teacher guidance.
4. Students will connect music to historical and cultural contexts, the arts, and other disciplines through responding.

9-12 Music

Create:

Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music .

1. Students will independently generate multiple compositional ideas for a specific purpose or mood.
2. Students will create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.
3. Students will analyze compositional devices in student creations.
4. Students will present an improvisation , arrangement , or original composition that conveys mood through craftsmanship. Explain how elements of music in the student creation are used to communicate expressive content and evaluate the effectiveness of their use.
5. Students will connect music to historical and cultural contexts, the arts , other disciplines, and life experience through creating.

Perform:

Students will sing and/or play, independently and/or with others, a variety of music genres and styles using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.

1. Students will analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces.
2. Students will develop and refine solo/ensemble performance skills evaluation using self-evaluation and feedback from others.
3. Students will perform music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation . Demonstrate appropriate performance expectations .
4. Students will connect music to historical and cultural contexts, the arts , other disciplines, and life experience through performing.

Respond:

Students will analyze and evaluate how music elicits intended responses.

1. Students will select appropriate music in contrasting styles to listen to or perform with the audience in mind.
2. Students will analyze and evaluate how the performer/creator uses composition and performance characteristics to convey expressive intent.
3. Students will independently choose appropriate criteria to critique expressiveness and effectiveness of a performance/composition.
4. Students will connect music to historical and cultural contexts, the arts , other disciplines, and life experience through responding.