

EC4 MUSIC FRAMEWORK

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YEARLY PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- Winter Informance - Students showcase a variety of 30 minutes worth of songs, games, and movement activities that they have done since the beginning of the year. This is an “in-class” demonstration done for parents per class in the music room.
- Summer Informance - Students showcase a variety of 30 minutes worth of songs/games/movement activities that they have done since the beginning of the second semester. This is an “in-class” demonstration done for parents per class in the music room.

THEMES

- Back to School
- Fall
- Halloween
- Celebrations Around the World
- Winter
- Carnival
- Spring
- Colors/Shapes
- Summer

MUSICAL SKILLS AND CONCEPTS

- Pitch Exploration
- Echo Songs and Call-and-Response Songs

- Rhymes
- Arioso
- Song Tales
- Instrument Exploration
- Movement Exploration
- Movement with the Beat

PERFORMANCE INDICATORS

CREATE

With substantial guidance, explore and experience a variety of music. DOK 1

With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). DOK 2

With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology. DOK 3

With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas. DOK 2

With substantial guidance, share revised personal musical ideas with peers. DOK 2 E

PERFORM

With substantial guidance, demonstrate and state preference for varied musical selections. DOK 1

With substantial guidance explore and demonstrate awareness of musical contrasts. DOK 2

With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo) DOK 2 E

With substantial guidance, practice and demonstrate what they like about their own performances. DOK 2

With substantial guidance, apply personal, peer, and teacher feedback to refine performances. DOK 2

With substantial guidance, perform music with expression. DOK 2 E

RESPOND

With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others. DOK 2 E

With substantial guidance, explore musical contrasts in music. DOK 1

With substantial guidance, explore music's expressive qualities (such as dynamics and tempo). DOK 1

With substantial guidance, talk about personal and expressive preferences in music. DOK 1

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 2 E