



# International School of Kenya

Empowering students to create solutions for tomorrow's challenges

## Elementary School Music

The elementary music program provides students with a multitude of opportunities to experience the many forms of music: listening, singing, performing on instruments as well as music technology. Kenyan music traditions are woven throughout the program.



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Strand 1: Developing practical knowledge and skills					
Standard 1.1: Sing, alone and with others, a varied repertoire of music					
Grade K		Grade 1		Grade 2	
K. 1.1.1	Sing simple, familiar songs (e.g., nursery rhymes, traditional children's songs) in a limited range of up to 4 or 5 notes	1. 1.1.1	Sing simple, familiar songs (e.g., nursery rhymes, traditional children's songs) in a 5-7 note range	2. 1.1.1	Sing simple, familiar songs (e.g., nursery rhymes, traditional children's songs) in a 8-9 note range alone or with others
K. 1.1.2	Sing high and low sounds and demonstrates them through body movement	1. 1.1.2	Demonstrate melodic direction and register (high and low) through physical response	2. 1.1.2	Sing somewhat accurately following melodic contour in response to aural representations
K. 1.1.3	Echo and sing simple rhythmic and melodic patterns and ostinatos (repetition of a short musical pattern)	1. 1.1.3	Echo and sing rhythmic and melodic ostinatos (repetition of a short musical pattern) on pitch	2. 1.1.3	Echo and sing rhythmic and melodic ostinatos (repetition of a short musical pattern) accurately
K. 1.1.4	Recall and repeat familiar songs demonstrating use of singing, speaking, whispering, thinking and calling voice	1. 1.1.4	Recall and repeat familiar songs demonstrating use of singing, speaking, whispering, thinking and calling voice with appropriate volume for a young child	2. 1.1.4	Recall and repeat familiar songs demonstrating use of healthy singing techniques, using a light head voice
K. 1.1.5	Sing using a steady beat based on a group sense of pulse	1. 1.1.5	Sing on pitch and maintain a somewhat steady beat	2. 1.1.5	Sing on pitch and in rhythm and maintains a steady beat when singing with a group



Strand 1: Developing practical knowledge and skills					
Standard 1.2: Perform on instruments, alone and with others, a varied repertoire of music					
Grade K		Grade 1		Grade 2	
K. 1.2.1	Play with a variety of musical instruments	1. 1.2.1	Play with a variety of musical instruments while maintaining a somewhat steady beat	2. 1.2.1	Play with a variety of musical instruments while maintaining a steady beat
K. 1.2.2	Echo short rhythms and simple ostinato patterns on rhythm instruments	1. 1.2.2	Echo short rhythms and simple ostinato patterns on rhythm instruments	2. 1.2.2	Echo short rhythms and simple ostinato patterns using percussion and melody instruments(e.g. open fifth on Orff instrument)
K. 1.2.3	Perform simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants and songs	1. 1.2.3	Perform simple rhythmic and melodic patterns and sound effects on instruments to accompany poems, rhymes, chants and songs	2. 1.2.3	Maintain a simple rhythmic or melodic pattern (e.g. ostinato, open fifth) on instruments, in combination with other patterns, to accompany poems, rhymes, chants, or songs
K. 1.2.4	Respond to expressive qualities appropriate to the music by playing louder/softer/faster/slower	1. 1.2.4	Respond to expressive qualities using dynamic contrast, tempo change	2. 1.2.4	Respond to expressive qualities using phrasing, dynamic contrast, tempo change
		1. 1.2.5	Perform with good posture and position to produce a characteristic tone quality on non-pitched instruments	2. 1.2.5	Perform with good posture and position to produce a characteristic tone quality on non-pitched and pitched instruments

Strand 1: Developing practical knowledge and skills					
Standard 1.3: Improvises melodies, variations and accompaniments					
Grade K		Grade 1		Grade 2	
K. 1.3.1	Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments	1. 1.3.1	Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments	2. 1.3.1	Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments
		1. 1.3.2	Improvise short melodic patterns in response to a musical prompt	2. 1.3.2	Improvise melodic patterns in the same style as to given phrases
				2. 1.3.3	Improvise simple rhythmic and melodic ostinatos (e.g., in open 5 <sup>th</sup> position on Orff instrument)



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Strand 1: Developing practical knowledge and skills					
Standard 1.4: Read and notate music					
Grade K		Grade 1		Grade 2	
K. 1.4.1	Use iconic notation for rhythms (ta, ti-ti and ta rest) through flash cards or writing own on whiteboard	1. 1.4.1	Use iconic notation for rhythms (ta, ti-ti and ta rest) through flash cards or writing own on whiteboard	2. 1.4.1	Use iconic notation for rhythms (ta, ti-ti and ta rest) through flash cards or writing own on whiteboard and recognizes standard symbols used to notate rhythm in treble clef
K. 1.4.2	Recognize Kodaly hand signs for melodic notation (e.g., la, sol, mi); moves magnets on magnetic treble clef staff board	1. 1.4.2	Recognize Kodaly hand signs for melodic notation (e.g., la, sol, mi); moves magnets on magnetic treble clef staff board	2. 1.4.2	Recognize and begin to use specific pitches as being on lines or spaces
				2. 1.4.3	Recognize that sol and mi are similar (both on lines or both on spaces); recognize that la is above sol
				2. 1.4.4	Use Kodaly hand signs and letter names for pitch recognition



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Strand 2: Developing creative expression of concepts and ideas					
Standard 2.5: Compose and arrange music within specified guidelines					
Grade K		Grade 1		Grade 2	
K. 2.5.1	Know the source of a variety of sounds (e.g., musical instruments, sounds of machines, animals, birds, baby)	1. 2.5.1	Know the source of a variety of sounds (e.g., musical instruments, sounds of machines, animals, birds, baby)	2. 2.5.1	Know the source of a variety of sounds (e.g., musical instruments, sounds of machines, animals, birds, baby)
		1. 2.5.2	Use a variety of sound sources when composing (e.g., instruments, found sounds – keys, tin cans with rice or beans inside; body sounds)	2. 2.5.2	Use a variety of sound sources when composing (e.g., instruments, found sounds – keys, tin cans with rice or beans inside; body sounds)
				2. 2.5.3	Create music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)



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Strand 3: Communicating, interpreting and reflecting in the arts					
Standard 3.6: Listen to, analyze and describe music					
Grade K		Grade 1		Grade 2	
K. 3.6.1	Listen and respond to selected characteristics of music, including fast and slow, soft and loud, high and low	1. 3.6.1	Listen and respond to selected characteristics of music, including fast and slow, soft and loud, high and low, and upward/downward movement	2. 3.6.1	Listen and respond to selected characteristics of music, including fast and slow, soft and loud, high and low, and upward/downward melodic contour through purposeful movement
K. 3.6.2	Listen to differentiate between speaking and singing voice	1. 3.6.2	Listen to differentiate between child, male and female voices	2. 3.6.2	Listen to differentiate between child singing in head tone and child singing in chest voice
K. 3.6.3	Differentiate between solo and group performance	1. 3.6.3	Differentiate between solo and group performance	2. 3.6.3	Differentiate between solo and group performance (e.g., vocal solo and choir, instrumental solo and band)
K. 3.6.4		1. 3.6.4	Recognize simple music forms when presented aurally; recognizes changing tempo	2. 3.6.4	Identify simple music forms when presented aurally; recognizes changing tempo and dynamics
K. 3.6.5	Identify classroom instruments by sound source, including wood, metal, pitched, rhythm	1. 3.6.5	Classify instruments by sound source (wood, metal, shaker, membrane) when presented visually	2. 3.6.5	Classify instruments by sound source (wood, metal, shaker, membrane) when presented aurally and visually

Strand 3: Communicating, interpreting and reflecting in the arts					
Standard 3.7: Evaluate music and music performances					
Grade K		Grade 1		Grade 2	
K. 3.7.1	Evaluate one's own and others' performance and describe what was successful	1. 3.7.1	Evaluate one's own and others' performance and describes what was successful	2. 3.7.1	Use teacher specified criteria for evaluating compositions and performances (e.g., did we follow the dynamics? Steady beat?)
K. 3.7.2	Show preference for specific works or styles through a movement or vocal response to music	1. 3.7.2	Know personal preferences and can explain why using minimal music vocabulary	2. 3.7.2	Know personal preferences and can explain why using greater amount of music vocabulary while still using some ordinary language



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Strand 4: Understanding the arts in context					
Standard 4.8: Understand music in relation to history and culture					
Grade K		Grade 1		Grade 2	
K. 4.8.1	Begin to understand proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end)	1. 4.8.1	Begin to understand proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end)	2. 4.8.1	Understand proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end)
		1. 4.8.2	Recognize how concepts in music, visual arts and dance are similar (e.g., shape, line, pattern)	2. 4.8.2	Demonstrate basic understanding of how concepts in music, visual arts and dance are similar (e.g. shape, line, pattern)
		1. 4.8.3	Recognize ways in which language arts and math relate to music (e.g. groupings, sets, patterns)	2. 4.8.3	Identify ways in which language arts and math relate to music (e.g. groupings, sets, patterns)
		1. 4.8.4	Recognize that music is used in daily life (parades, sporting events)	2. 4.8.4	Understand the use of music in daily life (parades, sporting events)
		1. 4.8.5	Express some personal preferences for specific types of music in relation to own experience	2. 4.8.5	Explain personal preferences for specific types of music in relation to own experience



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## Strand 5: Developing connections, relationships and applications in the arts

### Standard 5.9: Understand relationships between music, the other arts, and disciplines outside the arts

Grade K		Grade 1		Grade 2	
K. 5.9.1	Know that music is different in other places	1. 5.9.1	Know that music is different in other places	2. 5.9.1	Know that music is different in other places and in other times
K. 5.9.2	Respond to music of differing cultures through associations with images seen and heard in own experience (TV, cartoons, movies)	1. 5.9.2	Recognize songs or music associated with other cultures	2. 5.9.2	Recognize and identify selected songs or music associated with other cultures by the type of sound heard

## Strand 5: Developing connections, relationships and applications in the arts

### Standard 5.10: Understand music in relation to technology.

Grade K		Grade 1		Grade 2	
	Not applicable		Not applicable		Not applicable

PASSION | CREATIVITY | AMBITION