



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 3 | | Grade 4 | | Grade 5 | |
| 3. 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 | 4. 1.1.1. | Sing simple, familiar songs in a 8-9 note range alone or with others | 5. 1.1.1. | Sing rounds, part songs, and 2-part music from multiple cultural sources. |
| 3. 1.1.2 | Sing accurately following melodic contour | 4. 1.1.2 | Sing accurately following melodic contour | 5. 1.1.2 | Maintain accurate pitch and rhythm when singing independently or in a group. |
| 3. 1.1.3 | Accurately echo and sing rhythmic and melodic phrases or short songs | 4. 1.1.3 | Accurately echo and sing rhythmic and melodic phrases or short songs | 5. 1.1.3 | Accurately sing and echo all or part of the scale using Kodaly hand signals. |
| 3. 1.1.4 | Recall and sing from memory using healthy singing techniques and a light head voice | 4. 1.1.4 | Recall and sing from memory using healthy singing techniques and a light head voice | 5. 1.1.4 | Sing expressively with appropriate dynamics, phrasing, and interpretation. |
| 3. 1.1.5 | Sing on pitch and in rhythm and maintain a steady beat when singing with a group or independently | 4. 1.1.5 | Sins on pitch and in rhythm and maintain a steady beat when singing with a group or independently | 5. 1.1.5 | Recall and sing from memory using healthy singing techniques and a light head voice. |
| | | 4. 1.1.6 | Sing with appropriate timbre, diction and posture | 5. 1.1.6 | Sing with appropriate timbre, diction and posture. |
| | | | | 5. 1.1.7 | Blend vocal timbres, match dynamic levels and respond to conductor's cues when part of a group |



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| Strand 1: Developing practical knowledge and skills | | | | | |
|---|--|-------------|--|-------------|---|
| Standard 1.2: Perform on instruments, alone and with others, a varied repertoire of music | | | | | |
| Grade 3 | | Grade 4 | | Grade 5 | |
| 3. 1.2.1 | Plays with a variety of musical instruments while maintaining a steady beat | 4. 1.2.1 | Play with a variety of musical instruments while maintaining a steady beat | 5. 1.2.1 | Perform short rhythmic melodies, harmonies, and/or ostinati on pitched instruments. |
| 3. 1.2.2 | Echo short rhythms and simple ostinato patterns using percussion and melody instruments(e.g. open fifth on Orff instrument) | 4. 1.2.2 | Echo short rhythms and simple ostinato patterns using percussion and melody instruments (e.g. open fifth on Orff instrument) | 5. 1.2.2 | Perform a B-flat scale on a band instrument of his/her choosing. |
| 3. 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 | 4. 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 | 5. 1.2.3 | Perform simple melodies and harmonies with accurate pitch / rhythm and appropriate articulation / dynamics. |
| 3. 1.2.4 | Respond to expressive qualities using phrasing, dynamic contrast, tempo change | 4. 1.2.4 | Respond to expressive qualities using phrasing, dynamic contrast, tempo change | 5. 1.2.4 | Echo short melodic phrases with accurate pitch and rhythm. |
| 3. 1.2.5 | Perform with good posture, position and stylistic accuracy to produce a characteristic tone quality on non-pitched and pitched instruments | 4. 1.2.5 | Perform with good posture, position and stylistic accuracy to produce a characteristic tone quality on non-pitched and pitched instruments | 5. 1.2.5 | Perform a varied repertoire of music representing diverse genres and styles. |
| 3. 1.2.6 | Perform a varied repertoire of music representing diverse genres and styles | 4. 1.2.6 | Perform a varied repertoire of music representing diverse genres and styles | 5. 1.2.6 | Respond to expressive qualities using phrasing, dynamic contrast, tempo change. |
| | | | | 5. 1.2.7 | Perform in a group while maintaining accurate melody, rhythm, beat and tempo |



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Strand 1: Developing practical knowledge and skills

Standard 1.3: Improvises melodies, variations and accompaniments

| Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|---|-------------|---|-------------|--|
| 3. 1.3.1 | Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments | 4. 1.3.1 | Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments | 5. 1.3.1 | Improvise rhythmic pattern accompaniments using body patching, clapping, or percussion instruments. |
| 3. 1.3.2 | Improvise melodic patterns in the same style as to given phrases | 4. 1.3.2 | Improvise melodic patterns in the same style as to given phrases | 5. 1.3.2 | Improvise melodic patterns in the same style as given phrases. |
| 3. 1.3.3 | Improvise simple rhythmic and melodic ostinatos (e.g., in open 5 th position on Orff instrument) | 4. 1.3.3 | Improvise simple rhythmic and melodic ostinatos (e.g., in open 5 th position on Orff instrument) | 5. 1.3.3 | Improvise simple rhythmic and melodic ostinati (e.g., in open 5 th position on Orff instruments). |
| 3. 1.3.4 | Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies | 4. 1.3.4 | Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies | | |



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| Strand 1: Developing practical knowledge and skills | | | | | |
|---|---|-------------|---|-------------|---|
| Standard 1.4: Read and notate music | | | | | |
| Grade 3 | | Grade 4 | | Grade 5 | |
| 3. 1.4.1 | Use iconic notation for rhythms (ta, ti-ti, tiri-tiri; ta and ti rests) through flash cards or writing own on whiteboard and recognizes standard symbols used to notate rhythm in treble clef | 4. 1.4.1 | Use iconic notation for rhythms (ta, ti-ti, tiri-tiri; ta and ti rests) through flash cards or writing own on whiteboard and recognizes standard symbols used to notate basic rhythms in treble clef | 5. 1.4.1 | Recognize standard symbols for basic meter in 2,3,4; |
| 3. 1.4.2 | Use specific pitches as being on lines or spaces with some degree of accuracy with teacher assistance | 4. 1.4.2 | Use specific pitches as being on lines or spaces with some degree of accuracy with teacher assistance; | 5. 1.4.2 | Recognize and reas with increasing accuracy basic rhythms (e.g., whole, half, quarter, eighth notes) and can manipulate dotted rhythmic patterns. |
| 3. 1.4.3 | Recognize that one uses standard symbols for basic meter in 2,3,4; recognize and read with some accuracy basic rhythms (e.g., whole, half, quarter, eighth notes) and is beginning to manipulate dotted rhythmic patterns | 4. 1.4.3 | Recognize that one uses standard symbols for basic meter in 2,3,4; recognize and read with some accuracy basic rhythms (e.g., whole, half, quarter, eighth notes) and is beginning to manipulate dotted rhythmic patterns | 5. 1.4.3 | Use Kodaly hand signs using all the pitches in a diatonic scale to read a two- to four-measure melody. |
| 3. 1.4.4 | Use Kodaly hand signs with greater degree of accuracy adding remaining pitches in a diatonic scale (do, re, fa, ti) | 4. 1.4.4 | Use Kodaly hand signs with greater degree of accuracy adding remaining pitches in a diatonic scale (do, re, fa, ti) | 5. 1.4.4 | Read whole, half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures. |
| | | 4. 1.4.5 | Read whole, half, quarter and eighth notes and rests | 5. 1.4.5 | Know symbols and traditional terms for dynamics, tempo, and articulation. |
| | | | | 5. 1.4.6 | Know the names of the lines and spaces in the treble clef. |
| | | | | 5. 1.4.7 | Recognize Repeat, DC, DS, Coda, 1 st , 2 nd endings and know how to follow them in singing and playing. |



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Strand 2: Developing creative expression of concepts and ideas

Standard 2.5: Compose and arrange music within specified guidelines

| Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|---|-------------|---|-------------|--|
| 3. 2.5.1 | Know the source of a variety of sounds (e.g., musical instruments, sounds of machines, animals, birds, baby) | 4. 2.4.1 | Know the source of a variety of sounds (e.g., musical instruments, sounds of machines, animals, birds, baby) | 5. 2.4.1 | Know how the elements of music are used to create unity and variety. |
| 3. 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) | 4. 2.4.2 | Use a variety of sound sources when composing (e.g., instruments, found sounds – keys, tin cans with rice or beans inside; body sounds) | 5. 2.4.2 | Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique). |
| 3. 2.5.3 | Create music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood) | 4. 2.4.3 | Create music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood) | 5. 2.4.3 | Use a variety of sound sources when composing. |
| 3. 2.5.4 | Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) | 4. 2.4.4 | Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) | | |

PASSION | CREATIVITY | AMBITION



Strand 3: Communicating, interpreting and reflecting in the arts

Standard 3.6: Listen to, analyze and describe music

| Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|---|-------------|---|-------------|--|
| 3. 3.6.1 | Respond to selected characteristics of music, including tempo, dynamics, melodic contour, and form, through purposeful movement, (e.g. sway, skip, march) to specific music events (e.g. meter changes, dynamic changes, same/different sections) | 4. 3.6.1 | Listen to and analyze a composition to identify meter, form(e.g., verse-refrain, call and response, ABA etc) | 5. 3.6.1 | Listen to and analyze a composition to identify rhythmic and melodic elements (meter, syncopation, and contour). |
| 3. 3.6.2 | Listen to differentiate between vocal registers (high female or male, low female or male) | 4. 3.6.2 | Listen to differentiate between voices in different registers (higher and lower female and male voices) | 5. 3.6.2 | Aurally differentiate between voices in different registers (higher and lower female and male voices). |
| 3. 3.6.3 | Identify whether instruments or voices being heard; begins to categorize them into families (string, brass, wind, percussion) | 4. 3.6.3 | Identify whether instruments or voices being heard; begins to categorize them into families (string, brass, wind, percussion); identifies instrumental ensembles (orchestra vs. band) | 5. 3.6.3 | Identify form and tonality (AB, ABA, major and minor). |
| 3. 3.6.4 | Recognize simple music forms when presented aurally, recognizes changing tempo, dynamics and variations on phrasing | 4. 3.6.4 | Identify simple music forms when presented aurally (call and response, verse and refrain); recognize changing tempo, dynamics and tonality | 5. 3.6.4 | Identify western orchestral instruments vs. world culture instruments. |
| 3. 3.6.5 | Classify instruments by sound source (wood, metal, shaker, membrane) when presented aurally and visually and recognizes Western orchestral instruments vs. world culture instruments | 4. 3.6.5 | Classify instruments by sound source (wood, metal, shaker, membrane) when presented aurally and visually and recognizes Western orchestral instruments vs. world culture instruments | | |



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| Strand 3: Communicating, interpreting and reflecting in the arts | | | | | |
|--|--|-------------|---|-------------|--|
| Standard 3.7: Evaluate music and music performances | | | | | |
| Grade 3 | | Grade 4 | | Grade 5 | |
| 3. 3.7.1 | Use teacher specified criteria for evaluating compositions and performances (e.g., did we follow the dynamics? Steady beat?) | 4. 3.7.1 | Select one or two specific characteristics to evaluate within a composition or performance (e.g., starting together, performing correct pitches, steady beat) | 5. 3.7.1 | Create and apply own criteria for evaluating performances and compositions |
| 3. 3.7.2 | Know personal preferences and can explain why using appropriate music vocabulary | 4. 3.7.2 | Know own preferences and evaluate and describe what was successful using appropriate vocabulary (e.g. .what should be changed? adjusts performance accordingly) | 5. 3.7.2 | Know own preferences and evaluates and describes what was successful using appropriate vocabulary (e.g. what should be changed? and adjusts performance accordingly) |

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Strand 4: Understanding the arts in context

Standard 4.8: Understand music in relation to history and culture

| Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|--|-------------|---|-------------|---|
| 3. 4.8.1 | Understand proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end) | 4. 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) | 5. 4.8.1 | Understand proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end) |
| 3. 4.8.2 | Demonstrate basic understanding of how concepts in music, visual arts and dance are similar (e.g. shape, line, pattern) | 4. 4.8.2 | Demonstrate basic understanding of how concepts within and among music, theater, visual arts and dance are similar (e.g. improvisation in sound, words and movement) | 5. 4.8.2 | Identify common vocabulary and elements within and among dance, theater, music and the visual arts (e.g. movement, form) |
| 3. 4.8.3 | Identify ways in which language arts and math relate to music (e.g. groupings, sets, patterns) | 4. 4.8.3 | Identify ways in which language arts, math, social studies and science relate to music (e.g. vibrations in science, patterns in math and music. Study of slavery in social studies and the development of blues and jazz forms) | 5. 4.8.3 | Describe ways in which the subject matter of other disciplines is related to music (e.g. rhythmic and numeric patterns in music and math) |
| 3. 4.8.4 | Understand the use of music in daily life (parades, sporting events, TV shows featuring singers or instrumentalists) | 4. 4.8.4 | Understand and describe the use of music in daily life (background music) | 5. 4.8.4 | Describe various uses of music in daily experiences (cartoons, commercials) |
| 3. 4.8.5 | Explain personal preferences for specific types of music in relation to own experience and in different contexts | 4. 4.8.5 | Explain and describe how musical preferences reflect own personal experiences | 5. 4.8.5 | Explain and describe how musical preferences reflect own personal experiences |



| 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 3 | | Grade 4 | | Grade 5 | |
| 3. 5.9.1 | Know that music is different in other places and in other times around the world | 4. 5.9.1 | Understand that music is different in other places and times around the world | 5. 5.9.1 | Identify examples of music that represent various historical periods and events |
| 3. 5.9.2 | Identify selected songs associated with historical events and celebrations in varied cultures (by genre or style) | 4. 5.9.2 | Identify selected songs associated with historical events and celebrations in varied cultures (by genre or style) | 5. 5.9.2 | Know how basic elements of music are used in music from various cultures of the world and classify selected works by selected genre (e.g. folk song) or style (e.g. pop rock) |
| | | 4. 5.9.3 | Recognize that important composers have influenced various genres of music | 5. 5.9.3 | Identify important composers that have influenced various genres of music |
| | | 4. 5.9.4 | Recognizes how the use of specific musical elements (e.g. rhythm, melody) is characteristic of music from various cultures | 5. 5.9.4 | Describe how the use of specific musical elements (e.g. rhythm, melody, timbre, expressive devices) is characteristic of music from various cultures |

| Strand 5: Developing connections, relationships and applications in the arts | | | | | |
|--|--|----------------|--|---------|--|
| Standard 5.10: Understand music in relation to technology. | | | | | |
| Grade 3 | | Grade 4 | | Grade 5 | |
| Not applicable | | Not applicable | | 5.10.1 | Understand the steps in the recording process. |
| | | | | 5.10.2 | Use GarageBand (or any tech application) to loop tracks to create an original instrumental track. |
| | | | | 5.10.3 | Use a computer with a plug-in microphone to record original vocal melodies and/or lyrics. |
| | | | | 5.10.4 | Use GarageBand (or any tech application) to edit and adjust levels of an original, digitally recorded composition. |

PASSION | CREATIVITY | AMBITION