

Elementary Music Curriculum

DPS Elementary Website

Grade	Title	Description	Link to Resources
PreK		Music for Little Mozarts	https://www.alfred.com/music-for-little-mozarts/
K		vocal exploration, steady beat/no beat, understanding beat and rhythm, iconic notation (one sound, two sounds, no sound), movement, soft/loud, high/low, classroom instruments	https://www.eemusicclass.com/
1		Singing simple melodies, beginning rhythmic notation, movement, classroom instruments	https://www.eemusicclass.com/
2		Singing pentatonic scale, rhythmic notation, movement, classroom Instruments, conducting, classroom instruments	https://www.eemusicclass.com/
3		Singing in rounds, rhythmic part work, Instruments in the orchestra, Orff instruments	https://www.eemusicclass.com/
4		Singing, rhythm reading, treble clef Winter Concert - January Recorder Unit - Jan - June	https://www.music8.com/rkdojo/rkdojo.php
5		General Music-September-December Recorder Unit -January-June Spring Concert - May or June	https://www.music8.com/rkdojo/rkdojo.php
K-5	Interactive Music Curriculum	Essential Elements Music Class Students will have the opportunity to approach instrumental and	https://www.eemusicclass.com/ Materials include Orff

		vocal music skills in the context of creating, performing, responding, and connecting.	instruments (e.g., xylophones), hand drums, recorder, etc.)
Pre-K5	National Arts Standards	The PreK–5 music curriculum is based on the Massachusetts and National Core Arts Standards. These standards outline outcomes in the areas of creating, performing, responding, and connection. Creating 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. Performing 4. Select, analyze and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.. Responding 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. Connecting 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works to societal, cultural	https://www.nationalartsstandards.org/

and historical contexts to
deepen understanding.

Philosophical foundations and lifelong goals

The philosophical foundations and lifelong goals establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines (see page 17 for an in-depth explanation of artistic literacy).

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.