

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Music

Course Length: Full Year

Grade: 4K-2nd

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

Students will demonstrate understanding of musical concepts through performing, describing, creating and connecting music with their world, community and other disciplines.

Enduring Understanding(s):

1. **Creating** art forms fosters problem solving skills and the conception of new ideas.
2. By **performing** and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When **responding** in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will **connect** artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. How can analyzing musical elements lead to a greater understanding and appreciation of a composition?
2. How do the performer, composer, conductor and audience create a musical experience?
3. How are timbres produced and classified?
4. How does music communicate?
5. How is a music performance evaluated?
6. What is the relationship between music and other disciplines?
7. How does music reflect as well as shape history and culture?

Learning Targets:

1. **PERFORM:** Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
2. **CREATE:** Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
3. **RESPOND/CONNECT:** Students will respond and connect to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
4. **REHEARSE:** Students will rehearse with proper rehearsal decorum, social skills and audience etiquette appropriate for the context and venue. (Skill)

Stage 2: Learning Plan

I. Rhythm

- A. Sing and play a steady beat on an instrument to various songs. (MAS5)
- B. Move to the rhythm of the melody of various songs including ACE

Standards:

MAS4: Select, analyze and interpret artistic work for presentation.
 MAS5: Develop and refine artistic techniques and work for presentation.
 MAS8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with

repertoire. (MAS8)

- C. Read and play grade level appropriate rhythmic notation using icons/notation. By the end of 2nd grade rhythms should include eighth notes, quarter notes, half notes, whole notes and quarter rests. (Should be in the iconic and symbolic modes.) (MAS4)
- D. Identify and move to the meter of the music either in 2's or 3's (MAS4)

appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Following rhythm of a song with musical maps. Whole group performance.
	Reasoning / Knowledge	<ul style="list-style-type: none"> • Identifying note types and how they compare to each other.
Formative	Skill	<ul style="list-style-type: none"> • Small group rhythmic performance.
	Reasoning / Knowledge	<ul style="list-style-type: none"> • Counting rhythm
Summative	Skill/Product	<ul style="list-style-type: none"> • Playing/singing a song with correct rhythm.

II. Melody

- A. Read, sing and play simple melodies using icons. (MAS5, MAS 7)
- B. Sing and match pitches of grade level songs with accurate pitch and rhythm. By the end of 2nd grade melodies should be based on the major scale, should be composed of steps and skips. The minor scale should be introduced. Notation is introduced. (MAS5)
- C. Follow melodic contour of songs and ACE repertoire. (MAS7)

Standards:

MAS5: Develop and refine artistic techniques and work for presentation.
 MAS7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> Following rhythm of song with musical maps. Whole group performance.
	Reasoning / Skill	<ul style="list-style-type: none"> Describe melodic contour.
Formative	Skill	<ul style="list-style-type: none"> Small group song performance emphasizing melody.
Summative	Skill	<ul style="list-style-type: none"> Individual song performance emphasizing melody.

III. Expression

- A. Use basic dynamics when singing or playing instruments. (MAS5)
- B. Compose a dynamic musical composition. (MAS1)
- C. Respond to the tempo of the music. (MAS7)
- D. Compose music with differing tempos. (MAS1)
- E. Use articulations of staccato and legato when singing or playing instruments. (MAS5)
- F. Compose music with differing articulations. (MAS3)

Standards:

MAS1: Generate and conceptualize artistic ideas and work.
 MAS3: Refine and complete artistic work.
 MAS5: Develop and refine artistic techniques and work for presentation.
 MAS7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 1 Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
 Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning / Knowledge	<ul style="list-style-type: none"> Define Italian dynamic terms Identify different dynamic levels.
Formative	Reasoning / Knowledge	<ul style="list-style-type: none"> Identify and describe compositions performed with multiple dynamic levels.
Summative	Product	<ul style="list-style-type: none"> Individual performance of

		<ul style="list-style-type: none"> performance with dynamic contrast. Consistent ensemble performance with dynamics. Group performance of composed dynamics composition.
--	--	---

IV. Form

- A. Identify musical sentences as phrases. (MAS7)
- B. Identify and compose forms of ABA and Theme and Variations. (MAS7)
- C. Create music/movements that show an ABA pattern. (MAS2)
- D. Aurally hear patterns in music. (MAS7)

Standards:

MAS2: Organize and develop artistic ideas and work.
 MAS7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
 Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

<ul style="list-style-type: none"> Quaver Holt Silver Burdette Music K-8 ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning / Skill	<ul style="list-style-type: none"> Identifying phrases/sections in songs.
Formative	Skill	<ul style="list-style-type: none"> Respond to the form of a song through movement or written description.
Summative	Product	<ul style="list-style-type: none"> Compose music to show a specific form.

V. Timbre

- A. Identify by sight and sound basic music classroom instruments. (MAS4)
- B. Identify by sight and sound orchestral instruments from the following families: Strings – Bass, Violin, Cello Woodwinds – Flute, Clarinet, Saxophone, Brass – Trumpet, Trombone, French Horn Percussion – Piano, Bass Drum, Timpani, Xylophone, Harp (MAS7)

Standards:

MAS4: Select, analyze and interpret artistic work for presentation.
 MAS5: Develop and refine artistic techniques and work for presentation.
 MAS7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

<ul style="list-style-type: none"> Quaver Holt
--

C. Group instruments into similar families. (MAS7)

D. Play resonator bells and other rhythmic instruments. (MAS5)

- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Identify instruments by sight.
Formative	Reasoning/Skill	<ul style="list-style-type: none"> • Identify instruments by sight and sound.
Summative	Knowledge/Reasoning/Skill	<ul style="list-style-type: none"> • Timbre quiz/observation identifying instruments and groups of instruments heard
	Product	<ul style="list-style-type: none"> • Instrumental song performance.

VI. Harmony

A. Define and build chords. (MAS7)

B. Sing a melody accompanied by a simple chordal harmony. (MAS5)

C. Sing in a round. (MAS5)

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Group discussion on harmony with class performance observation.
Formative	Skill	<ul style="list-style-type: none"> • Small group performance of instrumental harmony added to vocal melody.
Summative	Skill	<ul style="list-style-type: none"> • Individual performance of

		instrumental harmony added to vocal melody.
--	--	---

VII. All Musical Concepts

- A. Students will describe and evaluate music by describing the music through conceptual music terminology. (MAS8 & 9)
- B. Students will evaluate music performances by describing the performances through conceptual music terminology. (MAS9)
- C. Compose music with various timbres, dynamics, and tempos to go with various books / poems. (MAS 1 & 11)
- D. Analyze musical elements found in ACE music. (MAS 7)
- E. Compare and contrast songs using musical elements. (MAS 7)
- F. Compare and contrast music/dance and author/composer. (MAS 11)
- G. Identify ACE Family members and how they use various musical elements. (MAS 10)

Standards:

- MAS 1: Generate and conceptualize artistic ideas and work.
- MAS 7: Perceive and analyze artistic work.
- MAS 8: Interpret intent and meaning in artistic work.
- MAS 9: Apply criteria to evaluate artistic work.
- MAS 10: Synthesize and relate knowledge and personal experiences to make art.
- MAS 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

- Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
- Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)
- Target 5: Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Discussion on musical elements.
Formative	Reasoning/ Knowledge	<ul style="list-style-type: none"> • Identify musical elements and their definitions.
Summative	Product/ Reasoning	<ul style="list-style-type: none"> • Performance evaluation include an action plan for future performances with musical elements.