

# ELEMENTARY MUSIC EDUCATION



# HANDBOOK

# MUSIC EDUCATION

## CURRICULUM

### PHILOSOPHY

Children enter school with a musical background. A quality music education broadens that foundation through experiences in singing, playing, analyzing, creating and listening. In a world that demands new solutions to difficult problems, the study of music gives us skills to look at a variety of solutions to a single problem, explore new approaches and focus intently on a challenging task. Music education provides opportunities to experience magnificence and fosters a desire to seek out or create it again.

Music is . . .

- **creative**, providing avenues for personal expression and reflection.
- **demanding**, possessing a body of knowledge and skills which must be studied and developed over time.
- **disciplined**, required concentration, problem solving, responsibility, accountability and collaboration.
- **joyful**, providing release and balance, gathering people together, bringing inspiration and satisfaction to daily life.
- **social**, preserving, influencing and commenting on the lives of people and societies.
- **multicultural**, embedded in every society and culture around the world and throughout time.

### MISSION

The mission of music education in the Ann Arbor Public Schools is to contribute to a comprehensive and relevant education for all students through meaningful, sequential study of music as an art form, as a social force and as a uniquely human endeavor. All students are entitled to a quality music education with adequate provision for more specialized study where student interest dictates.

*“In the arts our children experience much that we would like to see in all education:*

*They are active and involved.*

*They have a sense of accomplishment and exhilaration.*

*They work with purpose and energy.*

*They are not ‘taking subjects; rather they are absorbed in important questions - exploring, discovering, creating, learning’.”*

*The Arts Education Partnership Working Group under the sponsorship of  
The John F. Kennedy Center for the Performing Arts and The J. Paul Getty Trust*

# MUSIC EDUCATION

## DIVERSIFYING MUSIC CLASSROOMS

The Ann Arbor community is justifiably proud of its reputation for providing an outstanding musical education. The following chart demonstrates ways in which music educators are expanding and diversifying their roles without diminishing the significance of this tradition of excellence.

NOTE: The “Expanding our environment” column reflects ways in which we augment or enhance the roles in the left column.

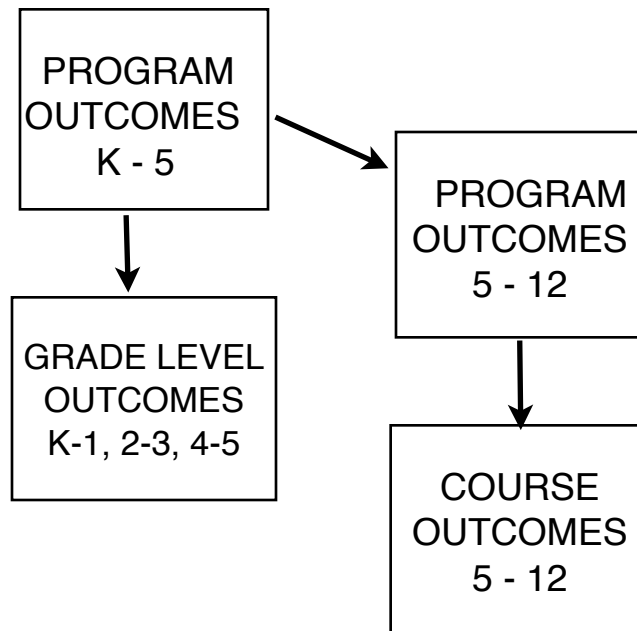
Where we have been	Expanding our environment
Outstanding Musical Performances	Outstanding Musical Performances
Teacher as conductor, leader	Teacher as music educator, coach
Teacher takes primary ownership by offering musical input, analyzing problems, making suggestions.	Students take increased ownership by offering musical input, analyzing problems, making suggestions
Class discussions deal with procedures, events, rules.	Class discussions include role of music in society, impact of music on society.
Group musicianship as the overriding focus.	Balancing the development of independent and group musicianship.
Teacher knowledgeable about how the group is doing.	Teacher knowledgeable about how individual students are doing.
Teacher makes most decisions.	Students have input in the decision-making process.
Performances/concerts as outcomes.	Performances/concerts as vehicles to demonstrate mastery of outcomes.
Performances which share finished products with the public.	Also informances which invite the public into the daily music rehearsal or classroom experience.
Motivation through competition.	Motivation strategies which focus on collaboration.
Families responsible for supports to allow students to excel, e.g., private study.	Teachers and school district working with families to provide many supports allowing all students to excel, e.g., Outreach.
Performance repertoire almost exclusively European in origin.	Performance repertoire often of European origin while including music from a wide variety of world cultures.
	Study of music from a wide variety of world cultures integrated into instruction.
Teachers teach exclusively K-5 Music Grade Level Content Expectation's (GLCE's)	Teachers teach K-5 Music GLCE's in collaboration with connected science and social studies GLCE's providing a more integrated curricular approach.

# MUSIC EDUCATION

## STRANDS OF MUSIC EDUCATION

The current music education curriculum consists of two overlapping strands. General music, provided to all students in kindergarten through fourth grade, approaches music study from an eclectic point of view, incorporating singing and playing music, developing music literacy, learning about the role of the arts in our lives and becoming informed consumers of music. The second strand of the music curriculum, which includes a variety of elective courses, begins with instrumental music study in the fifth grade and choral music study in the sixth grade. While continuing to address issues of history, culture, analysis and aesthetics, students use musical performance as a primary vehicle for learning. Collaborative skills and responsibility to the larger group becomes an additional area of emphasis at this level.

In defining outcomes for music education, music teachers have developed program outcomes for each strand noting their important relationships as well as their uniqueness. The chart below demonstrates the relationship between these two strands.



As of November, 1993, program and grade level outcomes exist for K-5 music and 6th grade Exploratory Music. Program outcomes for 5-12th grade music are written and the associated course outcomes are under development. Curriculum guides containing outcomes, scope and sequence and objectives for all levels are under development.

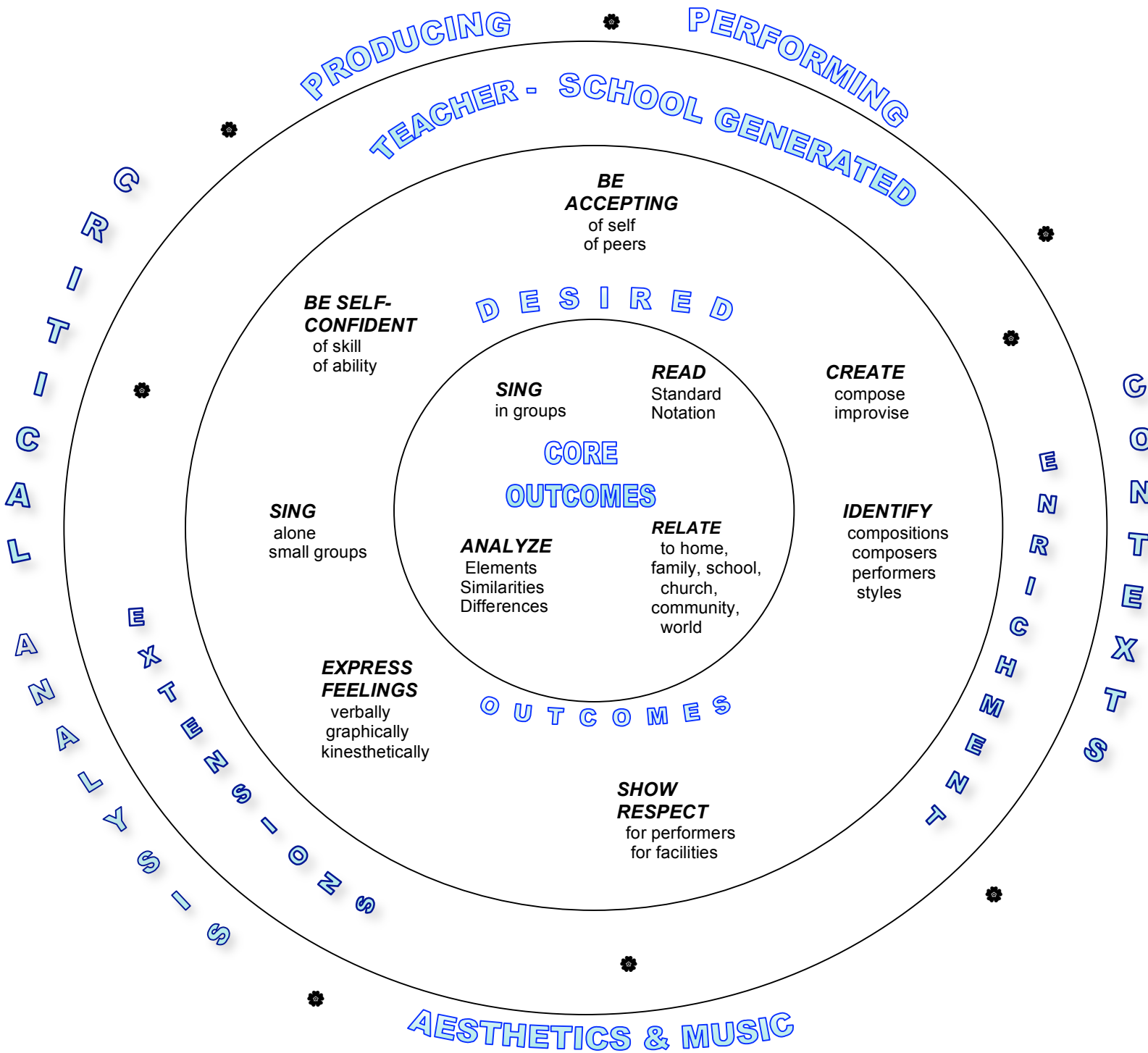
*“When members of a society wish to secure that society’s rich heritage, they cherish their arts and respect their artists. The esteem with which we regard the multiple cultures offered in our country enhances our possibilities for healthy survival and continued social development.”*

*Maya Angelou*

# MUSIC EDUCATION

## Elementary Instrumental Music

<b>At the end of one year of study</b>	<b>The student will be able to:</b>
Instrumental Skills	<ul style="list-style-type: none"><li>• demonstrate proper care of the instrument and simple maintenance including cleaning and oiling (where appropriate)</li><li>• perform with proper posture</li><li>• perform with correct playing position including arms, hands, feet and fingers</li><li>• perform with an acceptable tone production including breath control, embouchure, articulation, bowing and breathing</li><li>• demonstrate a knowledge of the basic fingerings required to play the material used</li><li>• play and/or sing simple melodies</li><li>• use good stick-hand position and demonstrate knowledge of proper sticking patterns (when studying percussion)</li></ul>
Reading Skills	<ul style="list-style-type: none"><li>• read basic rhythmic notation using whole notes, half notes, quarter notes and eighth notes and corresponding rests</li><li>• perform simple rhythmic combinations listed above</li><li>• read basic musical symbols</li><li>• read and perform appropriate music in 2/4, 3/4 and 4/4 time signatures</li></ul>
Listening Skills	<ul style="list-style-type: none"><li>• give immediate response to verbal instruction</li><li>• recognize sound and melodic patterns</li><li>• play with acceptable tone quality</li><li>• learn to play together with other students</li></ul>
Rehearsal Skills	<ul style="list-style-type: none"><li>• put the instrument skills and listening skills already listed together</li><li>• show self-discipline and learn to play independently</li><li>• contribute to group discipline and help create an atmosphere for learning</li><li>• demonstrate good practice skills</li><li>• gain a sense of responsibility through the study of an instrument</li></ul>
Expressive Skills	<ul style="list-style-type: none"><li>• play loud and soft</li><li>• play fast and slow</li><li>• perform with appropriate articulation or bowing</li><li>• play with simple phrasing</li><li>• demonstrate some musical sensitivity including blend and balance in group playing</li></ul>
Attitude & Personal Growth	<ul style="list-style-type: none"><li>• demonstrate a positive attitude toward music learning and playing</li><li>• experience joy and self-pride in performing well</li></ul>



**BE ACCEPTING**  
of self  
of peers

**BE SELF-CONFIDENT**  
of skill  
of ability

**DESIRED**

**SING**  
in groups

**READ**  
Standard  
Notation

**CREATE**  
compose  
improvise

**CORE OUTCOMES**

**SING**  
alone  
small groups

**ANALYZE**  
Elements  
Similarities  
Differences

**RELATE**  
to home,  
family, school,  
church,  
community,  
world

**IDENTIFY**  
compositions  
composers  
performers  
styles

**OUTCOMES**

**EXPRESS FEELINGS**  
verbally  
graphically  
kinesthetically

**SHOW RESPECT**  
for performers  
for facilities

**AESTHETICS & MUSIC**

# K - 5 Outcomes *and* Scope and Sequence

*Developed by  
Ann Arbor Public School's Elementary Music Teachers*

*Special Thanks to:*

*Robin Bailey  
Lynda Berg  
Sue Sinta*

## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

The Elementary Music Program Outcomes will be achieved as a result of achievement of the following grade level outcomes:

### K - 1 PRODUCING & PERFORMING MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Sing 2 level 1 songs in a large group.*</li> </ul>	<ul style="list-style-type: none"> <li>Sing 2 level 1 songs in a small group. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs in a group. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing 2 level 1 songs in a large and or small group. *</li> </ul>
<ul style="list-style-type: none"> <li>Move to the beat of music. *</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Clap, pat move and play the beat to music and rhymes. *</li> <li>ID the beat in music. *</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat of music.</li> <li>Maintain a steady beat through clapping, stepping, patting, playing a rhythm instrument or other appropriate body movements. *</li> </ul>
	<ul style="list-style-type: none"> <li>Imitate short rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Echo clap, tap, or play short rhythmic patterns.</li> <li>Discriminate between the beat and the rhythm of words in familiar songs/ rhymes. *</li> </ul>	<ul style="list-style-type: none"> <li>Echo clap, tap, or play short rhythmic patterns.</li> </ul>
	<ul style="list-style-type: none"> <li>Perform or interpret rhythm patterns from standard notation. @</li> </ul>	<ul style="list-style-type: none"> <li>Practice reading rhythm patterns. @</li> </ul>	<ul style="list-style-type: none"> <li>Perform rhythm patterns from standard notation. @</li> <li>Listen to a performance and tell whether it is the same as or different from the notated version.</li> </ul>
<ul style="list-style-type: none"> <li>Imitate short melodic patterns. @</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between singing or speaking voice.</li> <li>Explore variety of vocal sounds: hi/low using a full vocal range.</li> <li>Echo sing short melodic patterns. @</li> </ul>	<ul style="list-style-type: none"> <li>Echo sing short melodic patterns.@</li> </ul>

\*Selection of teaching materials/repertoire will include significant music from classical, popular and folk traditions and significant music representative of the many cultural groups (ethnic groups/regional or world cultures) represented in our community.

The symbol @ means: appropriate to grade/developmental level as indicated in the Scope and Sequence Chart.

Each school will, as a site, develop a core repertoire of music appropriate for various grade levels. This core should remain consistent for several years and can be used during assemblies, in conjunction with studies in the general classroom, and as part of other school events.



## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
	<ul style="list-style-type: none"> <li>• Perform or interpret short melodic patterns from standard notation. @</li> </ul>	<ul style="list-style-type: none"> <li>• Practice reading melody patterns. @</li> </ul>	<ul style="list-style-type: none"> <li>• Perform short melodic patterns from standard notation. @</li> <li>• Listen to a performance and tell whether it is the same as or different from the notated version.</li> </ul>
	<ul style="list-style-type: none"> <li>• Improvise short rhythmic and melodic patterns and perform them in group settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a variety of rhythmic and melodic patterns with voice, body and instruments.</li> <li>• Create sound effects for songs, poetry and movement. *</li> <li>• Use sounds to represent characters in songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise short rhythmic and melodic patterns on various instruments in small groups.</li> <li>• Improvise a melody with voice.</li> <li>• After hearing a short pattern, improvise a pattern in response.</li> </ul>
	<ul style="list-style-type: none"> <li>• Participate with enthusiasm in music class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience many positive musical activities.</li> <li>• Observe teacher's enthusiasm for the art.</li> <li>• Observe peer's enthusiasm for the art.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate with enthusiasm in music class activities as noted through teacher observation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognize and applaud their own musical accomplishments and those of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice skills and acknowledge positive attempts of self and peers. @</li> <li>• Assess and discuss musical accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Applaud appropriately after any musical performance.</li> <li>• Through class discussion review with positive comments musical accomplishments of selves and peers.</li> </ul>

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## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

### K - 1 ANALYSIS AND CRITICISM OF MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Indicate various musical selections as same or different and classify the similarities and differences using loud/soft, fast/slow, high/low, and short/long.@*</li> </ul>		<ul style="list-style-type: none"> <li>ID the concepts of same/different, loud/soft, fast/slow, high/low, and short/long. @*</li> <li>Sing, play, move and listen to isolated examples of loud/soft, fast/slow, high/low, and short/long.@*</li> </ul>	<ul style="list-style-type: none"> <li>After listening to variety of musical examples, indicate whether the selections are same or different by               <ol style="list-style-type: none"> <li>circling appropriate pictures,</li> <li>displaying like or unlike colors or shapes,</li> <li>responding verbally, or</li> <li>moving with appropriate body actions. *</li> </ol> </li> </ul>

### K - 1 HISTORICAL, CULTURAL, SOCIAL CONTEXTS FOR MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Cite examples of the role of music in a child's life at home/family, school/ church, and the playground. *</li> </ul>		<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Discuss the significance of music presented in or heard outside of class. *</li> </ul>	<ul style="list-style-type: none"> <li>Participate in "Musical Show and Tell". *</li> <li>Create a special bulletin board of current musical events. *</li> <li>Create a collage of places and times that music plays out in every day life. *</li> </ul>
	<ul style="list-style-type: none"> <li>Identify what a composer is and does. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Define "composer" and relate to compositions studied. *</li> </ul>	<ul style="list-style-type: none"> <li>Identify what a composer is and does. *</li> </ul>

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## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
	<ul style="list-style-type: none"> <li>Identify what a musical performer is and does. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Define "performer" and relate to compositions studied. *</li> </ul>	<ul style="list-style-type: none"> <li>Identify what a musical performer is and does. *</li> </ul>

### K - 1 AESTHETICS AND MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Formulate and express opinions about musical events or works and justify their opinions using music vocabulary. @*</li> </ul>		<ul style="list-style-type: none"> <li>Master musical vocabulary. @</li> <li>Listen to a varied musical repertoire.*</li> </ul>	<ul style="list-style-type: none"> <li>After watching or performing in a live or recorded musical event, critique the performance as a group using music vocabulary. @*</li> </ul>
	<ul style="list-style-type: none"> <li>Express the feelings created by music verbally, graphically or kinesthetically. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Describe verbally, graphically or kinesthetically the vast range of human emotion.</li> <li>Discuss, listen to and ID the musical techniques and devices used to create mood in music. @*</li> </ul>	<ul style="list-style-type: none"> <li>Tell about, draw a picture of, or move appropriately to describe the mood created by a given musical composition.</li> </ul>
	<ul style="list-style-type: none"> <li>Use music room instruments &amp; equipment properly.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and practice the careful use of facilities and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proper use of music room instruments &amp; equipment.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate polite listening behavior in class and in school concerts/ assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and practice appropriate class and concert behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Behave appropriately in class and during school concerts &amp; assemblies.</li> </ul>

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# ELEMENTARY MUSIC GRADE LEVEL OUTCOMES

## As of 12/1/2012

### 2-3 ANALYSIS AND CRITICISM OF MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>• Indicate various musical selections as same or different and classify the similarities and differences using classical/contemporary, duple/triple meter, melodic contour, and timbre (string/wind/percussion/voice, solo/group). @*</li> </ul>		<ul style="list-style-type: none"> <li>• ID the concepts of classical and contemporary music, duple and triple meters, melodic contour and a variety of timbres. @</li> <li>• Sing, play, move and listen to isolated examples of classical/contemporary music, duple/triple meter, melodic contour and a variety of timbres. @*</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the concepts of steady beat, meter, melodic skips and steps through free or directed physical movement. @*</li> <li>• After listening to variety of musical examples, indicate whether the selections are same or different by               <ol style="list-style-type: none"> <li>1. circling appropriate pictures,</li> <li>2. displaying like or unlike colors or shapes,</li> <li>3. responding verbally, or</li> <li>4. moving with appropriate body actions. *</li> </ol> </li> <li>• Listen to similar/contrasting selections and identify those characteristics which make them similar/different.</li> </ul>

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## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

### 2-3 HISTORICAL, CULTURAL, SOCIAL CONTEXTS FOR MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Cite examples of the role of music in the life of Ann Arbor or other communities. *</li> </ul>		<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Discuss the significance of music presented in or heard outside of class. *</li> <li>Discuss sources to use in locating upcoming "local" musical events. *</li> </ul>	<ul style="list-style-type: none"> <li>Create a special bulletin board of current musical events in Ann Arbor and the surrounding communities. *</li> <li>Give oral reports to class on concerts attended. *</li> <li>Bring in newspaper clippings of advertisements of upcoming concerts. *</li> <li>Create posters advertising school musical events. *</li> <li>Bring in family members or friends who are involved in music in the community as guest speakers/performers. *</li> </ul>
	<ul style="list-style-type: none"> <li>Name some significant composers, performers, and compositions. *</li> </ul>	<ul style="list-style-type: none"> <li>Define "composition". *</li> <li>Sing, move, play and listen to a varied musical repertoire noting the title, composer and performing artists. *</li> </ul>	<ul style="list-style-type: none"> <li>Name some significant composers, performers, and compositions. *</li> </ul>

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## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

### 2-3 AESTHETICS AND MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Formulate and express opinions about musical events or works and justify their opinions using musical vocabulary. @*</li> </ul>		<ul style="list-style-type: none"> <li>Master musical vocabulary. @</li> <li>Express opinions in group discussions about musical events or works and justify opinions using musical vocabulary. @*</li> </ul>	<ul style="list-style-type: none"> <li>After watching or performing in a live or recorded musical event, critique the performance as a group. @*</li> </ul>
	<ul style="list-style-type: none"> <li>Express the feelings created by music verbally, graphically or kinesthetically. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Discuss, listen to and identify musical techniques and devices used to create mood in music. @*</li> </ul>	<ul style="list-style-type: none"> <li>Express the feelings created by music verbally, graphically or kinesthetically. *</li> </ul>

### 4-5 ANALYSIS AND CRITICISM OF MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Indicate various musical selections as same or different and classify the similarities and differences using vocabulary relating to form, timbre (individual instrumental &amp; vocal tone colors) and style. @*</li> </ul>		<ul style="list-style-type: none"> <li>ID concepts of form, timbre, and style. @</li> <li>Sing, play, move and listen to examples of various forms, styles, and timbres. @*</li> </ul>	<ul style="list-style-type: none"> <li>Respond to varying musical examples through appropriate types of physical movement. *</li> <li>Demonstrate rhythmic concepts and melodic contour graphically and through physical movement. @*</li> </ul>

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# ELEMENTARY MUSIC GRADE LEVEL OUTCOMES

## As of 12/1/2012

### 4-5 HISTORICAL, CULTURAL, SOCIAL CONTEXTS FOR MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
<ul style="list-style-type: none"> <li>Cite examples of the role of music in regional or United States life. *</li> </ul>		<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Discuss the significance of music presented in or heard outside of class. *</li> <li>Discuss sources to use in locating upcoming regional and national musical events. *</li> </ul>	<ul style="list-style-type: none"> <li>Create a special bulletin board of current musical events. *</li> <li>Give oral reports to class on concerts attended. *</li> <li>Bring in newspaper clippings of advertisements of upcoming regional or national concerts. *</li> <li>Interview a musician and report back to class. *</li> </ul>
<ul style="list-style-type: none"> <li>Cite examples of ways in which music is used in the student's daily life now and ways in which it may be a part of his/her adult life. *</li> </ul>		<ul style="list-style-type: none"> <li>Discuss participation in local musical ensembles. *</li> <li>Discuss participation in various music festivals and competitions. *</li> <li>Explore and research possible music careers.</li> <li>Discuss various ways that music can be used throughout one's life.</li> </ul>	<ul style="list-style-type: none"> <li>Cite examples of ways in which music is used in the student's daily life now and ways in which it may be a part of his/her adult life. *</li> <li>Interview local professionals in the music industry.</li> <li>Select a musical career and report on the necessary steps to attain that goal. *</li> <li>Draw a picture of your 5th grade instrument of choice and write a short report on it.</li> <li>Collect memorabilia and write a short report on your favorite performer or group. Include the reason for your choice. *</li> </ul>
	<ul style="list-style-type: none"> <li>Name significant composers and representative works. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire noting the title composer. *</li> </ul>	<ul style="list-style-type: none"> <li>Name significant composers and representative works. *</li> <li>Enact an interview between a significant composer and a music critic. *</li> </ul>

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Each school will, as a site, develop a core repertoire of music appropriate for various grade levels. This core should remain consistent for several years and can be used during assemblies, in conjunction with studies in the general classroom, and as part of other school events.

## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES As of 12/1/2012

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
	<ul style="list-style-type: none"> <li>Identify when and where these composers and performers lived. *</li> </ul>	<ul style="list-style-type: none"> <li>Research and report on the origins and lives of various significant composers and performers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when and where these composers and performers lived. *</li> <li>Pinpoint on a world map the country where these musicians lived. *</li> <li>Create a timeline across the front of the classroom showing the various periods of music and marking their place in time. *</li> </ul>
	<ul style="list-style-type: none"> <li>Identify compositions, composers, performers and styles of music. *</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Discuss significant compositions, composers, performers and styles of music. *</li> </ul>	<ul style="list-style-type: none"> <li>Present a brief biography of a composer or performer. *</li> <li>After listening to a musical selection, identify the composer, the composition or the style of the performance. *</li> <li>Given a style of music, name a performer, composer, or composition associated with that style. *</li> </ul>

### 4-5 AESTHETICS AND MUSIC

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
	<ul style="list-style-type: none"> <li>Express the feelings created by music verbally, graphically or kinesthetically.*</li> </ul>	<ul style="list-style-type: none"> <li>Sing, move, play and listen to a varied musical repertoire. *</li> <li>Describe verbally, graphically or kinesthetically the vast range of human emotion.</li> <li>Discuss, listen to, and identify the musical techniques and devices used to create mood in music. *</li> </ul>	<ul style="list-style-type: none"> <li>Portray the feelings created by contrasting musical selections with appropriate, contrasting types of movement.</li> <li>While/after listening to or performing a musical selection, create a picture/drawing which reflects the feelings created by the music.</li> <li>Express reactions to a musical selection, event or performance and justify those reactions orally or in written form.</li> </ul>

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## ELEMENTARY MUSIC GRADE LEVEL OUTCOMES

### As of 12/1/2012

OUTCOMES	DESIRED OUTCOMES	OBJECTIVES	SAMPLE ASSESSMENT
	<ul style="list-style-type: none"> <li>• Demonstrate respect for performers and concert facilities through appropriate behavior in performance settings and careful use of facilities and equipment. *</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and practice appropriate concert behavior. *</li> <li>• Discuss and practice the careful use of facilities and equipment. *</li> </ul>	<ul style="list-style-type: none"> <li>• During a live performance, express appreciation for a performer's efforts in a way which is appropriate to the situation.</li> <li>• Given several possible performance settings, check appropriate audience behaviors for each setting on a checklist.</li> </ul>
<ul style="list-style-type: none"> <li>• Formulate and express opinions about musical events or works and justify those opinions using musical vocabulary. @*</li> </ul>		<ul style="list-style-type: none"> <li>• Master musical vocabulary. @</li> <li>• Listen to a varied musical repertoire. *</li> <li>• Express opinions in group discussions about musical events or works and justify opinions. @*</li> </ul>	<ul style="list-style-type: none"> <li>• Express opinions in group discussions about musical events or works and justify opinions. @*</li> </ul>

\*Selection of teaching materials/repertoire will include significant music from classical, popular and folk traditions and significant music representative of the many cultural groups (ethnic groups/regional or world cultures) represented in our community.

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# ELEMENTARY MUSIC SCOPE AND SEQUENCE

## As of 12/1/2012

GRADE	MELODY	RHYTHM	HARMONY	FORM	EXPRESSIVE QUALITIES	TIMBRE
<b>K</b>	<ul style="list-style-type: none"> <li>• ID same/different pitches.</li> <li>• ID high-low pitches.</li> <li>• ID ascending and descending pitches.</li> <li>• Match pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• ID slow and fast melodies.</li> <li>• Echo-clap 4-beat rhythm patterns.</li> <li>• Keep the beat.</li> <li>• Beat: name it.</li> </ul>	<ul style="list-style-type: none"> <li>• ID melody &amp; accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing after introduction to a simple song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing soft and loud.</li> <li>• ID soft and loud dynamics.</li> <li>• Move in ways which convey expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• ID the singing voice and the speaking voice.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Place note heads on staff.</li> <li>• ID low-high, high-low sequences on the staff.</li> <li>• ID skipping/ stepping patterns on the staff.</li> <li>• Sing s-m patterns from notation.</li> <li>• Illustrate the contour of a melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap the beat or the rhythm of the words of familiar songs upon request.</li> <li>• ID symbols for the quarter note, quarter rest, and double eighth notes.</li> <li>• Speak and clap the rhythm of a 4-beat notated pattern. #</li> <li>• Improvise/create 4-beat rhythm patterns. #</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize 2 or more tones sounding together as harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• ID melodic fragments as same or different.</li> <li>• Recognize the ends of phrases.</li> <li>• ID 2 phrases as the same or different.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a song using soft and loud dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing/speak a familiar song.</li> <li>• Distinguish between vocal and instrumental sounds.</li> <li>• Distinguish between rhythms performed on instruments or with body sounds.</li> <li>• ID men's, women's and children's voices.</li> </ul>

# ELEMENTARY MUSIC SCOPE AND SEQUENCE

## As of 12/1/2012

GRADE	MELODY	RHYTHM	HARMONY	FORM	EXPRESSIVE QUALITIES	TIMBRE
<b>2</b>	<ul style="list-style-type: none"> <li>• Sing tonal vocal patterns with s-m-la.</li> <li>• Sing notated s-m-la patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap strong accents and rest on weak beats.</li> <li>• Recognize beat patterns in sets of twos and threes.</li> <li>• ID the tie symbol.</li> <li>• ID the half note and the whole note.</li> <li>• Speak and clap the rhythm of a 4-beat notated pattern. #</li> <li>• Impvise/create 3 and 4-beat rhythm patterns. #</li> </ul>	<ul style="list-style-type: none"> <li>• Play a 2-tone ostinato pattern with the class singing a melody.</li> </ul>	<ul style="list-style-type: none"> <li>• ID the phrases of a 4 phrase song as same/different.</li> <li>• Sing the call and response sections of a song.</li> <li>• Sing the solo or chorus sections of a song.</li> <li>• ID the repeat sign.</li> <li>• ID D.C. al Fine.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song using different shades of dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Select an instrument that makes ringing, clicking, booming, or rattling sound.</li> <li>• ID by name the triangle, sandblock, xylophone, maracas, drum, cymbal, sticks, and woodblock.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Sing a 4-beat notated pentatonic patterns. #</li> <li>• Impvise/create a 4-beat melodic pattern using s-m and la.</li> </ul>	<ul style="list-style-type: none"> <li>• ID the dotted half note, the half rest and the whole rest.</li> <li>• Speak and clap a notated 8-beat rhythm pattern. #</li> <li>• ID music as moving in two, three or four.</li> <li>• ID the bar line, measure and double bar line.</li> <li>• Impvise/create 8-beat rhythmic patterns. #</li> </ul>	<ul style="list-style-type: none"> <li>• Sign a simple ostinato pattern in harmony with song.</li> <li>• Accompany with one chord a familiar song.</li> <li>• Sing two part round.</li> </ul>	<ul style="list-style-type: none"> <li>• ID the refrain and verses of a song.</li> <li>• ID sections of a composition as same or different.</li> <li>• ID AB and ABA forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the mood of a given composition.</li> <li>• Sing familiar songs with the proper dynamics and tempi necessary to establish the mood.</li> <li>• Impvise/compose sound pieces using dynamic contrasts.</li> </ul>	<ul style="list-style-type: none"> <li>• ID by sight the instruments taught in the Grade 5 instrumental program.</li> </ul>

# ELEMENTARY MUSIC SCOPE AND SEQUENCE

## As of 12/1/2012

GRADE	MELODY	RHYTHM	HARMONY	FORM	EXPRESSIVE QUALITIES	TIMBRE
<b>4</b>	<ul style="list-style-type: none"> <li>Name the lines and spaces of the treble clef.</li> <li>Sing a notated 8-beat pentatonic phrase. #</li> <li>Improvise an 8-beat pentatonic phrase.</li> <li>Sing a diatonic major scale.</li> </ul>	<ul style="list-style-type: none"> <li>ID 4 sixteenth notes barred together.</li> <li>Speak and clap a notated 8-beat rhythm pattern. #</li> <li>ID 2/4, 3/4 and 4/4 meter signatures.</li> <li>ID the fermata.</li> <li>Improvise/create 8-beat rhythmic patterns. #</li> </ul>	<ul style="list-style-type: none"> <li>Sign partner songs.</li> <li>Accompany with two chords a familiar song.</li> </ul>	<ul style="list-style-type: none"> <li>ID AABA, ABBA, and ABAC forms.</li> <li>ID rondo form.</li> <li>Compose AB, ABA forms.</li> </ul>	<ul style="list-style-type: none"> <li>ID pp, p, mp, mf, f, ff signs.</li> <li>ID the crescendo and diminuendo signs.</li> <li>Use these dynamic marks to describe dynamic contrasts in music.</li> </ul>	<ul style="list-style-type: none"> <li>ID the four orchestral families both visually and aurally.</li> <li>ID all the individually instruments of the orchestra; classify by family.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Sing/play an 8-beat notated diatonic phrase.</li> <li>ID the sharp, flat, and natural sign.</li> <li>Improvise an 8-beat diatonic phrase.</li> <li>Compose pentatonic, diatonic songs.</li> </ul>	<ul style="list-style-type: none"> <li>ID the eighth note and rest.</li> <li>Speak and clap a notated syncopated pattern.</li> <li>ID the dotted quarter note.</li> <li>ID 6/8 meter.</li> <li>Speak and clap a notated 8 beat pattern. #</li> <li>Compose a 2/4, 3/4 and 4/4 meter.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a 3 part round.</li> <li>Sing simple 2-part songs.</li> <li>Accompany with three chords a familiar song.</li> </ul>	<ul style="list-style-type: none"> <li>ID the 1<sup>st</sup> and 2<sup>nd</sup> endings.</li> <li>ID Theme and Variation form.</li> <li>ID the introduction, interlude and coda sections.</li> <li>Compose AABA, ABBA, ABAC and rondo forms.</li> </ul>	<ul style="list-style-type: none"> <li>Sing/play a familiar song with appropriate phrasing for expressive purposes.</li> <li>Sing/play a familiar song with good diction.</li> <li>ID major and minor modes.</li> <li>Improvise / compose sound pieces using dynamics and tempi to create different moods.</li> </ul>	<ul style="list-style-type: none"> <li>ID bands or orchestras from aural examples.</li> </ul>