Course Overview

Elementary School | K | Music - *Last Updated on October 10, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- SVSD learners will emerge from the K-12 music program as proficient readers, writers, creators, and analyzers of music resulting in a strong foundation for future musical endeavors.
- Students will develop comprehensive musical knowledge and appreciation through diverse, in-depth musical experiences blending theory, history, technology, and ensemble participation creating an understanding of music in a globalized world.
- Participation in these diverse musical experiences will also bolster learners' self-discipline, collaborative abilities, empathy, and leadership–all qualities that will enhance their capacity for success in future occupational, social and creative pursuits.
- Graduates of the SVSD music program will depart with a lifelong love and appreciation for music resulting in continued musical exploration beyond their formal K-12 education.

Course Description

In kindergarten, learners will develop their abilities to identify musical contrasts. Developmentally, young learners can identify characteristics and differences more easily if identifying factors contrast (e.g., loud vs. soft, fast vs. slow, high pitch vs. low pitch, etc.). Students will begin reading, notating, and performing simple rhythm patterns as well as identifying differences between rhythms and steady beats. Kindergarteners will learn the solfège scale using hand signs and vocal syllables and play scale songs on pitched classroom percussion instruments. Students will also dramatize poems and stories by adding improvisational instrument sounds to enhance the performance. Finally, kindergarteners will explore the instruments of the orchestra through a variety of auditory, visual, and kinesthetic activities and classify instruments into their appropriate families.

This course will prepare young musicians with the skills they need to a) participate in vocal and instrumental ensembles, b) critically evaluate the music they hear, c) utilize formal musical notation to notate, read and share musical ideas, d) improvise, and e) understand the ways music plays a role in multiple academic and artistic disciplines as well as contributes to the overall human experience.

STANDARDS

Pennsylvania - Grades K-3 - Music

9.1:	9.2:	9.3:	9.4:

COURSE OBJECTIVES

The specific objectives for this course are aligned with the Pennsylvania Academic Standards for Arts and Humanities.

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ASSESSMENT TYPES

Forms of Assessment to Measure Course Objectives:

- Formative
- Performance
- Self-Assessment

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in Fine Arts:

- Instructional Components outlined in *The Framework for Teachin*g by Charlotte Danielson

RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Music Expressions Kindergarten Curriculum (CDs, DVDs, student books and manipulatives)	• Online clips/Websites that showcase musical concepts (e.g., "Whacky Do Re Mi" singalong; "Quarter Note" song • Backstage with Bleeckie video clip, clips from BBC National Orchestra of Wales featuring Britten's *Young People's Guide to the Orchestra,* etc.) • Classroom pitched and non-pitched percussion instruments, • Individual student whiteboards & markers • Children's literature that showcases musical content (e.g., *Buzz and Ollie's High/ Low Adventure, Pete the Cat Rockin' In My School Shoes, America,* etc.) • Ultimate Guide and Activity Pack for Orchestra	**This curriculum was developed prior to having access to technology resources.