Northern York County School District

Curriculum Overview

Course: K-2 General Music	
Grade Level: K-2	
Approval Date:	**Length of Time: 1 year**

Course Description:
This year-long course introduces students to the elements of music. As part of the Elementary General Music curriculum, students will explore music through singing, playing, and moving. Students will gain insight into the skills and knowledge required to participate in and appreciate musical activities in their lives. The course builds upon knowledge learned in previous years when applicable.

Course Objectives:
Students will:

- Sing alone and with others, a varied repertoire of age-appropriate music
- Perform on classroom instruments, alone and with others in a class setting
- Improvise using movement, melodies, or rhythms
- Compose for body percussion, instruments or voices
- Read and notate music in an age-appropriate manner
- Listen to, analyze, and describe music

Related Standards:

State Standards

- **9.1.M.K.A1 -** Know and use basic elements and principles of music and movement.
- **9.1.M.K.B1 -** Respond to different types of music and dance through participation and discussion.
- **9.1.M.K.E1 -** Use imagination and creativity to express self through music and dance.
- **9.1.M.1.A1 -** Know and use basic elements and principles of music and movement.
- **9.1.M.1.B1 -** Perform different forms of music and dance.
- **9.1.M.1.E1 -** Use imagination and creativity to perform music and dance.
- **9.1.M.2.A1 -** Know and use basic elements and principles of music and movement.
- **9.1.M.2.B1 -** Create and perform different forms of music and dance.
- **9.1.M.2.E1 -** Use imagination and creativity to design and perform music and dance.

National Music Standards

Create

- MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).
- MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).
- MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.
- MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.

- MU:Cr3.1.Ka - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
- MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

Performing

- MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.
- MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.
- MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
- MU:Pr6.1.Ka With guidance, perform music with expression.
- MU:Pr6.1.Kb Perform appropriately for the audience.

Responding

- MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
- MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music

Connecting

- MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Units:

- Beat
- Tempo/Rhythm
- Musical Performances
- Voices/Singing
- Rhythm/Duration
- Instruments
- Dynamics

Concepts:	**Competencies:**
• **Beat:** Identifying whether a sound has a beat • **Tempo/rhythm:** Recognize steady beat and rhythms at different tempos • **Musical Performances:** Analyze how different types of performances tell a story • **Voices/Singing:** Recognize the four types of vocal production and how to use them appropriately and healthily • **Rhythm/Duration:** Differentiate between steady beat and rhythm, connect note durations to written rhythms. • **Instruments:** Identify and listen to the instruments of the orchestra • **Dynamics:** Differentiate between different volume levels when listening, playing and singing.	• Identify if a sound has a beat, demonstrate ability to play steady beat, and organize steady beat into meters. • Utilize steady beat/rhythms at different tempos and identify each tempo with grade-level appropriate vocabulary. • Watch and analyze different types of performances to identify how performers tell a story. • Listen and identify the different voices, produce each type of vocal sound, understand the science behind the vocal mechanism for producing a good, healthy sound. • Differentiate aurally between steady beat and rhythm, demonstrate proficiency playing both, and begin to write and read rhythms using standard notation. • Listen and identify different instruments of the orchestra and analyze instrumental performances. • Differentiate between volume levels when listening, playing, and singing music and identify those dynamics with grade-level appropriate vocabulary.
Learning Activities:	**Performance Tasks:**
• Singing Activities-Using the first instrument, the voice • Playing Activities-Playing Classroom instruments • Movement Activities-Using body percussion and movement • Listening Activities-Evaluation • Knowledge Checks – Provide an opportunity to reevaluate content learned throughout and/or at the end of a unit.	• Singing in groups and alone • Playing classroom instruments solo and as accompaniment • Watching and analyzing performance videos • Participating in movement activities to demonstrate concepts
Other Assessment Measures: • In-class participation • Written Evaluations • Portfolio Artifacts posted to Seesaw	

Textbook/Primary Resource:

Quaver's Marvelous World of Music Online Music Curriculum

Supplemental Resource Materials:

- Mr. Henry's Music World (mrhenrysmusicworld.com)
- Online resources
- Curated YouTube videos
- Music K-8
- World Music Drumming, Orff Schulwerk