

ANNUAL MUSIC GOALS

KINDERGARTEN MUSIC

The students will be able to:

BEAT

- feel, tap and move to a steady beat

RHYTHM

- recognize and respond to long and short sounds

TEMPO

- recognize and respond to fast and slow

METER

- recognize and respond to strong beat and weak beat

PITCH

- recognize and respond to high and low

MELODY

- recognize and respond to upward and downward melodies

HARMONY

- recognize songs with accompaniment and no accompaniment

EXPRESSIVE ELEMENTS

- distinguish between soft and loud

FORM

- distinguish between part and whole in a song

MUSICAL STYLES

- sing songs of varying moods
- sing and/or recite songs and poems performed in several styles

TONE COLOR

- recognize, describe and create environmental sound effects

- identify vocal sounds of a man, woman and child

MUSIC LITERATURE

- "Spring" by A. Vivaldi

PERFORMING TECHNIQUES - VOCAL

- distinguish between speaking and singing voices

PERFORMING TECHNIQUES - INSTRUMENTAL

- play rhythm percussion instruments to songs and stories

return to table

GRADE ONE MUSIC

The students will be able to:

BEAT

- feel, tap and move to a steady beat
- play rhythm instruments to a steady beat

RHYTHM

- recognize and respond to long and short sounds
- recognize the quarter note, quarter rest and eighth notes

TEMPO

- recognize and respond to fast, moderate and slow

METER

- recognize music symbols for the bar line, double bar line, repeat sign and meter sign

PITCH

- read, sing and sign sol, mi and la pitches

MELODY

- recognize and respond to upward, downward and repeated pitches

HARMONY

- recognize songs with accompaniment and no accompaniment

EXPRESSIVE ELEMENTS

- distinguish between soft and loud
- utilize symbols of p and f

FORM

- identify same and different identify AB and ABA patterns

MUSICAL STYLES

- recognize differences in songs that are performed in different styles

TONE COLOR

- recognize, describe and create environmental sound effects
- identify the contrasting sounds of the adult and child voice

MUSIC LITERATURE

- "Peter and the wolf" by S. Prokof

PERFORMING TECHNIQUES - VOCAL

- distinguish between speaking, singing, whisper and calling voices
- sing in the "head voice"

PERFORMING TECHNIQUES - INSTRUMENTAL

- play songs with rhythm percussion instruments to accompany songs and stories
- care and playing technique of Orff instruments
- play basic bordun on Orff instruments

return to table

GRADE TWO MUSIC

The students will be able to:

BEAT

- feel, tap and move to a steady beat
- play rhythm and melody instruments to a steady beat

RHYTHM

- recognize and respond to long and short sounds
- recognize the quarter note, quarter rest, eighth note, half note and rest

TEMPO

- recognize and respond to fast, moderate and slow

METER

- notation for the bar line, double bar line, repeat sign and meter sign
- music in two's, three's, and four's

PITCH

- sol - mi - la - do - re pitches
- pentatonic scale

MELODY

- upward, downward, and repeated melodies
- melodic improvisation of pitch patterns

HARMONY

- recognize songs with accompaniment and no accompaniment
- perform student accompaniments

EXPRESSIVE ELEMENTS

- utilize crescendo, decrescendo and other musical symbols such as p and f

FORM

- identify AB and ABA patterns
- identify verse/refrain

MUSICAL STYLES

- describe the stylistic differences in contrasting pieces

TONE COLOR

- recognize, describe and create environmental sound effects

MUSIC LITERATURE

- "The Nutcracker" by P. Tchaikovsky

PERFORMING TECHNIQUES -VOCAL

- learn sitting and standing posture for singing
- sing in the "head voice"
- have a vocal range of six to eight pitches
- learn phrasing

PERFORMING TECHNIQUES - INSTRUMENTAL

- play rhythm percussion instruments to songs and stories
- play basic bordun on Orff instruments
- play broken bordun on Orff instruments
- play pentatonic improvisation on Orff instruments

return to table

GRADE THREE MUSIC

The students will be able to:

BEAT

- play rhythm and melody instruments to a steady beat
- move to a steady beat through dance and free movements

RHYTHM

- recognize and respond to long and short sounds
- recognize quarter note and rest half note and rest, whole note and rest, sixteenth notes, and dotted notes and rest

TEMPO

- recognize and respond to fast, moderate and slow

METER

- notation for the bar line, double bar line, repeat sign and meter sign
- identify both numbers
- music grouped in two's, three's, or four's
- meter signature

PITCH

- sol - mi - la - do - re- do pitches
- pentatonic scale

MELODY

- upward, downward, and repeated melodies

- melodic improvisation of pitch patterns
- melodic movements by steps and leaps

HARMONY

- rounds or canons

EXPRESSIVE ELEMENTS

- recognize p and f symbols
- utilize crescendo and decrescendo
- recognize mp and mf symbols
- use changing dynamics as one means of expressing mood in music

FORM

- identify AB and ABA forms
- identify verse and refrain
- identify rondo form

MUSICAL STYLES

- recognize songs of the American cultures
- recognize songs of varying cultures

TONE COLOR

- recognize tone color of stringed instruments
- recognize tone color of percussion instruments
- recognize tone color of woodwind instruments
- recognize tone color of brass instruments

MUSIC LITERATURE

- "The Sorcerer's Apprentice" by P. Dukas

PERFORMING TECHNIQUES -VOCAL

- know the sitting and standing posture for singing
- sing in the "head voice"
- know a vocal range of eight to nine notes
- know phrasing
- know forward open tone production
- know pure vowel sound production

PERFORMING TECHNIQUES - INSTRUMENTAL

- play rhythm percussion instruments with songs and stories
- play basic bordun
- play broken bordun
- play pentatonic improvisations
- play broken triad accompaniments
- play moving bordun

return to table

GRADES FOUR MUSIC

The students will be able to:

BEAT

- play rhythm and melody instruments to a steady beat
- sing and move to a steady beat simultaneously and in separate groups

RHYTHM

- use numerical counting for all rhythm patterns

TEMPO

- recognize fast, moderate, slow, ritandando and accelerando

METER

- notation for the bar line, double bar line, repeat sign and meter sign
- identify meter signature and function of numbers 2 / 4, 3 / 4

PITCH

- complete diatonic scale (do, re, mi fa sol la, ti, do) use of symbols

MELODY

- chart melodic contour
- chart song notation
- develop diatonic scale patterns

HARMONY

- rounds, echo singing and partner songs

EXPRESSIVE ELEMENTS

- utilize crescendo and decrescendo

FORM

- identify Ab ABA, rondo introduction, interlude, coda theme and variations

MUSICAL STYLES

- recognize songs of varying cultures
- recognize songs of program or descriptive music

TONE COLOR

- recognize tone color of four instrument families
- recognize tone color of various vocal parts: soprano, alto, tenor and bass
- recognize tone color of vocal performing groups

MUSIC LITERATURE

- "Grand Canyon Suite" by Ferde Grofe

PERFORMING TECHNIQUES - VOCAL

- demonstrate sitting and standing posture for singing
- sing in the "head voice"
- demonstrate a vocal range of an octave plus three pitches
- demonstrate phrasing
- demonstrate forward open tone production
- demonstrate pure vowel sound production
- demonstrate pronunciation of foreign language texts
- demonstrate solo singing

PERFORMANCE TECHNIQUES - INSTRUMENTAL

- play rhythm percussion instruments
- demonstrate basic moving and broken bordun
- demonstrate pentatonic improvisation
- demonstrate broken triad accompaniments

return to table

GRADE FIVE MUSIC

The students will be able to:

BEAT

- play rhythm and melody instruments to a steady beat
- sing and move to a steady beat simultaneously and in separate groups
- create composition using voice, body movements and instruments to a steady beat

RHYTHM

- use numerical counting for all rhythm patterns
- experience anacrusis
- pick up notes and rests

TEMPO

- recognize fast, moderate, slow, ritandando and accelerando, largo, moderato, allegro
- introduce tempos displayed in metronome

METER

- notation for the bar line, double bar line, repeat sign and the following meters 2/4, 3 /4, 4/4, 6/8

PITCH

- complete diatonic scale, use of symbols, expanded octave, ascending, and descending

MELODY

- chart melodic contour
- chart song notation
- develop diatonic scale patterns

- introduce major and minor keys

HARMONY

- rounds, partner songs, intervalic harmony, harmony in thirds, counter melodies and descants

EXPRESSIVE ELEMENTS

- organize and use all dynamic markings

return to table

GRADE FOUR and FIVE CHORUS

The students will be able to:

SOLFEGGIO SKILL BUILDING

- respond to Kodaly hand signs corresponding to each pitch of the diatonic scale (do, re, mi fa sol la, ti, do)
- accurately maintain pitch through echo singing melodic phrases

VOCAL TECHNIQUES

- define and demonstrate proper posture for singing

- demonstrate the complex concept of proper breathing for the singer
- accurately position the mouth for the production of an open, forward tone quality
- differentiate between the pure vowel sound and the diphthong

CHORAL REPERTOIRE

- recognize and identify diverse styles of choral repertoire

MELODY AND HARMONY

- recognize accapella melodies, accompanied melodies, rounds, counter melodies, ostinatos partner songs, echo harmonies, intervallic harmonies

PRACTICE/PARTICIPATION/PERFORMANCE

- demonstrate appropriate rehearsal and performance etiquette
- practice to prepare for performances
- demonstrate exemplary conduct as audience members
- participate and perform in all regularly scheduled concerts
- demonstrate musical learning by participating in all scheduled public performances

FORM

- identify and analyze all forms

MUSICAL STYLES

- identify patriotic music, ballads, folk songs, work songs, Broadway musicals, operas, oratorios, etc.

TONE COLOR

- recognize tone color of all instruments
- recognize tone color of various vocal parts: soprano, alto, tenor and bass
- recognize tone color of foreign or ancient instruments and native American instruments

MUSIC LITERATURE

- works by A. Capland

PERFORMING TECHNIQUES - VOCAL

- demonstrate sitting and standing posture for singing
- sing in the "head voice"
- demonstrate a vocal range of an octave plus three pitches
- demonstrate phrasing
- demonstrate forward open tone production
- demonstrate pure vowel sound production
- demonstrate pronunciation of foreign language texts
- demonstrate solo singing
- demonstrate emphasis on select group, solo singing and preparation for performance

PERFORMANCE TECHNIQUES - INSTRUMENTAL

- play rhythm percussion instruments
- demonstrate basic moving and broken bordun
- demonstrate pentatonic improvisation
- demonstrate broken triad accompaniments
- demonstrate combination patterns using ostinato

return to table

GRADE SIX MUSIC

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

BEAT/RHYTHM/METER/TEMPO

- recognize, read, and perform beat notation
- recognize, classify, and perform written notation observing meters, patterns and accents

TONE/COLOR/TIMBRE

- recognize and classify instrument/voice colors and methods of tone production
- sing and manipulate voice in a variety of ways

PITCH/MELODY

- distinguish between pitched and unpitched sounds
- read and translate notational symbols
- identify, label, and perform pentatonic, diatonic, and chromatic major/minor, modal, and whole tone scales

HARMONY AND TONALITY

- recognize consonance and dissonance
- recognize interval visually and aurally
- recognize and construct major and minor triads
- use simple chords to accompany melodies instrumentally and vocally

MUSICAL EXPRESSION

- identify and apply symbols and terms of musical expression

TEXTURE

- recognize and label monophonic, homophonic, and polyphonic textures
- recognize and label vocal, instrumental, and combination media

FORM

- identify basic musical forms
- identify and label grand musical forms

STYLE/MUSIC HISTORY

- recognize and perform music in various styles
- analyze historical periods and relate them to other art forms/historical events

MUSIC READING

- decode musical symbols both instrumental and vocal

PARTICIPATION/PERFORMANCE

- demonstrate appropriate musical self-discipline and performance etiquette in the classroom
- demonstrate appropriate conduct for audience members
- draw conclusions and analyze music industry in relation to world economy

CREATIVITY

- compose and perform short selections based on the elements of music

ASSESSMENT

- keep a portfolio of projects and compositions