

## K-5 General Music Syllabus

Teacher: Victoria Bausman

**Overall Description:** General music is a hands-on learning experience that helps students create, perform, connect, and respond to music through movement, speaking, singing, and playing. Beyond learning various symbols, terms, and performance skills, music teaches teamwork, improves coordination, encourages hard work and determination, and is a creative outlet for all students!

<b>Rhythm:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Demonstrate <b>pulse/steady beat</b>	X	X	X	X	X	X
Demonstrate <b>long/short</b>	X	X	X	X	X	X
Experience <b>short rhythm patterns</b>	X	X	X	X	X	X
Experience <b>meter (2/4, 4/4, 6/8)</b>	X	X	X	X	X	X
Differentiate between <b>sound/silence</b>	X	X	X	X	X	X
Identify pulse as <b>Ta</b>		X	X	X	X	X
Identify sound/silence as <b>Ta/Rest (   ʒ)</b>		X	X	X	X	X
Identify slow/fast as <b>TaDi/Ta (♩/♩)</b>		X	X	X	X	X
Demonstrate quarter note/half note <b>pulse</b>			X	X	X	X
Identify and label ♩ (half note)			X	X	X	X
Identify ʒ ʒ as ♩ (half rest)			X	X	X	X
Experience <b>3/4 meter</b>			X	X	X	X
Recognize <b>time signatures (2, 3, 4)</b> ♩ ♩ ♩			X	X	X	X
Identify and demonstrate ♩. <b>dotted half note</b> , ♩♩ <b>sixteenth notes</b>				X	X	X
Identify and demonstrate ♩ <b>eighth note</b> , γ <b>eighth rest</b>					X	X
♩♩ <b>syncopation</b>					X	X
Identify and demonstrate ♩—♩ dotted <b>eighth-sixteenth note</b>					X	X
Identify and demonstrate ♩♩ <b>eighth note triplets</b>						X
<b>Melody/Pitch:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Develop <b>repertoire</b> (folk/seasonal/multicultural/patriotic)	X	X	X	X	X	X
Differentiate between <b>high/low/middle</b>	X	X	X	X	X	X
Experience <b>Sol/Mi melodies</b>	X	X	X	X	X	X
Demonstrate <b>up/down</b>	X	X	X	X	X	X

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Establish proper <b>vocal tone production</b>		X	X	X	X	X
Experience <b>Sol/Mi/La</b> melodies		X	X	X	X	X
Identify <b>Sol/Mi/La</b> scale tones and hand signals		X	X	X	X	X
Demonstrate <b>contour</b>			X	X	X	X
Demonstrate proper <b>vocal technique</b>			X	X	X	X
Experience <b>Mi/Re/Do</b> melodies			X	X	X	X
Identify <b>Do</b> and <b>Re</b> scale tones and hand signals			X	X	X	X
Perform <b>Mi/Re/Do, Sol/Mi/Re/Do, Sol/Mi/Do, Sol/Mi/La/Do</b>			X	X	X	X
Experience and identify <b>high Do, low La, and low Sol</b>				X	X	X
Identify <b>5 line staff</b> and <b>letter names in treble clef</b>					X	X
Identify and demonstrate <b>unison, step, skip, and leap</b>					X	X
Identify and demonstrate <b>major scales (C, F, G) and key signatures</b>						X
<b>Harmony:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Experience <b>pulse</b> against <b>rhythm</b>	X	X	X	X	X	X
Demonstrate proper <b>mallet technique</b>	X	X	X	X	X	X
Develop proper <b>mallet technique</b>		X	X	X	X	X
Demonstrate <b>simple bordun</b> (chord)		X	X	X	X	X
Experience <b>ostinato</b>		X	X	X	X	X
Demonstrate <b>ostinato</b>			X	X	X	X
Experience <b>major/minor</b>			X	X	X	X
Experience <b>vocal ostinato</b>			X	X	X	X
Demonstrate <b>simple bordun</b> (broken)			X	X	X	X
Experience <b>suspended pitch</b>			X	X	X	X
Experience <b>rounds</b> and <b>canons</b>				X	X	X
Demonstrate <b>two part songs, partner songs</b>				X	X	X
Identify and demonstrate <b>major/minor tonality</b>					X	X
<b>Form:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Experience <b>same/different</b>	X	X	X	X	X	X
Establish <b>phrase</b>	X	X	X	X	X	X

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Explore <b>time/space/shape/force</b> in movement	X	X	X	X	X	X
Identify <b>phrase</b>		X	X	X	X	X
Identify <b>Introduction</b>		X	X	X	X	X
Identify <b>repeat sign</b>		X	X	X	X	X
Identify same/different as <b>AB (ABA)</b>		X	X	X	X	X
Demonstrate <b>phrase</b>			X	X	X	X
Identify <b>Coda</b>			X	X	X	X
Identify <b>ABC</b>			X	X	X	X
Identify <b>bar line/double bar/measure</b>			X	X	X	X
Identify and demonstrate <b>rondo form: ABACADA</b>				X	X	X
Recognize <b>theme and variations</b>				X	X	X
Identify <b>first and second endings</b>					X	X
<b>Timbre:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Identify <b>unpitched percussion</b>	X	X	X	X	X	X
Explore <b>dramatic play</b>	X	X	X	X	X	X
Develop <b>body awareness</b>	X	X	X	X	X	X
Differentiate between <b>vocal qualities</b> (speak/sing/whisper/shout)	X	X	X	X	X	X
Classify <b>unpitched percussion</b> (metal/wood)		X	X	X	X	X
Identify <b>four levels of body percussion</b> (snap/clap/pat/stamp)		X	X	X	X	X
Classify <b>pitched percussion</b> (wood/metal)		X	X	X	X	X
Identify pitched percussion ( <b>xylophone/metallophone/glockenspiel</b> )			X	X	X	X
Demonstrate <b>hand drum technique</b>			X	X	X	X
Identify <b>families of orchestral instruments</b>			X	X	X	X
Identify <b>orchestral instruments</b>				X	X	X
Identify <b>world instruments</b>					X	X
<b>Expression - Dynamics, Tempo, Articulation:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Demonstrate <b>loud/quiet</b>	X	X	X	X	X	X
Experience <b>fast/slow</b>	X	X	X	X	X	X
Experience music expressing feeling	X	X	X	X	X	X

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Experience the effect in changes in volume	X	X	X	X	X	X
Identify and demonstrate <b>dynamic terms/symbols-</b> <i>f p</i> <b>forte, piano</b>		X	X	X	X	X
Identify and demonstrate <b>dynamic terms/symbols-</b> <i>mf mp</i> <b>mezzo forte, mezzo piano</b>			X	X	X	X
Identify and demonstrate <b>dynamic terms/symbols-</b> <i>ff pp</i> <b>fortissimo, pianissimo</b>				X	X	X
Experience <b>smooth</b> and <b>separated</b> music			X	X	X	X
Define <b>tempo</b>			X	X	X	X
Experience sudden changes in tempo			X	X	X	X
Identify and demonstrate <b>tempo - adagio, moderato, allegro, presto</b>			X	X	X	X
Identify and demonstrate <b>tempo - andante, presto, prestissimo</b>				X	X	X
Identify <b>ritardando and accelerando</b>				X	X	X
Identify <b>legato</b> and <b>staccato</b>				X	X	X