

The Public Schools of Brookline
Performing Arts Learning Expectations
Grades K-4

Introduction

The Public Schools of Brookline is an educational community that engages students in comprehensive and challenging opportunities in the performing arts. The school district provides essential resources including highly qualified faculty, instructional time during the school day, instructional materials, equipment and appropriate facilities. It is a place where students are highly encouraged to develop their capacities in the performing arts. Upon graduation from the elementary level, students are developing the ability to live in and contribute to a diverse global community in which the performing arts play a vital role in creating cultures and building civilizations.

Learning Expectations

- 1. Performing:** Students will apply skills in singing, reading music, playing instruments and acting to interpret and share existing music and dramatic work.
- 2. Reading and Notating:** Students will learn to use and apply visual representations for the sounds they hear, both traditional and invented. Students will read dramatic scripts and identify dramatic elements from different cultures and historical periods.
- 3. Listening:** Students will demonstrate their ability to critically respond with understanding when they describe, analyze and interpret their own music and dramatic writing, and the music and dramatic writing of others.
- 4. Creating:** Students will learn to use the symbolic language, materials and techniques found in music and drama to create musical and dramatic works. Expectations in this area are grouped by grade span because skill development in this area is more gradual than in other areas, where expectations may be “grade specific.”
- 5. Connecting:** Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of music and drama. Students will demonstrate knowledge of music and drama in their community, and apply knowledge of music and drama in the study of other disciplines. Expectations in this area span multiple grades as connecting the performing arts to other areas is less delineated by student development (i.e. students can make meaningful connections to other areas at any grade).

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Performing: Students will apply skills in singing, reading music, playing instruments and acting to interpret and share music and dramatic works that already exists, including their own.

	K	1	2	3	4
<u>General</u> Students Demonstrate	<ul style="list-style-type: none"> Performance decorum Beginning awareness of music elements: Range (high/low), Volume (loud/soft), Articulation (long/short), Pulse (slow/fast), Direction (up/down), Texture (choppy/smooth), steady beat versus rhythm 	<ul style="list-style-type: none"> Performance decorum Ensemble skills through music games Beginning awareness of music elements and beginning usage of musical terms to describe them: Range (high/low), volume (loud/soft), articulation (long/short), pulse (slow/fast), texture (choppy/smooth), steady beat versus rhythm Ability to follow conductor and gestures 	<ul style="list-style-type: none"> Performance decorum Ensemble skills through musical games and formal performance Emerging use of musical elements and formal musical terms: Range (high/low), volume (loud/soft), articulation (long/short), pulse (slow/fast), texture (smooth choppy), steady beat versus rhythm Ability to follow tempo and gestures of conductor. 	<ul style="list-style-type: none"> Ability to begin monitoring own performance decorum and ensemble skills. Knowledge and application of musical terminology. Ability to consistently follow the gestures of a conductor 	<ul style="list-style-type: none"> Ability to play band/string instruments at beginning level, including maintaining steady pulse, alone and within an ensemble Ability to perform with emerging intonation, blend, dynamics and rhythmic precision Ability to follow and respond to conductor Demonstrate ensemble decorum
<u>Singing</u> Students Demonstrate	<ul style="list-style-type: none"> Awareness of proper singing posture Awareness of speaking/whisper/shouting voice Accurate pitch matching Awareness of repertoire from American and 	<ul style="list-style-type: none"> Awareness of proper singing posture Ability to use different vocal sounds Ability to accurately match pitch, alone and with others 	<ul style="list-style-type: none"> Proper singing posture Ability to match pitch Continued use of echo singing Expanded knowledge of solfege syllables using Curwan hand signs Ability to move and 	<ul style="list-style-type: none"> Proper singing posture; ability to match pitch in an expanded range Expanded singing repertoire to include rounds and partner songs Continued use of echo songs with 	<ul style="list-style-type: none"> Demonstrate proper singing posture Emerging ability to hold a part in a homophonic and/or polyphonic two part song Continued use of echo singing, with an expanded range

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	<p>International Folk songs and call and response songs</p> <ul style="list-style-type: none"> • Ensemble skills through music games • Ability to echo sing • Ability to sing independently and with others • Ability to sing and move at the same time. 		<p>sing at same time</p>	<p>expanded range</p> <ul style="list-style-type: none"> • Expanded use of solfege syllables and Curwan hand signs • Ability to sing and move at the same time 	<p>exceeding one octave</p> <ul style="list-style-type: none"> • Use of Curwan hand signs
<p><u>Playing</u></p> <p>Students Demonstrate</p>	<ul style="list-style-type: none"> • Awareness of proper care of instruments • Ability to echo rhythms using neutral syllables and rhythm syllables (takadimi) • Ability to discriminate sound types 	<ul style="list-style-type: none"> • Ability to use ostinati while the group is singing • Use of body percussion • Increased ability to discriminate sound types 	<ul style="list-style-type: none"> • Ability to accompany melody using classroom instruments • Ability to identify instruments and instrument families • Ability to play ostinati while group is singing • Increased ability to discriminate sound types • Ability to echo rhythms using neutral syllables and rhythm syllables (takadimi) 	<ul style="list-style-type: none"> • Awareness that pitched instruments can be melodic instruments • Ability to accompany melody using classroom instruments • Ability to identify instruments and their families • Ability to play ostinati while the group is singing • Use of body percussion 	<ul style="list-style-type: none"> • Introduction of formal instrument instruction in small groups (winds, strings, brass, percussion), culminating in a full ensemble performance; ability to perform 1 scale (1 octave) • Display proper bow technique • Demonstrate proper breath control • Demonstrate ability to tongue on wind/brass instrument • Demonstrate proper hand position.

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<p><u>Moving</u></p> <p>Students Demonstrate</p>	<ul style="list-style-type: none"> • Awareness of self-space versus communal space • Ability to copy movements • Ability to connect lyrics to movements • Ability to connect sounds to movements • Awareness of body levels, direction, heavy/light 	<ul style="list-style-type: none"> • Awareness of self-space versus communal space • Ability to copy movements • Ability to connect lyrics to movements • Ability to connect sounds to movements • Awareness of body levels, direction, heavy/light 	<ul style="list-style-type: none"> • Ability to use the body to demonstrate phrase, texture, tempo and dynamics • Beginning folk dances 	<ul style="list-style-type: none"> • Use of body to demonstrate inherently musical qualities including phrase, texture, tempo and dynamics • Beginning folk dances. 	<ul style="list-style-type: none"> • Ability to use body to demonstrate more advanced musical qualities (phrase, texture, tempo, dynamics) • Utilize folk dance terminology with increasing independence
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Reading & Notating: Students will learn to use and apply visual representations for the sounds they hear, both traditional and invented. Students will read dramatic scripts and identify various dramatic elements from different cultures and historical periods.

	K	1	2	3	4
Students Demonstrate	<ul style="list-style-type: none"> Identify and perform ¼ notes and 8th notes in pairs Emerging awareness of tracking a vocal line 	<ul style="list-style-type: none"> Identify and perform in simple meter (4/4) Identify and perform rhythms with whole, ½, ¼ and 8th notes Identify and perform: Dynamics (p/f), Tempo and Score reading (emerging awareness of music vocabulary) 	<ul style="list-style-type: none"> Identify and perform rhythmic patterns in simple meter (2/4,3/4,4/4) Identify and perform rhythmic patterns with notes ranging from whole to 16th notes Introduction to reading with solfege syllables and intro. to step/skip concept Identify and perform: Dynamics (p, mp,mf,f and intro. to <>), Other (bar line, double bar line, measure), Tempo, Repeat Signs, Score Reading 	<ul style="list-style-type: none"> Identify and perform in simple (3/4, 2/4, 4/4), and compound (intro to 6/8) meters Identify and perform rhythmic patterns ranging from whole notes to 16th notes Identify and perform tonal syllables d,r,m,s,l high d, low s, low la Introduction to la based minor Identify skips, steps, leaps Identify and perform: Dynamics (pp,p,mp, mf,f,ff,<>), Articulations (legato, staccato), Other (fermata, bar line, double bar line, measure, clefs), Tempo, Repeat Signs (DS al fine, DS al coda, DS al fine, 1st and 2nd endings), Phrasing (breath marks and slurring), Score Reading (awareness 	<ul style="list-style-type: none"> Identify and perform in simple, mixed and compound meters, including 2/4,3/4,4/4, 6/8 (developing), 5/4 and 7/4 (emerging) Identify and perform rhythms with notes ranging from whole to 16ths Identify and perform tonal syllables d,r,m,f,s l,t,d with awareness of octave Identify 2nds, 3rds, 4^{ths}, 5ths and octaves Identify and perform: dynamics (pp,p,mp,mf,f,ff, <>), articulations (legato, staccato, accents), Other (fermata, flat, sharp, natural, bar line, double bar line, measure, clefs) Tempo (basic markings), Key Signatures - band (Bb, Eb), orchestra

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				and ability to count measures)	(D), chorus (introduction to finding tonic in a key signature) Repeat signs (DS al fine, DC al fine, DS al coda, DS al fine, 1 st and 2 nd endings), Phrasing (breath marks, slurring)
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Listening: *Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret their own music and dramatic writing, and the music and dramatic writing of others.*

	K	1	2	3	4
Students Demonstrate	<ul style="list-style-type: none"> • Ability to begin using musical terms for creating and applying criteria for performances and compositions of self and others • Beginning level of understanding through classroom discussions and movement while drawing connections using musical terms: instrument/voice type, timbre, loud/soft, fast/slow, choppy/smooth, same/different, cultural context, mood, beat versus rhythm 	<ul style="list-style-type: none"> • Developing ability to use musical terms for creating and applying criteria for performances and compositions of self and others • Developing understanding through classroom discussions and movement while drawing connections using musical terms: instrument/voice type, timbre, dynamics, tempo, texture, form, cultural context, mood, number of parts, beat versus rhythm 	<ul style="list-style-type: none"> • Emerging ability to use musical terms, create and apply criteria for evaluating performances and compositions of self and others • Developing understanding through classroom discussions and movement while drawing connections using musical terms: instrument/voice type, timber, dynamics, tempo, texture, form, cultural context, mood, number of parts, beat versus rhythm • Dictation – ability to count measures while listening to a song 	<ul style="list-style-type: none"> • Ability to use musical terms to create and apply criteria for evaluating performances and compositions of self and others • Develop understanding through written work, movement and class discussions while drawing connections using musical terms: instrumentation, dynamics, tempo, texture, major/minor, form, cultural/historical context, timbre, melody/harmony, rhythm/ meter • Dictation – rhythmic: introductory ability to write simple dictated rhythms in 4/4/ meter • Dictation – melodic: introductory ability to write dictated melodies with up to 3 pitches with steps 	<ul style="list-style-type: none"> • Ability to use musical terms to create and apply criteria for evaluating performances and compositions of self and others. • Introductory understanding through written work, movement and class discussions while drawing connections using musical terms: instrumentation, dynamics, tempo, texture, major/minor, form, cultural/historical context, timbre, melody/harmony, rhythm/ meter • Dictation – rhythmic: emerging ability to write dictated rhythms up to 8th note pairs and triplets, 16ths in sets of 4, 8th note triplets in 2/4, ¾, and 4/4/ meters

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				and skip within them	<ul style="list-style-type: none">• Dictation – melodic: emerging ability to write dictated major melodies including steps and skips within the tonic triad
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Creating: *Students will learn to use the symbolic language, materials and techniques found in music and drama to create musical and dramatic works. Expectations in this area are grouped by grade span because skill development in this area is more gradual than in other areas, where expectations may be grade specific.*

	K – 2	3 - 4
Students Demonstrate	<ul style="list-style-type: none"> • Ability to compose simple rhythms, tonal passages and melodies for voices or instruments • Ability to create movement in response to musical sound • Ability to improvise short musical passages, vocally or instrumentally, within a few parameters 	<ul style="list-style-type: none"> • *Ability to compose original rhythms, tonal passages and melodies for voices and/or instruments, including chosen band/string instrument (4th grade), utilizing concepts listed in “Reading/Notating” section of LEs • 4th grade band: ability to compose melodies on Bb concert scale using whole, half, quarter and eighth notes in pairs • 4th grade strings: ability to compose melodies on G major scale using whole, half, quarter and eighth notes in pairs • Ability to create movement in response to musical sound • Ability to improvise medium length musical passages (4 – 8 measures), vocally or instrumentally, within limited parameters

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Connecting: *Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of music and drama. Students will demonstrate knowledge of music and drama in their community, and apply knowledge of music and drama in the study of other disciplines. Expectations in this area span multiple grades as connecting the performing arts to other areas as students can make meaningful connections to other areas at any grade.*

	<i>K - 2</i>	<i>3 – 4</i>
Students Demonstrate	<ul style="list-style-type: none"> • Ability to identify various uses of music in their daily experiences • Ability to sing and respond to songs from other cultures and historical periods • Behavior appropriate for the context and style of music performed • Ability to identify ways in which subject matter and principles of other disciplines taught in school are interrelated with those of music. 	<ul style="list-style-type: none"> • Ability to recognize and sing songs from colonial times (grade 3) • Ability to recognize and sing sea chanteys (grade 3) • Ability to perform songs, dances, chants of other cultures studied in the regular classroom • Ability to identify similarities and differences in the meanings of common terms such as form, line and contrast, that are used in the various arts • Ability to identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music