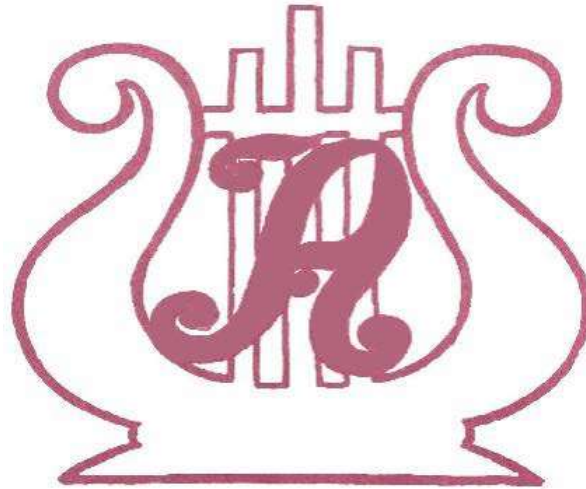


Abington School District

Abington, PA



Elementary General Music

Grade K-6

Planned Course of Study

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James Burgess, Robert Ford, Raymond Haertsch, Mary Hernandez-Cuebas, Julie Maragos, Jane Richards, Seth Shirk

J. Howard Baxter – Supervisor of Music/Coordinator of Elementary Art

PLANNED COURSE OF STUDY FOR THE FINE ARTS
ELEMENTARY GENERAL MUSIC

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to Music.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response

II. Major Concepts

Kindergarten

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - 1. Demonstrate the ability to move to a steady beat at varying tempi.
 - 2. Discover the singing voice. Recognize and perform high and low sounds including the minor 3rd (sol - mi).
 - 3. Differentiate and perform loud and soft sounds.
 - 4. Differentiate between tone colors including vocal, classroom rhythm instruments, and environmental sounds.
 - 5. Recognize and perform quarter notes, eighth notes represented by the syllables $\text{I} = \text{ta}$, $\text{□} = \text{ti} - \text{ti}$

6. Perform a repertoire of songs using limited singing range.

B. Historical and Cultural Contexts

1. Perform a repertoire of songs using limited singing range.

C. Critical Response

1. Differentiate and perform loud and soft sounds.
2. Physically move to music based on the mood of the music.
3. Differentiate between tone colors including vocal, classroom rhythm instruments, and environmental sounds.

D. Aesthetic Response

1. Physically move to music based on the mood of the music.

First Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Demonstrate the ability to move to a steady beat at varying tempi, identify & perform strong & weak beats.
2. Move to music based on the musical elements such as tempo, phrasing, dynamics, & structure.
3. Read notation on staff distinguishing between lines & spaces.
4. Recognize and perform Kodaly syllables for "sol", "mi", "la" & "do" with handsigns & by rote.
5. Place, read, & perform Kodaly syllables "sol", "mi", "la", & "do" on staff.
6. Recognize and perform ♩ = ta, ♪ = ta-a, ♫ = shh shh, ♮ = sh, ♭ ♭ = ta ti ti.
7. Begin to recognize phrases & basic formal structure.

8. Perform a repertoire of songs with expanded range.

B. Historical and Cultural Contexts

1. Perform a repertoire of songs with expanded range.

C. Critical Response

1. Demonstrate the ability to move to a steady beat at varying tempi, identify & perform strong & weak beats.

2. Move to music based on the musical elements such as tempo, phrasing, dynamics, & structure.

3. Begin to recognize phrases & basic formal structure.

D. Aesthetic Response

1. Move to music based on the musical elements such as tempo, phrasing, dynamics, & structure.

Second Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Recognize and perform steady beat on pitched & unpitched instruments.

2. Recognize, read, & perform quarter notes ♩ , half notes ♪ , dotted half notes ♪. , & whole notes ♫ as per Kodaly rhythm syllables, ta, ti-ti, ta-a, ta-a-a, ta-a-a-a.

3. Recognize, read, & perform Kodaly syllables: la, so, mi, re, do on staff and using hand signs.

4. Listen, identify, & perform music in 2 part (AB), 3 part (ABA) and Rondo (ABACA) forms.

5. Identify & follow directive markings in written music (i.e. repeat signs: D. C. al fine).

6. Recognize and perform accents.

7. Recognize and perform strong and weak beats as found in 2, 3, & 4 meter.
8. Identify brass instruments by sight & sound within the context of the families of instruments.
9. Identify string instruments by sight & sound within the context of the families of instruments.
10. Perform a repertoire of songs of varying cultures.

B. Historical and Cultural Contexts

1. Listen, identify, & perform music in 2 part (AB), 3 part (ABA) and Rondo (ABACA) forms.
2. Perform a repertoire of songs of varying cultures.

C. Critical Response


1. Listen, identify, & perform music in 2 part (AB), 3 part (ABA) and Rondo (ABACA) forms.
2. Recognize and perform strong and weak beats as found in 2, 3, & 4 meter.
3. Identify brass instruments by sight & sound within the context of the families of instruments.
4. Identify string instruments by sight & sound within the context of the families of instruments.

D. Aesthetic Response

1. Identify & follow directive markings in written music (i.e. repeat signs: D. C. al fine).

Third Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Understand correct terminology for musical beat values ♩, ♪, ♫, ♬, ♮
2. Recognize, read, & perform four sixteenth notes  & syncopation.

3. Recognize & perform Kodaly syllables adding low "sol", low "la" & high "do" on a staff and with hand signs.
4. Listen, identify, and perform differences in form (AB, ABA, Rondo).
5. Identify folk music by listening to idiom-specific instruments.
6. Participate in creative movement & organized folk dance.
7. Recognize & perform varying dynamic levels pp, p, f, ff.
8. Perform absolute letter names B, A, G on recorder in the context of songs.
9. Perform a repertoire of songs of varying cultures.

B. Historical and Cultural Contexts

1. Listen, identify, and perform differences in form (AB, ABA, Rondo).
2. Identify folk music by listening to idiom-specific instruments.
3. Recognize opera in comparison with other musical performance styles such as plays, ballets and musicals.
4. Perform a repertoire of songs of varying cultures.

C. Critical Response

1. Listen, identify, and perform differences in form (AB, ABA, Rondo).
2. Identify folk music by listening to idiom-specific instruments.
3. Participate in creative movement & organized folk dance.
4. Recognize & perform varying dynamic levels pp, p, f, ff.
5. Recognize opera in comparison with other musical performance styles such as plays, ballets, and musicals.

D. Aesthetic Response

1. Recognize opera in comparison with other musical performance styles such as plays, ballets, and musicals.

Fourth Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Identify woodwind, brass, percussion, and string instruments by sight & sound.
2. Classify instruments into the four families of the orchestra.
3. Recognize & create theme & variations.
4. Recognize & perform ♩, ♪, ♫, ♬.
5. Describe the basic elements of jazz.
6. Sing in two-part harmony.
7. Recognize & perform Kodaly syllables adding "ti" & "fa" on staff and with hand signs.
8. Name line & space notes on treble staff.
9. Perform an expanded repertoire of songs of varying cultures.
10. Recognize and define meter signatures: 2/4, 3/4, 4/4, 6/8.
11. Read and perform music in compound and regular meters: 2/4, 3/4, 4/4, 6/8.

B. Historical and Cultural Contexts

1. Describe the basic elements of jazz.
2. Recognize ballet in comparison with other musical styles.

3. Perform an expanded repertoire of songs of varying cultures.
4. Recognize and define meter signatures: 2/4, 3/4, 4/4, 6/8.
5. Read and perform music in compound and regular meter: 2/4, 3/4, 4/4, 6/8.

C. Critical Response


1. Identify woodwind, brass, percussion, and string instruments by sight and sound.
2. Classify instruments into the four families of the orchestra.
3. Recognize and create theme and variations.
4. Describe the basic elements of jazz.
5. Recognize ballet in comparison with other musical styles.

D. Aesthetic Response

1. Recognize ballet in comparison with other musical styles such as plays, opera, and musicals.

Fifth Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Identify good vocal technique including: proper breathing, accurate pitch making, vocal production, good vowel production, good diction, proper singing posture
2. Follow own part in printed music
3. Respond appropriately to conducting gestures: i.e. loud/soft, staccato/legato
4. Recognize, read, & perform 

5. Recognize & interpret Italian terminology for tempo & dynamic level.
6. Recognize the difference between melody, harmony, and accompaniment through listening and performance, including the use of classroom instruments.
7. Perform an expanded repertoire of songs of varying cultures.

B. Historical and Cultural Contexts

1. Perform an expanded repertoire of songs of varying cultures.

C. Critical Response

1. Differentiate between band and orchestra based upon the instrumentation of each ensemble.
2. Visually and aurally recognize diatonic intervals from unison to octave.
3. Recognize the difference between melody, harmony, and accompaniment through listening and performance, including the use of classroom instruments.
4. Respond appropriately to conducting gestures: i.e. loud/soft, staccato/legato

D. Aesthetic Response

1. Recognize the difference between melody, harmony, and accompaniment through listening and performance, including the use of classroom instruments.

Sixth Grade

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Demonstrate good vocal technique including: proper breathing, accurate pitch making, vocal production, good vowel production, good diction, proper singing posture
2. Sing a variety of two part music
3. Identify the parts of a guitar, demonstrate fingering concepts, read chord charts, and play basic guitar chords.
4. Construct and recognize whole and half steps.
5. Use whole and half steps in the construction of major and minor scales.
6. Recognize and perform changing meter.

B. Historical and Cultural Contexts

1. Listen to & identify more complex musical structures, such as fugue, motif, symphony, & concerto.
2. Sing a variety of two part music

C. Critical Response

1. Construct and recognize whole and half steps.
2. Use whole and half steps in the construction of major and minor scales.
3. Recognize and perform changing meter and irregular meter.

D. Aesthetic Response

1. Demonstrate the differences between melody, harmony, and accompaniment through listening and performance including the use of classroom instruments

III. Instruction

A. Course Schedule (Days and Length of class period)

1. This course will meet once a week for forty-five minutes
2. This course will meet for the entire school year

B. Pacing (content by marking period)

1. During each marking period students will be provided with a variety of experiences that address Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Historical and Cultural Contexts, Critical Response and Aesthetic Response.

C. Methods

1. The common experiences are those which are inherent in the text.
2. All the concepts are taught through a multi-sensory experience.
3. Each concept is experienced and reinforced through several activities such as singing, listening, moving, composing and playing instruments.
4. The teacher will use selected resources to enrich the basic program such as supplementary songs and recordings, library research, and multi-media materials.
5. The teacher will modify the basic program to meet the needs of differentiated and special education students.

V. Resources

1. Staton, Barbara; Staton, Merrill; Davidson, Marilyn and Ferguson, Nancy. Music & You. New York, N.Y: Macmillan Publishing Company, 1988.
2. Staton, Barbara; Staton, Merrill; Davidson, Marilyn and Kaplan, Phyllis. Music & You. New York, N.Y: Macmillan Publishing Company, 1991.

3. Abington School District Elementary Music Curriculum Guide. Abington, PA: Abington School District, 1981.
4. Classroom percussion instruments such as hand drums, triangles, wood blocks, tambourine, etc.
5. Classroom melody instruments such as bar bells, resonator bells, temple blocks, etc.
6. Orff Schulwerk Instrumentarium such as soprano and alto glockenspiel; soprano, alto, and bass xylophone; and soprano, alto, and bass metallophone
7. Audio/Video System
8. Supplementary multi-media materials
9. Supplementary VHS/DVD's
10. Human Resources
11. Librarians

IV. Assessment

A. Procedures for Evaluation

- i. Evaluation of a student's music achievement will be based upon:
 1. Class participation and work.
 2. Class work assignments.
 3. Curriculum-based assessments, aligned to the reporting categories of the standards.
 4. Performance-based assessments, aligned to the reporting categories of the standards.

B. Expected Levels of Achievement

All students are expected to achieve proficiency with respect to the content standards for Production, Performance, and Exhibition of Music, Historical and Cultural Context, Critical Response, and Aesthetic Response. Achievement is reported by the following criteria:

Advanced (A)

Demonstrates

- Superior understanding of concepts, skills and strategies with respect to the standard
- 93-100% mastery on assessment items related to the standard and scored numerically
- Achievement at the highest level on assessment items that are related to the standard and graded with a rubric
- The ability to apply and extend learning and to explore ideas/topics independently

Proficient (P)

Demonstrates

- Solid understanding of concepts, skills and strategies with respect to the standard
- 80-92% mastery on assessment items related to the standard and scored numerically
- Achievement at the proficient level on assessments that are related to the standard and graded with a rubric
- The ability to apply and extend learning and to explore ideas/topics with support

Basic (B)

Demonstrates

- Partial understanding of concepts, skills and strategies with respect to the standard
- 60-79% mastery on assessment items related to the standard and scored numerically
- Achievement one level below proficiency on assessments that are related to the standard and graded with a rubric
- A need to begin to apply and extend learning and to explore ideas/topics

Below Basic (BB)

Demonstrates

- Inadequate understanding of concepts, skills and strategies with respect to the standard
- Less than 60% mastery on assessment items that are related to the standard and graded with a rubric
- A need for additional, focused instructional opportunities