

## VOCAL MUSIC Kindergarten

### PURPOSE

Through the Vocal Music curriculum, unexplored musical abilities, interests and traits are discovered and given the opportunity for growth. All children are offered a variety of musical experiences.

### I. STUDENT OUTCOMES

- A. Students will recognize the steady beat as the pulse of music and that its tempo can be fast or slow. (1.1.2.B.1-3)
- B. Students will recognize that differences in loudness and/or softness in music. (1.1.2.B.2)
- C. Students will recognize the characteristics of a melody. (1.1.2.B.2-3)
- D. Students will be able to recognize various tone colors through the use of classroom instruments and the human voice. (1.1.2.B.2-4)
- E. Students will recognize that rhythm is made up of long sounds and short sounds. (1.1.2.B.2)
- F. Students will identify same and different sounds. (1.1.2.B.3 and 1.4.2.A.4)
- G. Students will experience music from many different cultures. (1.2.2.A.1-2 and 1.4.2.A.1)
- H. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.2.B.1-7)

### II. CONTENT

#### A. Steady Beat

- 1. Students will demonstrate the steady beat by clapping, patsching, tapping, marching, and playing classroom rhythm instruments.
- 2. Students will distinguish between beat and no beat.
- 3. Students will recognize and respond to changes to the speed of the beat (Tempo).

#### B. Dynamics

- 1. Students will identify music that is loud and soft through listening to selections, singing, playing instruments and moving in response to what they hear.
- 2. Students will associate marches and lullabies (styles of music) to music that is loud and soft.

C. Melody

1. Students will recognize that a melody is made up of long and short sounds.
2. Students will recognize that a melody is made up of high and low
3. Students will identify upward and downward melodic direction.

D. Tone Color

1. Students will be able to identify the names of some classroom rhythm instruments because of their distinctive sound qualities.
2. Students will be able to identify the four ways to use their voices (singing, talking, calling, and whispering).

E. Rhythm-Students will recognize that rhythms are made up of long and short sounds.

F. Form-Students will recognize and compare same and different in the following categories:

1. steady beat/no beat
2. fast/slow
3. loud/soft
4. high/low
5. tone colors
6. rhythm

### III. ACTIVITIES AND MATERIALS

A. Text: Making Music, Big Book, Pearson Education/Silver Burdett, 2005

B. Teacher Resources

1. Making Music Kindergarten compact disc set and player
2. Keyboard and/or piano
3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies, and a keyboard accompaniment book to accompany the Making Music Series.
4. Classroom rhythm instruments

C. Individual students and/or whole classes may be invited to participate in one or more special musical programs. A program may include an evening performance.

#### **IV. EVALUATION**

- A. Students will be expected to listen and follow directions.
- B. Students will be expected to participate cooperatively in class.
- C. Students will be expected to demonstrate acceptable behavior.
- D. Students will demonstrate an understanding of concepts
- E. Students will demonstrate progress in music skills

Revised: June 1996; August, 2000; August 2002; April 2005; October 2007; September 2010

## VOCAL MUSIC

### Grade 1

#### PURPOSE

Through the Vocal Music curriculum, unexplored musical abilities, interests, and traits are discovered and given the opportunity for growth. Students will be given the opportunity to discover the common elements and properties of dance, music and theater.

#### I. STUDENT OUTCOMES

- A. Students will successfully maintain a steady beat to music. (1.1.2.B.1-3)
- B. Students will continue to differentiate loudness and/or softness in music. (1.1.2.B.2)
- C. Students will continue to recognize melodic characteristics through movement and singing. (1.1.2.B.2-3 and 1.2.2.A.)
- D. Students will continue to recognize the various tone colors, as heard through specific classroom instruments and the human voice. (1.1.2.B.2-4)
- E. Students will continue to identify long and short sounds in several different ways. (1.1.2.B.2)
- F. Students will continue to differentiate in music things that are the same and things that are different. (1.1.2.B.3 and 1.4.2.A.4)
- G. Students will experience music from varied cultures. (1.2.2.A.1-2 and 1.4.2.A.1)
- H. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.2.B.1-7)

#### II. CONTENT

- A. Steady Beat
  - 1. The aural identification of steady beat
  - 2. Varying tempi
  - 3. Steady beat notation
- B. Dynamics -the ability to recognize loudness and/or softness in music
- C. Melody-Upward, downward melodic direction
- D. Tone Color

1. The identification of four classroom instruments by sight and sound: triangle, tambourine, woodblock and hand drum
  2. Discriminating between whispering, talking, calling, and singing voices
  3. Identification of differences in tone color
  4. Identification of each character's theme in a musical story (Peter and the Wolf)
- E. Duration / Rhythm
1. Identification of long and short sounds in the environment
  2. Recognition of silence versus sound
  3. Recognition of one and two equal sounds to a beat
- F. Form: Same / Different-Phrases or sections of song that are alike and/or different in a song

### III. ACTIVITIES AND MATERIALS

- A. Text: Making Music, Big Book, Pearson Education/Silver Burdett, 2005
- B. Teacher Resources
1. Making Music compact disc set and player
  2. Keyboard and/or piano
  3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies and a keyboard accompaniment book to accompany the Making Music Series.
  4. Classroom rhythm instruments
- C. Individual students and/or whole classes may be invited to participate in one or more special musical programs. A program may include an evening performance.

### IV. EVALUATION

- A. Students will be expected to listen and follow directions.
- B. Students will be expected to participate cooperatively in class.
- C. Students will be expected to demonstrate an understanding of music concepts.
- D. Students will be expected to demonstrate progress in musical skills.

#### REVISED:

August 1992; August 1994; August 1995; August 2000; August 2002; April 2005; October 2007; September 2010

## VOCAL MUSIC

### Grade 2

#### PURPOSE

Through the music curriculum, unexplored musical abilities, interests and traits are discovered and given the opportunity for growth. Students will discover the common elements of dance, music and theater.

#### I. STUDENT OUTCOMES

- A. Students will recognize and/or perform musical elements of dynamics, tone color, tempo, rhythm, melody, texture, form and style. (1.1.2.B.2-3 and 1.3.2.B.1-7)
- B. Through the evaluation of musical elements and lessons on music and musicians throughout history, students should develop an understanding and appreciation of a wide variety of music styles. (1.1.2.B.2; 1.2.2.A.1-2; 1.4.2.A.1-2; and 1.4.2.B.1-3)
- C. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.2.B.1-7)

#### II. CONTENT

##### A. Dynamics

- 1. Identify soft and loud
- 2. Understand dynamic symbols and language
  - a. crescendo
  - b. decrescendo
  - c. accent
  - d. loud
  - e. soft
- 3. Perform dynamics

##### B. Tone Color

- 1. Explore instrumental sounds
- 2. Use families of classroom instruments
- 3. Identify sounds of families of instruments in the orchestra
- 4. Identify solo orchestral instruments

##### C. Tempo

1. Identify various speeds of music
2. Respond to and perform music at various tempos

D. Rhythm

1. Experience steady beat through movement
2. Identify rhythmic symbols
3. Perform rhythms through patsching, clapping and playing rhythm instruments

E. Melody

1. Identify high, middle and low pitch
2. Sing songs with good vocal tone and proper pitch

F. Texture

1. Sing songs with melody alone
2. Sing songs with melody and accompaniment
3. Add body percussion and simple instrumental accompaniments to melodies in order to create different textures

G. Form

1. Identify same and different
2. Sing multiple verse, verse-refrain songs, and cumulative verse songs
3. Identify and sing ABA form
4. Identify coda
5. Show phrase length
6. Identify and sing rondo form (ABACA)

H. Style

1. Listen to music of the Baroque, Romantic, Impressionistic, and Twentieth Century music periods
2. Sing folk songs, country and patriotic songs, and songs from various cultures

### III. ACTIVITIES AND MATERIALS

A. Text: Making Music, Pearson Education/Silver Burdett, 2002

B. Teacher Resources

1. Compact disc package and player

2. Keyboard and/or piano
  3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies, and a keyboard accompaniment book to accompany the Making Music Series.
  4. Classroom rhythm instruments
- C. Individual students and/or whole classes may be invited to participate in one or special music programs. A program may include evening participation.

#### **IV. EVALUATION**

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will listen and follow directions.
- D. Students will be expected to participate cooperatively in class.
- E. Students will be expected to demonstrate an understanding of music concepts.
- F. Students will be expected to demonstrate progress in musical skills.

#### **REVISED:**

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## VOCAL MUSIC

### Grade 3

#### PURPOSE

Through the music curriculum, unexplored musical abilities, interests, and traits are discovered and given the opportunity for growth. Students must discover the common elements of dance, music and theater.

#### I. STUDENT OUTCOMES

- A. Students will begin to recognize and/or perform rhythmic concepts: (ta) (ti-ti) (ta rest) (ta-ah) (ta-e-ti) (ta-ah-ah-ah). (1.1.5.B.1-2; 1.3.5.B.2 and 4)
- B. Students will sing melodic patterns in tune. (1.1.5.B.1-2 and 1.3.5.B.2)
- C. Students will recognize the distinction between melody and harmony. (1.1.5.B.2; 1.3.5.B.2; 1.4.5.B.1)
- D. Students will be exposed to multicultural musical themes. (1.2.5.A.1-3)
- E. Through the evaluation of concepts, children will be exposed to the music of the master composers. (1.2.5.B.3; 1.4.5.A.1-3; 1.4.5.B.5)
- F. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.5.B.1-4)
- G. Students will use their senses, imagination and memory to express feelings and ideas in dance, music and theater. (1.4.5.A.2-3)

#### II. CONTENT

- A. Rhythm
  - 1. Echo clapping
  - 2. Movement
  - 3. Identify rhythmic symbols
  - 4. Understand various meters
- B. Melody
  - 1. Melody direction-identify steps, skips, repeats
  - 2. Echo singing
  - 3. Use of resonator bells to reinforce and/or accompany singing
  - 4. Body movement corresponding to melodic-direction
- C. Harmony/Texture

1. Rhythmic Ostinato
2. Echo songs-overlapping
3. Partner songs

D. Form

1. Use of terms repetition and contrast
2. Definition that form is the parts of a song
3. The way it is put together
4. Call and response
5. AB form/ABA form
6. Verse and refrain

E. Expression

1. Tempo/Tempo changes
2. Articulation-Legato and staccato

F. Tone Color

1. Instrument families and specific members
2. Vocal timbre
3. Stringed instruments (experience aurally)
4. Brass instruments (Experience aurally)

G. Listening Appreciation

1. Call charts
2. Listening evaluations (What do you hear?) Specific examples are "Peter and the Wolf", "Hansel and Gretel", etc.

**III. ACTIVITIES AND MATERIALS**

A. Texts - Making Music, Big Book, Pearson Education/Silver Burdett, 2005

B. Teacher Resources

1. Compact discs and player
2. Keyboard and/or piano
3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies, and a keyboard accompaniment book to accompany the Making Music Series.
4. Classroom rhythm instruments

C. Individual students and/or whole classes may be invited to participate in one or more special musical programs. A program may include evening participation.

#### **IV. EVALUATION**

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will be expected to participate cooperatively in class.
- E. Students will be expected to demonstrate an understanding of music concepts.
- F. Students will be expected to demonstrate progress in musical skills.

#### **REVISED:**

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## VOCAL MUSIC

### Grade 4

#### PURPOSE

Through the music curriculum, unexplored musical abilities, interests and traits are discovered and given the opportunity for growth. Students will develop a better understanding of historical and cultural influences in the arts.

#### I. STUDENT OUTCOMES

- A. Students will recognize and/or perform musical elements of dynamics, tone, color, tempo, rhythm, melody, texture, form and style. (1.1.5.B.1-2; 1.3.5.B.2 and 4)
- B. Through the evaluation of musical elements and lessons on music and musicians throughout history, children should develop an understanding and appreciation of a wide variety of music styles. (1.1.5.B.1-2; 1.3.5.A.1-3; 1.4.5.A.1-3 and 1.4.5.B.1-5)
- C. Students will communicate their responses to dance, music and theater with supporting statements based on aesthetics. (1.4.5.A.1-3 and 1.4.5.B.1-5)
- D. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.5.B.1-4)
- E. Students will apply elements common to music to produce a piece of music. (1.3.5.B.3)
- F. Students will explain the criteria by which they evaluate the quality of their work and the work of others. (1.4.5.A.1-3 and 1.4.5.B.1-5)
- G. Students will investigate, experience and participate in dance, music and theater activities representing various historical periods and world cultures. (1.2.5.A.1-3)
- H. Students will apply knowledge of historical, social and cultural influences to understand a piece of music. (1.2.5.A.1-3 and 1.4.5.A.1-3)
- I. Students will investigate and experience the works of musical artists and community cultural resources through exhibitions and performances. (1.2.5.A.1-3;1.4.5.A.1-3 and 1.4.5.B.1-5)

#### II. CONTENT

- A. Dynamics (Expression)
  - 1. Identify and use dynamic symbols and language
    - a. very soft
    - b. soft
    - c. medium soft

- d. medium loud
  - e. loud
  - f. very loud
  - g. crescendo
  - h. decrescendo
2. Hear dynamic variation
  3. Perform and create music using known dynamics
- B. Tone Color (Expression)
1. Focus on various instrument families and sample members
  2. Aural exposure to various world instruments
  3. Identify instruments in listening selections
  4. Identify vocal timbre
- C. Tempo (Expression)
1. Sing and hear music using a variety of tempos
  2. Recognize tempo change
  3. Identify tempo terms
  4. Use tempo to create expressive effect
- D. Rhythm
1. Identify steady beat, long and short sound
  2. Identify rhythmic symbols
  3. Understand various meters
- E. Pitch (Melody)
1. Identify melodic contour
  2. Identify absolute pitch letter names of the lines and spaces on the treble clef staff
  3. Aurally experience major and minor sound qualities
  4. Improvise melodies on pitched instruments
  5. Read and play music on pitched instruments
  6. Sing songs with good vocal tone and proper pitch
- F. Texture (Harmony)
1. Identify and add accompaniment patterns to songs
  2. Sing songs in unison, canon or partner songs
- G. Form

1. Identify phrases and same/different sections to songs and listening lessons
2. Identify verse and refrain, AB, ABA, and ABACA form in songs and listening lessons
3. Identify D.C., al fine and coda

H. Style

1. Hear and sing traditional Western music
2. Hear and sing multicultural world music
3. Sing holiday songs
4. Listen to orchestral music

**III. ACTIVITIES AND MATERIALS**

A. Text: Making Music, Pearson Education/Silver Burdett, 2002

B. Teacher Resources

1. Keyboard and/or piano
2. Compact discs and player
3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies, and a keyboard accompaniment book to accompany the Making Music Series.
4. Rhythm instruments

C. Individual students and/or whole classes may be invited to participate in one or more special music programs. A program may include evening participation.

**IV. EVALUATION**

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will be expected to participate cooperatively in class.
- E. Students will be expected to demonstrate an understanding of music concepts.
- F. Students will be expected to demonstrate progress in musical skills.

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## VOCAL MUSIC

### Grade 5

#### PURPOSE

Through the music curriculum, unexplored musical abilities, interests and traits are discovered and given the opportunity for growth. Students will have a better understanding of historical and cultural influences in the arts.

#### I. STUDENT OUTCOMES

- A. Students will recognize and perform simple rhythmic concepts and be introduced to complex rhythmic concepts. (1.1.5.B.2 and 1.3.5.B.1)
- B. Students will continue to develop aural, visual (staff reading) and physical recognition of melodic and harmonic elements affecting music. (1.1.5.B.1-2)
- C. Students will be exposed to multicultural musical experiences. (1.2.5.A.1-3)
- D. Students will be able to recognize and identify those elements (i.e., form, tone color, etc.) in music (i.e., classical, romantic, contemporary styles) that contribute to musical expressiveness. (1.1.5.B.1; 1.2.5.A.1 and 1.4.5.A.3)
- E. Students will communicate their responses to dance, music and theater. (1.4.5.A.1-3 and 1.4.5.B.1-5)
- F. Students will demonstrate performance and participation skills by working and creating individually and with others. (1.3.5.B.1-3)
- G. Students will apply elements common to music to produce music. (1.1.5.B.2; 1.3.5.B.1-3)
- H. Students will explain the criteria by which they evaluate the quality of their work and the work of others. (1.4.5.A.1-3 and 1.4.5.B.1-5)
- I. Students will investigate, experience and participate in dance, music and theater activities representing various historical periods and world cultures. (1.2.5.A.1-3)
- J. Students will apply knowledge of historical, social and cultural influences to understand a piece of music. (1.2.5.A.1-3 and 1.4.5.A.2-3)

#### II. CONTENT

- A. Rhythm
  - 1. Continue to review and reinforce simple rhythmic concepts.
  - 2. Introduce the concept of dotted note values.
  - 3. Recognize beat and durational values in standard meter patterns.

4. Recognize and perform simple syncopation and the difference between tie and slur.

B. Melody

1. Continue to recognize the notes on the lines and spaces of the treble clef.
2. Begin to aurally, visually, and physically recognize that melodies may be created by:
  - a. stepwise movement
  - b. skips
  - c. repeated tones
3. Continue reinforcing vocabulary involving dynamics and tempo.

C. Harmony

1. Be able to aurally recognize, as well as verbally distinguish, consonances and dissonances.
2. Perform and understand that partner songs, 2-part songs, rounds, canons and instrumental accompaniment create the definition of harmony.
3. Begin to explore that pitches grouped together in a particular way form a chord.

D. Form

1. Continue to identify and define various sections of a song, i.e., A B C.
2. Continue to identify theme and variations, as well as introduce rondo form: ABACA.

E. Tone Color

1. Students will review the four families of the orchestra. Students will discover and be able to identify specific instruments of the orchestra by name only.
2. Students will identify aurally the different voice classifications: soprano, alto, tenor, bass, and understand how the singing voice functions.

- F. Listening/Appreciation-Students will be offered experiences in listening and critiquing music of various styles and cultures

**III. ACTIVITIES AND MATERIALS**

A. Text- Making Music, Pearson Education/Silver Burdett, 2005

B. Teacher Resources

1. Keyboard and/or piano
  2. Tapes, discs and player
  3. Teacher resource package that includes teacher's edition, resource book, listening map transparencies, and a keyboard accompaniment book to accompany the Making Music Series.
  4. Rhythm instruments
- C. Individual students and/or whole classes may be invited to participate in one or more special school concepts or musical programs. A program may include evening participation.

#### **IV. EVALUATION**

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will be expected to participate cooperatively in class.
- E. Students will be expected to demonstrate an understanding of music concepts.
- F. Students will be expected to demonstrate progress in musical skills.

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