GENERAL MUSIC
K-8
CURRICULUM GUIDE

LINDEN PUBLIC SCHOOLS
Linden, New Jersey

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We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to 8 is to develop and nurture the students’ skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, and orchestra as well as appropriate content from the humanities and the sciences. We include in our programs, studies in the historical and cultural aspects of New Jersey, the United States, and the world.

We believe and accept the idea that the study of music:

- cultivates the whole person, engaging the mind, body and spirit.
- builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- invites multiple ways of knowing which actively engage the brain learning.
- fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- embraces ambiguity—encouraging students to wonder and question.
- develops both individual initiative and collective responsibility.
- connects cultures and generations, past and present.
- has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our music program will allow young people to nurture a positive self image by developing self awareness and self discipline. We believe the teaching of music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.
II. PROGRAM DESCRIPTION

We believe that the purpose of the music curriculum is a vital and very basic one. It is to provide a sequential and consistent guide by which music may be taught in grades K – 8. It serves to sharpen and focus perception, to provide for non-verbal as well as verbal communication and supplies a vehicle for enjoyment and personal expression. Through sharing music from our history as well as varied cultures and ethnic groups, students increase awareness of their own relation to the world. In creating music that has not existed before, the student discovers new dimensions and capabilities not previously suspected.

Beginning in the early childhood years with fundamental experiences in the basic elements of music: rhythm, melody, harmony, form, tone color and expression, the students begin to realize, appreciate and understand the importance of music in their lives. Through singing, listening, rhythm making, creating and instrumental experimentation; skills, attitudes and concepts will begin to develop and accumulate.

The General Music curriculum for grades K – 8 will encompass many facets of a music education. The concepts and skills on the pages to follow allow for a well-rounded music education. The musical experiences and suggestions are just that and should be modified to the individual needs of the students as well as the educator.

The suggested experiences are benchmarked for a sequential program in the areas of singing, moving, listening, instrument playing, creating and reading. The music literature should be of high musical caliber and age appropriate.

It is our goal as a music department that a varied and well-rounded music education will develop an appreciation of music in our students and enrich the quality of their lives both now and in the future.
III. PROGRAM GOALS

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student’s growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding it’s use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students’ concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

**Aesthetics**

The student will:

1. develop knowledge and skills that strengthen and sharpen aesthetic awareness in music.
2. develop the ability to evaluate works of music based on aesthetic principles and musical elements using higher order thinking skills.
3. develop and demonstrate an appreciation of music.

**Creation and Performance**

The student will:

4. develop perceptual, intellectual and technical skills in creation of music.
5. identify and develop an understanding of the elements, media, and the unique qualities which produce musical outcomes.
6. develop skills for the safe use of materials, technology and procedures.
7. develop skills for musical expression through the use of contemporary technologies.

Elements and Principles of the Arts
The student will:
9. discover the elements of the arts such as color, line, form, rhythm, space, timing, movement, mood, etc.
10. utilize the arts elements and arts media to produce artistic products and performances
11. discover the common elements and properties of dance, music, theater, and visual arts to better understand the arts.

Critique
The student will:
12. develop critical thinking skills by observing, describing, analyzing, interpreting, and evaluating the musical content of music.
13. demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.
14. demonstrate awareness and understanding of music related careers, leisure activities, and personal life skills developed.
15. develop an understanding of the academic importance of music and its potential for interdisciplinary relationships with the curricula.

World Cultures, History, and Society
The student will:
16. identify historical, social, and cultural influences and traditions which generated musical accomplishments throughout American history and which continue to shape contemporary arts. This will include the accomplishments of women; ethnic, racial, and cultural communities; and the physically challenged.
17. recognize and understand that musicians and music schools both contribute to our culture and society.
New Jersey Core Curriculum Content Standards for Visual and Performing Arts

Introduction

An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual arts is critical to the success of New Jersey and the nation as we move into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop original ideas, increase their ability to solve problems, and interact in partnerships -- skills inherently learned through the arts.

An education in the arts has the potential to:

- Strengthen our ability to be creative and inventive decision-makers
- Develop a wide range of skills significant to many aspects of life and work
- Provide varied and powerful ways of communicating ideas, thoughts and feelings, both as individuals and as members of communities
- Enable us to understand and influence the increasingly complex technological environment affecting all aspects of our lives
- Provide a strong economic base through the state’s cultural attractions
- Emphasize humanities education as a key to understanding the arts as products of complex social, cultural, and intellectual trends
- Enrich understanding of the human experience across cultures and histories, including the accomplishments of men and women of different ethnic, racial, and cultural backgrounds
- Provide valuable tools to enhance learning across all disciplines
- Empower people to create, reshape and fully participate in personal and community environments, to enhance the quality of life for all.

All children require and must be provided with an opportunity for a meaningful arts education. These core curriculum standards provide the foundation for
creating a framework for essential arts education in all New Jersey schools. They form the core of our expectations for New Jersey students.

Five core curriculum content standards for Visual and Performing Arts are arranged in five broad categories including: aesthetics (1.1); creation and performance (1.2); elements and principles (1.3); critique (1.4); history/culture (1.5).

The categories stated above include specific standards that define these artistic concepts and elements in the art forms of dance, music, theater, and the visual arts. A focus on general artistic concepts and themes rather than on the individual art forms provides a document that can be easily accessed by all arts educators, regardless of discipline.

While national, state, and individual arts discipline standards were extensively reviewed and considered during initial panel deliberation, it was determined that a more comprehensive and interdisciplinary design be constructed, where all art forms could be included in one document. These standards reflect the concern that the separate arts disciplines be viewed as one common body of skills and knowledge.

**Visual And Performing Arts List Of Standards**

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

1.3 All students will utilize arts elements and arts media to produce artistic products and performances.

1.4 All students will demonstrate knowledge of the process of critique.

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

**STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.**

**Descriptive Statement:** The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of music enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These
experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

**Strands and Cumulative Progress Indicators**

By the end of Grade 2, students will:

A. **Knowledge**

1. Observe the four art forms of dance, music, theater, and visual art.

2. Explain that dance, music, theater and visual art can generate personal feelings.

3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

B. **Skills**

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.

2. Provide an initial response when exposed to an unknown artwork.

3. Use imagination to create a story based on an arts experience in each of the art forms.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. **Knowledge**

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.

2. Communicate ideas reflecting on the nature and meaning of art and beauty.

3. Recognize works of art and art elements designed to imitate systems in nature.

B. **Skills**
1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.

2. Compare and contrast works of art that communicate significant cultural meanings.

3. Apply qualitative terms when responding to works of art.

4. Create an arts experience that communicates a significant emotion or feeling.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Knowledge**

1. Examine works of art that have a utilitarian purpose (Functionalism).

2. Analyze works of art that place emphasis on structural arrangement (Formalism).

3. Describe how an element of an art form contributes to the aesthetic value of a particular work.

4. Describe the compositional design in selected works of art or performance.

**B. Skills**

1. Explain the aesthetic qualities of specified art works in oral and written responses.

2. Incorporate personal life experiences into an aesthetic response about an artwork.

3. Examine how exposure to various cultures and styles influence individuals’ feelings toward art forms and artworks.

4. Communicate ideas about the social and personal value of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**

1. Examine works of art that communicate significant cultural beliefs or set of values.

2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

**B. Skills**

1. Differentiate between the unique and common properties in all of the arts.

2. Distinguish among artistic styles, trends, and movements in various art forms.

3. Express how art is inspired by an individual's imagination.

4. Describe changes in meaning over time in the perception of a known work of art.

**STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.**

**Descriptive Statement:** Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.

2. Vocalize the "home tone" of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison with a partner.

3. Improvise short tonal and rhythmic patterns.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**
1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.

2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone."

3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.

4. Modify elements of music within a piece to create different expressive ideas.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.

2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.

3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.

4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.

5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.

6. Investigate arts-related careers.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.

2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.

3. Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality.

4. Identify careers and lifelong opportunities for making music.
**STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.**

**Descriptive Statement:** In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.

2. Identify and categorize sound sources by common traits.

3. Differentiate basic structures in music composition.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.

2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

1. Analyze the application of the elements of music in a diversity of musical works.
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.

3. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.

**STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.**

**Descriptive Statement:** Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

**Strands and Cumulative Progress Indicators**

By the end of Grade 2, students will:

**A. Knowledge**

1. Explain that critique is a positive tool.

2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.

**B. Skills**

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.

2. Express how individuals can have different opinions toward works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

**A. Knowledge**

1. Utilize basic arts terminology and arts elements in all four arts domains.

2. Recognize the value of critiquing one’s own work as well as the work of others.

**B. Skills**

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.

3. Recognize the main subject or theme in a work of art.

**Building upon knowledge and skills gained in preceding grades by the end of Grade 6, students will:**

**A. Knowledge**

1. Classify elements of unity or repetition in a work of art.

2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.

3. Describe the technical proficiency of the artist's work, orally and in writing.

**B. Skills**

1. Critique performances and exhibitions based on the application of the elements of the art form.

2. Identify and differentiate among basic formal structures within artworks.

3. Consider the impact of traditions in the critique of works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.

2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

1. Evaluate the judgment of others based on the process of critique.

2. Compare and contrast the technical proficiency of artists.

**STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.**
Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge
1. Recognize works of art from diverse cultures.

B. Skills
1. Identify family and community as themes in art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge
1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

B. Skills
1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge
1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

B. Skills
1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Analyze how technological changes have influenced the development of the arts.

2. Examine how the social and political environment influences artists in various social/historical/political contexts.

B. Skills

1. Identify the common artistic elements that help define a given historical period.

2. Discuss how cultural influences add to the understanding of works of art.
IV. SCOPE AND SEQUENCE

On the following pages are Performing Arts Program Scope and Sequence grades K-8. The unit topic and strands are consistent with the New Jersey Core Curriculum Content Standards and reflect a series of objectives that will be taught at each grade level in all art classrooms across the district. The letters indicate the grade at which the concept will be introduced (I), the grade in which that same concept will be further developed (D), the grade in which the objective is expected to be mastered (M) and then continued to be reinforced (R) in succeeding grades.

This scope and sequence begins in Kindergarten. As the Performing Arts offerings vary in discipline options in the middle grades, one can adjust the categories of I, D, M and R to begin in the year in which the student first studies Fine Arts.

The Fine and Performing Arts Program has anchors in grades 4, 8, and 11 and represents a cumulative progression. In the NJ Core Curriculum Content Standards these years represent the grades at which General Music will be assessed in the next few years. In our scope and sequence, one can find a mastery marker in the objectives and the grades at which the students will be expected to know and be able to demonstrate proficiency to the state in Performing Arts achievement on the New Jersey ASK, GEPA, and HSPA.

Due to the variety and diversity of courses offered, individual course curriculum will show at which grade it would be appropriate for a concept to be introduced and developed in order to achieve mastery at the designated grade markers. A model of an individual scope and sequence of an individual course curriculum can be found in the appendices.

DEFINITION OF SYMBOLS

Each goal and objective is stated and includes a grid, which shows scope and sequence. The grid also indicates when the objective is introduced, when it is developed, when it will be mastered, and when it should be reinforced.

The symbols used in this document are:

I Introduction of the skills/concepts
D Development of the skills/concepts
M Mastering the skills/concepts
R Reinforcing the skills/concepts
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<td>Develop knowledge and skills that strengthen and sharpen aesthetic awareness in art, dance, music and theatre</td>
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<td>Develop the ability to evaluate works of art based on aesthetic principles and artistic elements using higher order thinking skills.</td>
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<td>Develop and demonstrate an appreciation of art, dance, music, and theatre.</td>
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<td>1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theater, and/or visual arts.</td>
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<td>1.3 All students will utilize arts elements and arts media to produce artistic products and performances.</td>
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<td>Develop perceptual, intellectual, physical and technical skills in creation of art, dance, music, and theatre.</td>
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<td>Identify and develop an understanding of the elements, media, and the unique qualities, which dance, a music, and theatre share to produce artistic outcomes.</td>
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<td>Develop skills for the safe use of materials, technology and procedures.</td>
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<td>Develop skills for artistic expression through the use of contemporary technologies.</td>
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<td>Demonstrate self-awareness, creative thinking, confidence, self-discipline, collaboration, and risk-taking through art, dance, music, and theatre.</td>
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<td><strong>Critique</strong></td>
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<td>1.4 All students will demonstrate knowledge of the process of critique.</td>
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<td>Develop critical thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in art, dance, music, and theatre.</td>
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<td>Demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.</td>
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<tr>
<td>Demonstrate an awareness and understanding of arts related careers, leisure activities, and personal life skills developed through art, dance, music, and theatre.</td>
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<tr>
<td>Develop an understanding of the academic importance of dance, music, and theatre and their potential for interdisciplinary relationships with the curricula.</td>
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**World Cultures, History, and Society**

| 1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts. | I D D D M R R R R M |
| Identify historical, social, and cultural influences and traditions which generated artistic accomplishments throughout American history and which continue to shape contemporary arts. This will include the accomplishments of women; ethnic, racial, and cultural communities; and the physically challenged. | I D D D D D D D D M |
| Recognize and understand that artists and the arts institutions contribute to and preserve our cultural heritage as well as influence the contemporary arts. | I D D D D D D |

I = Introduce  
D = Develop  
M = Master  
R = Reinforce
V. General Music Curriculum

Goals

Grades K-2

Grades 3-5

Grades 6-8
# Grades K-8 Goals

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## Grades K-2

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<td>Beat</td>
<td>Steady beat, beat/no-beat</td>
<td>Play steady beat on hand held percussion instruments</td>
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<td>Silent beat (rest)</td>
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<td>Meter</td>
<td>Strong and weak beats</td>
<td>Move/dance to the strong and weak beat</td>
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<td>Meter in 2 and 3</td>
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<td>Duration</td>
<td>Long and short sounds</td>
<td>Listen to instruments, objects, and voices that have various durations, identify long or short</td>
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<td>Notation</td>
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<td>Rhythm Patterns</td>
<td>Patterns of long and short sounds</td>
<td>Clap, speak and move to various rhythm patterns</td>
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<td>Repeated patterns</td>
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<td>Rhythm patterns in songs, charts, movement, ostinatos</td>
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<td>Even and uneven rhythm patterns</td>
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<td>Tempo</td>
<td>Fast and slow, gradual change, sudden change</td>
<td>Play instrument while having students move freely to tempo change</td>
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<td><strong>Melody</strong></td>
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<tr>
<td>Pitch</td>
<td>High and low sounds</td>
<td>Identify high and low on piano, xylophone, or glockenspiel</td>
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<td>Higher and lower pitches</td>
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<td>Melodic Contour</td>
<td>Upward and downward</td>
<td>Identify upward and downward on instruments and voices</td>
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<td>Melodic contour</td>
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<td>Step/Leap/Repeat (Intervals)</td>
<td>Movement by steps, leaps and Repeats</td>
<td>Play intervals on xylophone, include songs like Mary Had a Little Lamb and Twinkle Twinkle</td>
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<td>Melodic Patterns</td>
<td>Melodic patterns: same, different</td>
<td>Perform a vocal or instrumental ostinato with a song</td>
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<td>Melodic repetition</td>
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<td>Melodic rhythm</td>
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<td>Melodic ostinato</td>
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<td>Phrases</td>
<td>Phrases, phrase endings</td>
<td>Perform the same movement for alike phrases and different movement for different phrases</td>
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<td>Repeated phrases</td>
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# Grades K-2

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<td>Harmony/Texture</td>
<td>Accompaniment and no Accompaniment</td>
<td>Listen to songs with and without accompaniment</td>
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<td>Two or more pitches sounding Simultaneously Ostinato</td>
<td>Add ostinato to song to create harmony</td>
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<td>Chords</td>
<td>Chord changes</td>
<td>Listen to and identify chord changes in a song</td>
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<td>Harmony/Texture</td>
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<td>Environmental Sounds</td>
<td>Nature, machine, found</td>
<td>Listen to, identify and describe ordinary sounds</td>
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<td>Vocal Sounds</td>
<td>Various tone qualities produced by individuals and groups</td>
<td>Experiment with individual voices through singing and speaking</td>
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<td>Songs and chants</td>
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<td>Voices of men, women and children</td>
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<td>Instrumental Sounds</td>
<td>Body sounds</td>
<td>Introduce the families of instruments through listening, demonstrating, and playing</td>
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<td>Families of instruments (Brass, Woodwind, Percussion, String)</td>
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<td>Introduction, call and response</td>
<td>Sing songs with a call and response</td>
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<td>Same/different, repetition/contrast</td>
<td>Play instruments to songs in AB and ABA form</td>
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<td>Verse/refrain, solo/chorus</td>
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<td>Music from a variety of styles and Cultures</td>
<td>Listen to music from different cultures</td>
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<td>Songs in a variety of moods</td>
<td>Identify mood of a song through listening, story telling and creating</td>
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<td>Songs, chants and rhymes</td>
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<td>Style differences determined by tempo, rhythm, melody and tone Color</td>
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<td><strong>Dynamics</strong></td>
<td>Loud and soft, gradual change, sudden change</td>
<td>Experiment through singing and playing instruments various dynamic changes</td>
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Grades K-2
## Grades 3-5

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<td><strong>Rhythm</strong></td>
<td></td>
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</tr>
<tr>
<td>Beat</td>
<td>Steady beat, offbeat Rests, fermata</td>
<td>Have students clap and tap steady beat, off beat and feel rests</td>
<td>D</td>
<td>D</td>
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<tr>
<td>Meter</td>
<td>Strong and weak beats Meter in 2,3,4,5,6, Meter signatures (i.e. March-duple, Waltz-triple)</td>
<td>Sing songs with different meters</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Duration</td>
<td>Relative duration Notation</td>
<td>Clap and play notes on various instruments that have different duration</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Rhythm Patterns</td>
<td>Simple patterns, Melodic rhythm Even and uneven rhythm patterns</td>
<td>Convert rhythm patterns (ta, ti-ti, etc.) to notation (quarter note, eighth note, etc.)</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Rhythm patterns of lyrics, echoes movement, melody</td>
<td>Teach a song from rhythm patterns on board, clap the rhythm and beat</td>
<td></td>
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<tr>
<td>Tempo</td>
<td>Fast and slow, gradual change, sudden change</td>
<td>Sing and move utilizing various tempos</td>
<td>D</td>
<td>D</td>
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<tr>
<td></td>
<td>As an expressive choice</td>
<td>Play tapes and CD's of music illustrating various tempos</td>
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<th>CONCEPT</th>
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<tbody>
<tr>
<td><strong>Melody</strong></td>
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<tr>
<td>Pitch</td>
<td>High and low sounds Higher and lower pitches</td>
<td>Identify high and low on piano, xylophone, or glockenspiel</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Melodic Contour</td>
<td>Upward and downward Melodic contour</td>
<td>Use written music to illustrate contour</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Step/Leap/Repeat</td>
<td>Movement by steps, leaps and repeats octave leap</td>
<td>Sing various songs that move by step, leap and repeat</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td></td>
<td>(Intervals)</td>
<td>Play intervals on xylophone</td>
<td></td>
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<tr>
<td>Melodic Patterns</td>
<td>Melodic patterns: same, different Melodic repetition Melodic rhythm Melodic ostinato</td>
<td>Perform a vocal or instrumental ostinato with a song</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Phrases</td>
<td>Phrases, phrase endings Repeated phrases</td>
<td>Have students sing a simple phrase of a song and repeat the same phrase to introduce repeated phrases</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Scales/Tonality</td>
<td>Tonal center, major and minor Pentatonic, pentachordal, cadence Written notation of treble clef and bass clef</td>
<td>Teach Kodaly hand signals, sing simple songs using solfegeggio Write on staff paper, tape staff on floor, create melody games to go with it</td>
<td>I</td>
<td>D</td>
<td>D</td>
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### Grades 3-5

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<tr>
<th>CONCEPT</th>
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<tbody>
<tr>
<td><strong>Harmony</strong></td>
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<tr>
<td>Harmony/Texture</td>
<td>Texture: thick/thin Unison/chordal harmony</td>
<td>Teach melodic line, add simple accompaniment</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Chords</td>
<td>Chord changes</td>
<td>Listen to and identify chord changes in a song</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Linear Harmony</td>
<td>Ostinatos, countermelodies, rounds partner songs, descants</td>
<td>Sing various rounds and partner songs</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td><strong>Tone Color</strong></td>
<td></td>
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<tr>
<td>Vocal Sounds</td>
<td>Various tone qualities produced by individuals and groups Voices of men, women and children Group; duet, trio, quartet, chorus Individual, soprano, alto, tenor, bass</td>
<td>Have students sing as a soloist and a group member to experience various vocal sounds Identify vocal tone colors of groups and individuals</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Instrumental Sounds</td>
<td>Ensembles: band and orchestra Families of instruments: brass, woodwind, percussion, string Multicultural instruments</td>
<td>Introduce the families of instruments through listening, demonstrating, and playing Student will participate in band or orchestra</td>
<td>D</td>
<td>D</td>
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<tr>
<td><strong>Form</strong></td>
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<tr>
<td>Form</td>
<td>Introduction, coda, D.C. al fine Same/different, repetition/contrast Verse/refrain, solo/chorus AB, ABA, rondo</td>
<td>Sing a song with an introduction and coda, have students identify in music Move or draw to various forms, change each as the form changes</td>
<td>D</td>
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### Grades 3-5

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<td><strong>Expression</strong></td>
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</table>
| Style   | **Music from a variety of styles and Cultures**  
**Songs in a variety of moods**  
**Songs, chants and rhymes**  
**Style differences determined by tempo, rhythm, melody and tone**  
**Color**  
**Relationship of words and music: influence on style** | **Listen to and sing music from different cultures and countries**  
**Identify mood of a song through listening, story telling and creating** | D | D | D |
| Dynamics | **Loud and soft, gradual change, sudden change**  
**Appropriateness of dynamic Changes** | **Discuss piano, forte, pianissimo, mezzo forte, etc. play and sing examples of each**  
**Determine how dynamics affect the mood of a musical piece** | D | D | D |
<table>
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<tr>
<th>CONCEPT</th>
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<tbody>
<tr>
<td>Rhythm</td>
<td></td>
<td></td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Beat</td>
<td>Steady beat</td>
<td>Select and play a beat on the keyboard that represents a designated country</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<td></td>
<td>Back beat</td>
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<tr>
<td>Meter</td>
<td>Accent, meters in 2,3,4,6</td>
<td>Play songs in 3,4 and 6 on the keyboard. Sing and conduct songs in different meters</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td>Combined meters, changing meters</td>
<td></td>
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<tr>
<td></td>
<td>Conducting patterns, cut time</td>
<td></td>
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<tr>
<td>Duration</td>
<td>Durational values, dotted rhythms</td>
<td>Play various notes and rhythm patterns on the keyboard to identify duration</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td>Two against three, relative durations</td>
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<td></td>
<td>Triplets, syncopation</td>
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<tr>
<td>Rhythm Patterns</td>
<td>Common rhythm patterns, dotted patterns in 6/8 meter, syncopation</td>
<td>Have students use the computer software &quot;Music Shop&quot; to write out their own rhythm patterns</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td>Layering patterns, ostinatos</td>
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<td></td>
<td>African rhythms and polyrhythms</td>
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<tr>
<td>Tempo</td>
<td>Appropriateness of tempo choices: moderato, accelerando, ritardando, Maestoso</td>
<td>Create music to coincide with a story, add appropriate tempo changes, where necessary to fit story</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Effects of changes on overall expressive content</td>
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<tr>
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<tbody>
<tr>
<td>Melody</td>
<td></td>
<td></td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Pitch</td>
<td>Range and register</td>
<td>Have students sing various songs and exercises to increase range and pitch</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Melodic Contour</td>
<td>Contour as a tool for analysis</td>
<td>Select a familiar song and have student play the melody on the keyboard</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Step/Leap/Repeat (Intervals)</td>
<td>Movement by steps, leaps and repeats</td>
<td>Select songs to sing and play on the keyboard that demonstrate intervals of 2nd,3rd,4th,5th and octave: i.e. When the Saints-3rd, Bridal March-4th, Over the Rainbow-octave</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
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<td></td>
<td>Intervals as they affect melodic Development</td>
<td></td>
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<tr>
<td>Melodic Patterns</td>
<td>Melodic sequence, melodic Repetition</td>
<td>Have half the class play the melody on the keyboard, while the other half sings the melody, alter part of it on the keyboard</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td>Manipulation of pitches as compositional devices</td>
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<tr>
<td>Phrases</td>
<td>Melodic phrases, repetition/contrast</td>
<td>Have students write original music with repeating and contrasting phrases</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Phrase construction and Development</td>
<td></td>
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</tr>
<tr>
<td>Scales/Tonality</td>
<td>Scales: major and minor, cadence</td>
<td>Sing and play on keyboard, songs in major and minor keys</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>Major and minor scale structure</td>
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<tr>
<td></td>
<td>Whole and half step structure</td>
<td>Sing and play whole steps and half steps</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td>Chromatic scale</td>
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## Grades 6-8

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<th>CONCEPT</th>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td>Harmony</td>
<td>Chordal harmony, parallel 3rd's and 6th's, modulation</td>
<td>Play recordings of Gregorian chant as well as choral music from other musical periods (Baroque, Classical, etc.) to help students recognize monophony, polyphony and homophony</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>
| Harmony/Texture | Chordal harmony, parallel 3rd's and 6th's, modulation  
Harmonic styles: parallel motion, contrary motion, countermelodies  
Monophonic, polyphonic, homophonic structures  
Play recordings of Gregorian chant as well as choral music from other musical periods (Baroque, Classical, etc.) to help students recognize monophony, polyphony and homophony | Demonstrate on the keyboard and through singing, major and minor chords | D | D | M |
| Chords        | Construction of triads and other chords, major and minor chords  
Chord progressions  
Chord patterns: blues progression  
rock progression, etc. | Sing songs in 2 part, 3 part and 4 parts  
Sing rounds in 2 part and 3 part | D | D | M |
| Linear Harmony | Ostinatos, countermelodies, rounds partner songs, descants, canons counterpoint, fugue, riffs | Sing songs in 2 part, 3 part and 4 parts  
Sing rounds in 2 part and 3 part | D | D | M |
| **Tone Color** | **Vocal Sounds** Variety of vocal styles of opera. operetta, musical theater and popular singers  
A cappella singing, vocal blending  
Vocal qualities of various times and styles: Renaissance, Baroque, etc  
Vocal qualities of adult male and female singers | Sing songs a cappella  
Have students identify vocal styles of singing through listening  
Have students identify various voice parts through listening | D | D | D |
| Vocal Sounds  | Variety of vocal styles of opera. operetta, musical theater and popular singers  
A cappella singing, vocal blending  
Vocal qualities of various times and styles: Renaissance, Baroque, etc  
Vocal qualities of adult male and female singers | Sing songs a cappella  
Have students identify vocal styles of singing through listening  
Have students identify various voice parts through listening | D | D | D |
| Instrumental Sounds | Instrumental tone qualities of various times and styles: Renaissance, Baroque, Classic, Romantic Impressionist, Twentieth Century, Jazz  
Multicultural instruments | Identify the various instruments from different periods of music, explain how each is used  
Discuss how instruments can be used to set a mood  
Use the computer software "Music Shop" or "Finale" to record and play instrument tracks | D | D | D |
## Grades 6-8

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<tbody>
<tr>
<td><strong>Form</strong></td>
<td>Repetition/contrast, unity/variety</td>
<td>Sing songs in AB and ABA form</td>
</tr>
<tr>
<td></td>
<td>Sectional forms: AB, ABA, AABA, AABCC, march, rondo, theme and variation, minuet and trio</td>
<td>Listen to songs with various forms, have students identify and describe the form</td>
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<td></td>
<td>Composite forms: opera, operetta, musical theater, piano prelude, jazz composition</td>
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<td>Vocal forms: recitative, aria</td>
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### Expression

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<tr>
<th>CONCEPT</th>
<th>GOAL/OBJECTIVE</th>
<th>SUGGESTED EXPERIENCES</th>
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<tbody>
<tr>
<td><strong>Style</strong></td>
<td>Music from a variety of styles and Cultures</td>
<td>Listen to music from different cultures</td>
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<tr>
<td></td>
<td>Relationship of words to form an expressive quality</td>
<td>Have students play, on the keyboard, the melody of songs from various styles and musical periods</td>
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<tr>
<td></td>
<td>Style differences determined by tempo, rhythm, melody and tone Color</td>
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<td></td>
<td>Focus on: program music, jazz, African music, oratorio, opera</td>
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</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td>Appropriateness of dynamic choices: piano, forte, mezzo forte, crescendo, decrescendo</td>
<td>Have students sing songs at different dynamic levels.</td>
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<td>Listen to various songs, have students identify dynamic changes</td>
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VI. EVALUATION

Students will be graded on the following areas throughout the year:

1. Tests
2. Quizzes
3. Homework
4. Projects
5. Class Participation
6. Performance Evaluation
7. Attendance
8. Final Exam
9. Class Observation

The grading policy is as follows:

**Grades 1 and 2**

E = excellent  
G = good  
S = satisfactory  
NI = needs improvement

**Grades 3 through 8**

A = 90-100, superior, outstanding  
B = 82-89, very good  
C = 75-81, fair, average  
D = 70-74, poor  
F = 0-69, failed
VII. GENERAL MUSIC BIBLIOGRAPHY

Items that become available and meet the goals of the curriculum as well as the NJCCCS may be used as supplemental material with permission of the department director.

Books:


*The Music Connection Grades K – 5*, Silver, Burdett, Ginn.


**Periodicals:**

*Music Alive*, Cherry Lane Magazines, New York, New York

*Music Express*, Hal Leonard Publishing Corporation, Milwaukee, WI

**Videos:**

Composer Specials Video Set, Sony.

- *Handel's Last Chance*
- *Bach's Fight for Freedom*
- *Bizet's Dream*
- *Liszt's Rhapsody*
- *Strauss, the King of ¾ Time*
- *Rossini's Ghost*
- *Beethoven Lives Upstairs*

Instrumental Classmates Video Set, Warner Brothers.

- *Brass*
- *Woodwinds*
- *Strings*
- *Percussion*
- *Keyboard*

“Marsalis on Music,” The Young People’s Concert Series

- *Why Toes Tap*
- *Listening for Clues*
- *Sousa to Satchmo*
- *Tackling the Monster*

**Computer Software:**


VIII. APPENDICES

The Role of the Teacher

Concerts and Performances

Music and Interdisciplinary Connections

Glossary

Music Assessment
The Role of the Music Teacher

Each elementary and middle school is assigned a music teacher. This teacher is directly responsible for all of the music events that occur in the school. The teacher is responsible to the music supervisor and to the building principal for tasks unique to the building.

Elementary music is scheduled once a week: grades K – 2: 45 minutes, grades 3 – 5: 30 minutes, and grades 6 – 8 are scheduled in an eight week block with 45 minutes. Special education students are mainstreamed, where appropriate, providing the least restrictive environment. The nature of their program is to provide music experiences that will enhance their growth and development, both physically and verbally, as well as increase their self-esteem.

The role of the music teacher in the elementary schools takes on many aspects. Aside from the responsibility of planning lessons and teaching children, this professional works closely with classroom teachers, principal, and parents. It is his/her role to:

- Prepare students for Winter and Spring concerts
- Develop and plan music lessons that promote creativity and thinking.
- Plan interdisciplinary lessons staying within the confines of the curriculum.
- Guide and motivate classroom teachers in planning creative and meaningful music experiences that reinforce other disciplines (i.e. Math, Social Studies, etc).
- Work closely with PTA.
- Keep abreast of new media trends and techniques in music education.
- Be an advisor for special musical events planned in other classrooms, to include social studies, math, science or language art classes.
- Help classroom teachers understand the child’s growth and development in music and accept a child’s musical ability at its level.
- Consider it his/her professional responsibility to participate in professional conferences, children’s concerts and organizations on the local, state, and national level.
- Plan field trips or guest speakers related to the curriculum.
- Keep the supervisor aware of any problems or needs.
- Keep the community, parents, and non-music professional staff aware of the goals and objectives of the music program.
- Order music supplies for the school year.
- Teach the elements of music and the New Jersey Core Curriculum Content Standards.

In general, one will find the music teacher often acts as a consultant to the non-music staff and community, sharing expertise when necessary.
Concerts and Performances

Throughout the year, the students of the Fine and Performing Arts department are called upon to perform at many different functions. Every elementary and middle school has a choir, band and orchestra. The students perform in at least two concerts a year, the Winter Concert and the Spring Concert.

Depending on the location of the school and the performing groups involved, the students may have many more opportunities to perform. Some school choirs or bands go to local nursing homes to perform, while others take a trip to the local mall to perform. In addition to venturing out of the school for performances, many schools have programs for Veterans Day, Arbor Day, as well as other school wide functions. The students have many opportunities to perform.

All of these performances have one thing in common and that is to develop an appreciation of the arts in our students, as well as our community. The students spend many hours a week learning how to read music and how to sing in a choir. By performing in these groups, these students are developing a love of music that will last a lifetime. They are also developing enthusiasm, self-confidence, self worth, self-esteem, a wonderful sense of accomplishment and a greater interest and understanding of music.
Music and Interdisciplinary Connections

Throughout the years, music has been incorporated into the general classroom environment for various purposes, whether it is to learn one’s ABC’s or sing a holiday song, music is used daily in the classroom.

Today research proves that by including music into daily lesson plans of language arts, mathematics, science and social studies, certain students will actually learn better and retain more information. The inclusion of music into these subject areas, allow students to process information differently thus giving certain individuals a chance to learn in a different way.

The following examples are merely suggestions that can be altered and changed based on the grade level of students, the student’s abilities and the resources and materials available.

- An example of incorporating music into the language arts classroom would be to take a previously written play that is being discussed in class already and design a musical background for is as well as sound effects.
- A study on the physics involved in the design of a musical instrument would be a way to incorporate mathematics with music.
- An interdisciplinary lesson involving science could include creating a diagram of the parts of the body affecting sound and vocal production. Describe the impact these body parts have and how they help to produce sound.
- Incorporating social studies into a daily lesson would be to have students learn about the past presidents and learn a song that was popular at that time, or discuss a composer the president liked.
- An example of incorporating music with technology would be to have the students create original music on the computer. This can be done through sequencing, orchestration, note processing and various composition techniques.

As stated above, these are merely suggestions one can use to have an interdisciplinary lesson. The lesson must be based on the needs of the students as well as the ability of the educator. With a little creativity the possibilities are endless.
Glossary

A cappella – choral music without accompaniment

A tempo – return to the original speed or tempo

Accelerando – becoming faster

Accent – to place emphasis on a specific note

Accidentals – symbols used to indicate chromatic changes, either raising or lowering notes, sharp (#), flat (b) or natural.

Accompaniment – background for a melody

Adagio – tempo marking indicating slow

Allegro – tempo marking indicating fast

Alto – a low female voice

Andante – tempo marking indicating moderate or walking speed

Aria – a song for solo voice with instrumental accompaniment

Articulation – the way in which notes are begun and how they are performed

Ballad – a song that tells a story

Ballet – a dance form that combines dance with music to depict a story

Bar – a term meaning measure

Bar line – vertical lines that divide music into measures

Baritone – the male voice range between the tenor and the bass

Baroque – the historic period in music approximately between 1600 and 1750. The music of the Baroque tended to be highly ornamental and elaborate. Music was mainly written for the church.

Bass – the lowest of the male voices

Beat – the pulse within music
Canon – a form of counterpoint in which one voice begins, followed by another performing the same melody

Chromatic – moving in half steps

Classical – the musical period from 1750 – 1820 characterized by the music of Mozart, Haydn and early Beethoven. The term is often used to differentiate “serious” or “art” music from popular music.

Clef – a symbol at the beginning of the staff that indicates what notes are on what lines and spaces

Coda – an ending or concluding section

Composer – one who writes music

Contrary motion – two melodies or musical lines going in opposite directions

Counterpoint – specifically meaning note against note, it refers to the style of music where two or more melodies are played simultaneously.

Crescendo – gradually getting louder

Dal Segno – from the sign, indicates to repeat from the sign

Decrescendo – gradually getting softer

Descant – an obbligato part, or second melody, that is above the main melody

Diminuendo – gradually getting softer

Duet – a composition for two performers

Duration – the length of sound

Dynamics – the loud and soft of music

Fermata – hold

Form – the design of a musical composition

Forte – loud

Fortissimo – very loud
Fugue – a contrapuntal style in which each voice enters at a different time with the same melody

Gregorian Chant – the liturgical chant of the Roman Catholic church

Harmony – the results produced when pitches are sounded simultaneously

Homophony – one voice supported by a chordal accompaniment

Impressionism – a term mainly related to the music of Ravel and Debussy. As in painting, it was less formal and evoked a feeling or impression of something. Most prominent in the late 1800's and early 1900's.

Interval – the distance between two pitches

Intonation – exactness of pitch production

Key – tonal center or main pitch to which all others in a composition are related

Key signature – Indicates the sharps or flats in any key. Appears at the beginning of each staff

Largo – very slow

Legato – indicates that a passage is to be played very smoothly without interruption between notes

Measure – the distance between two bar lines

Melody – single pitches sounded one after another

Meter – the pattern of fixed beats by which a piece of music is measured

Monophony – music with a single melodic line without accompaniment

Notation – the way one writes music. The system shows pitch and rhythm in a way that musical ideas can be performed by anyone knowing the notational system.

Octave – the distance from one pitch to the same letter name

Opera – a sung drama, accompanied by an orchestra, presented on stage with sets

Operetta – a short opera, usually light in content or in a popular style

Ostinato – a repeated melodic and/or rhythmic motive
Pianissimo – very soft

Piano – soft

Pitch – the highness or lowness of a sound

Polyphony – music that combines more than one musical line. The interaction of the melodies creates its own harmony.

Presto – very fast

Program music – music inspired by a nonmusical idea, usually descriptive or pictorial

Quartet – a piece for four performers

Renaissance Period – the music of 1450 – 1600, characterized by a strong emphasis on cultural ideals and humanistic values

Repeat – signs that indicate to repeat a musical selection

Rhythm – the organization of beats or pulses in time

Ritardando – gradually slowing down

Romantic Period – the musical period from 1820 – 1900, characterized by strong individualism and nationalism. Composers tended to allow their emotions to openly be expressed in their music.

Rondo – a form characterized by the return of the 1st theme

Round – a tune that can be played or sung with itself, each entrance starting at a specified time in the melody.

Solfege – the study of reading music by assigning a syllable to each note: Do, Re, Mi, Fa, Sol, La, Ti, Do

Soprano – the highest female voice

Tempo – speed of a song

Tenor – the highest male voice

Theme – a main musical idea of a composition

Theme and variations – a musical form which states the main idea followed by modifications of it
Time signature – a symbol indicated at the beginning of a piece of music which shows the units of beats within a composition

Tone color – the quality of sound produced by one instrument or voice as compared to another playing the same pitch

Trio – music for three players

Unison – everyone plays or sings the same melody
Pre-Test

Name:___________________________________ Date:________________

Identify the following musical symbols by connecting with a line:

Quarter Note

Half Note

Eighth Notes

Quarter Rest

Whole Note

Dotted Half Note

Write an original 4 measure rhythmic score using the above musical symbols;

Perform your score by saying “Ta, Ta, Ti-Ti” etc, using a percussion instrument, or by clapping.

Listen and notate the following rhythmic dictation:
On the attached music paper write an original 4 measure melodic score using the above rhythmic symbols and the notes in a “C” triad. Start and end on “C”.

Perform your score on melody bells.

Improvise for four measures on a “C” note to the accompaniment provided “Challenger”:

“Challenger”:

Improvise on “C”, “E” and “G” notes to the accompaniment provided

“Challenger”:

Sight read (by using “Ta”, “Ti -Ti” etc.) through the following sixteen measures;
Music Assessment

Student:_____________________________ Date:________________

Teacher:_____________________________ School:_____________

**PART I**

I. Draw the following musical symbols. Select from choices above

A. Quarter Note (Ta)  
B. Half Note (Ta-ah)  
C. Eighth Notes (Ti-Ti)  
D. Quarter Rest  
E. Whole Note (Ta-ah-ah-ah)  
F. Dotted Half Note (Ta—ah-a)

II. Write an original four measure rhythmic score using the symbols above

III. Perform your score by saying, “Ta, Ta, Ti-Ti,” etc., using a percussion instrument or by clapping.

IV. Listen and notate the following rhythmic dictation.
PART II

I. Write an original four measure melodic score using the symbols above and the notes in a “C” chord. Start and end your score on “C.”

II. Perform your score on melody bells or a keyboard.

III. Improvise for four measures on a “C” note* to the accompaniment provided.

*Challenger: Improvise for four measures using the “C”, “E” and “G” notes to the accompaniment provided.
Challenger: Sight read through the following sixteen measures by using “Ta,” “Ta,” “Ti-Ti,” etc., playing a percussion instrument or clapping.