

Centre School Music Department
General Music Curriculum ~ Grades k-2

The National Coalition for Core Arts Standards created a framework in 2014 for standards in the arts using the four Artistic Processes of *Creating*, *Performing*, *Responding*, and *Connecting*. In general music classes, we focus on all four of these artistic processes throughout the year and report on multiple components of each.

Our focus, in these primary grades, is to gain an appreciation and understanding of the basic principles of music as an art form. Standards from each of the aforementioned processes are embedded into the curriculum. See below for specific student objectives and expectations as they relate to the standards.

Centre School Report Card Strands	I Can Statements / Student Objectives
<p>Creating - <i>Applies the music literacy skills and language necessary to demonstrate an ability to create in the arts</i></p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. Anchor Standard #2: Organize and develop artistic ideas and work. Anchor Standard #3: Refine and complete artistic work.</p>	<p>I can visually and aurally identify instruments and voice /choral groupings.</p> <p>I can read and write rhythmic patterns using standard notation in 4/4 meter.</p> <p>I can read and reproduce melodic patterns using standard staff notation.</p> <p>I can create musical sentences and lyrics within specific guidelines.</p> <p>I can create ostinatos both melodically and rhythmically.</p>

<p>Performing - <i>Rehearses and performs with an understanding of music as an art form</i></p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. Anchor Standard #5: Develop and refine artistic techniques and work for presentation. Anchor Standard #6: Convey meaning through the presentation of artistic work.</p>	<p>I can differentiate between, and perform, musical opposites within the following elements; tempo, dynamics, form, pitch, texture and tonality.</p> <p>I can perform rhythmic patterns involving the following symbols; eighth note, quarter note, half note, dotted half note, whole note, whole rest, half rest, quarter rest.</p> <p>I can perform in small and large groups.</p> <p>I can rehearse and refine as appropriate.</p> <p>I can convey meaning through melodies and lyrics.</p> <p>I can identify and perform a steady beat.</p> <p>I can be a respectful member of both an ensemble and an audience.</p>
<p>Responding - <i>Responds to the music while demonstrating an understanding of the specifics pertaining to music as a discipline</i></p> <p>Anchor Standard #7: Perceive and analyze artistic work. Anchor Standard #8: Interpret intent and meaning in artistic work. Anchor Standard #9: Apply criteria to evaluate artistic work.</p>	<p>I can demonstrate and explain musical elements/opposites as heard in listening examples (such as; tempo, dynamics, form, pitch, texture and tonality).</p> <p>I can read and write basic music terminology.</p> <p>I can explain my preferences for select styles and genres of music.</p> <p>I can demonstrate knowledge of musical concepts in music selected from various cultures and time periods.</p>

<p>Connecting - <i>Makes connections between music and other subject areas, as well as a students own personal life experiences</i></p> <p>Anchor Standard #10: Synthesize and relate artistic ideas and personal experiences to make art. Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>I can connect music to specific traditions and cultural events.</p> <p>I can apply criteria to evaluate my own performance.</p> <p>I can identify concepts from other subjects relating to music.</p>
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Music Literacy Terms / Vocabulary (K-2):

Pattern	Pianissimo	Dynamics	Unison	Rhythmic Notation	Folk	Melody
Instrument Family	Form	Fortissimo	Ensemble	Eighth Note	Classical	Staff
String	Texture	Piano	Tempo	Quarter Note	Baroque	Ostinato
Woodwind	Brass	Forte	Presto	Half Note	Romantic	Pitch
Major	Tonality	Half Rest	Moderato	Dotted Half Note	Audience	Tune
Conductor	Composer	Whole Rest	Largo	Whole Note	Rehearse	Perform
Percussion	Meter	Beat	Andante	Quarter Rest	Harmony	Patriotic
					Clef	Minor

 Assessed Upon

 Not Assessed Upon

Musical Excerpts Often Used (K-2):

- *The Planets* by Gustav Holst
- *Four Seasons* by Antonio Vivaldi
- *Flight of the Bumblebee* by Nikolai Rimsky-Korsakov
- *Peter and the Wolf* by Sergei Prokofiev
- *Tocatta and Fugue* in D Minor by Johann Sebastian Bach
- *Symphony No. 94, "Surprise"* 2nd Movement by Haydn
- *Hoe Down* by Aaron Copland
- *Sing, Sing, Sing* by Benny Goodman
- *Serenade No. 13 "Eine kleine Nachtmusik,"* by Wolfgang Amadeus Mozart
- *Op. 49, No. 4, "Brahms' Lullaby,"* by Johannes Brahms
- *Symphony No. 5,* by Ludwig Van Beethoven
- *Moonlight Sonata,* by Ludwig Van Beethoven
- *The Hallelujah Chorus from The Messiah,* by George Frideric Handel
- *The Carnival of Animals,* by Camille Saint-Saëns
- *The Nutcracker Suite, Op. 71a,* by Pyotr Ilyich Tchaikovsky

Songs & Chants Often Used in Class (K-2):

- From Music K-8: Major/ Minor, Forte/Piano, Presto/Largo, High/Low, Give it a Rest, Quarter Note Song, Ode to the Treble Clef, FACE, Every Good Boy Does Fine
- Folk Songs: Aiken Drum, A Ram Sam Sam, Alice The Camel, Apples and Bananas, Clap Your Hands, Down By the Bay, Do Your Ears Hang Low, The Erie Canal, Cockles and Muscles, Five Little Monkeys, Hey Lolly, Hey Diddle Diddle, Humpty Dumpty, Hickory Dickory Dock, Jack and Jill, Little Boy Blue, Head Shoulders Knees and Toes, I've Been Working on the Railroad, Liza Jane, The Muffin Man, My Bonnie Lies Over the Ocean, Oh Susanna, Oh Mr. Sun, Simple Gifts, There's a Hole in the Bucket, Old Joe Clark, This Old Man, The Wheels on the Bus
- Patriotic Music: America the Beautiful, America, You're a Grand Old Flag, Yankee Doodle, Three Cheers for the Red White and Blue, This Land is Your Land

- Seasonal Music: Here We Come A-Wassailing, O Christmas Tree, Feliz Navidad, Oh Hanukkah, Dreidel Song, Up on the Housetop, Santa Claus is Coming to Town, Rudolph, We Wish You a Merry Christmas, Jingle Bells, Pinata Song, 12 Days of Christmas

Major Units (K-2): (In addition to regular movement, singing, and playing opportunities)

- Instrument Families (K)
- Musical Opposites (K)
- Elements of Music (1 & 2)
- Story Orchestrations (K & 1)
- Composer Study (1)
- Performance Study - Nutcracker (2)
- Listening Journals (2)
- Rhythmic Notation (K,1, & 2)
- Notes on the Staff (1 & 2)
- Drawing to Music (K & 1)
- Large Group Performance (K, 1, & 2)
- Integrated Units with Guidance Department (K,1, & 2)