

Marston School Music Department  
General Music Curriculum ~ Grades 3-5

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 (see the anchor standards and corresponding “I can” statements).

Our focus, in these elementary 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.

Marston School Report Card Standards	I Can Statements / Student Objectives
<p><b>1 Creating</b> - <i>Applies the music literacy skills and language necessary to demonstrate an ability to create in the arts</i></p> <p>Anchor Standard #1: <b>Imagine</b>- Generate and conceptualize musical ideas and work.</p> <p>Anchor Standard #2: <b>Plan and make</b>- Select and develop musical ideas.</p> <p>Anchor Standard #3: <b>Evaluate and Refine</b>- Organize and develop musical ideas and work.</p> <p>Anchor Standard #4 <b>Present</b>-</p>	<p>I can create melodies using grade appropriate pitch and rhythm.</p> <p>I can write my ideas down in standard musical notation.</p> <p>I can reflect on and improve my work.</p>

<p>Complete and share musical work.</p>	<p>I can share my work with others by performance and notation.</p>
<p><b><u>2 Performing</u></b> – <i>Rehearses and performs with an understanding of music as an art form</i></p> <p>Anchor Standard #5: <b>Select</b>– Select varied musical works to present based on interest, knowledge, technical skill, and context.</p> <p>Anchor Standard #6: <b>Analyze</b>– Analyze the structure and context of varied musical works and their implications for performance.</p> <p>Anchor Standard #7: <b>Interpret</b>– Develop personal interpretations that consider creators’ intent</p> <p>Anchor Standard #8: <b>Rehearse, Evaluate and Refine</b>– Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>Anchor Standard #9: <b>Present</b>– Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</p>	<p>I can select music appropriate to my skill level that interests me.</p> <p>I can analyze the music to understand its structure and musical elements.</p> <p>I can interpret that music to fit the needs of our performance.</p> <p>I can rehearse music to the level of a performance.</p> <p>I can use the previous elements to put on a musical performance.</p>

<p><b>3 Responding</b> - <i>Responds to the music while demonstrating an understanding of the specifics pertaining to music as a discipline</i></p> <p>Anchor Standard #10: <b>Select</b>- Choose music appropriate for a specific purpose or context</p> <p>Anchor Standard #11: <b>Analyze</b>-Analyze how the structure and context of varied musical works inform the response.</p> <p>Anchor Standard #12: <b>Interpret</b>- Support interpretations of musical works that reflect creators'/performers' expressive intent</p> <p>Anchor Standard #13: <b>Evaluate</b>- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria</p>	<p>I can select music from different genres for different purposes.</p> <p>I can explain how the different elements and form of that music fit the particular situation.</p> <p>I can understand how dynamics, tempo and performance come together to create this interpretation.</p> <p>I can evaluate music for the previous elements.</p>
<p><b>4 Connecting</b> - <i>Synthesize and relate knowledge and personal experiences to make music</i></p> <p>Anchor Standard #14: <b>Connect</b>- Relate musical ideas and works with varied context to deepen understanding</p>	<p>I understand the many uses of music in our world and its various roles.</p>

Major Units of Study		
3rd Grade	4th Grade	5th Grade

<ul style="list-style-type: none"> <li>• Vocal</li> <li>• Recorder</li> <li>• Elements of music</li> <li>• Song writing</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal</li> <li>• Recorder</li> <li>• Elements of music</li> <li>• Song writing</li> <li>• Performance</li> <li>• Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal</li> <li>• Recorder</li> <li>• Elements of music</li> <li>• Song writing</li> <li>• Performance</li> <li>• Percussion</li> <li>• Ukulele</li> <li>• Theater</li> </ul>
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**Music Literacy Terms / Vocabulary 3-5:**

Whole note      Dotted half note      Half note      Quarter note      Eighth note      Sixteenth note

Whole rest      Half rest      Quarter rest      Eighth rest

Instrument families      Strings      Percussion      Brass      Woodwinds

Dynamics      *p* Piano      *mp* Mezzo Piano      *mf* Mezzo Forte      *f* Forte

Tempo      Metronome      Beats per minute

Harmony      Melody (Tune)      Rhythm      Major      Minor

Bar/ Measure      Repeat      Staff      Time Signature      Treble Clef      Bass Clef