

Elementary General Music CURRICULUM

KINDERGARTEN

...singing, performing, improvising, composing, reading, listening, evaluating,
understanding music (National Standards)

Element – Rhythm

Key Concepts:

- Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat.
- Rhythmic durations can be notated with icons or specific music symbols.
- Meter is the organization of the underlying pulse into groups of twos or threes.

Benchmarks:

- KR1 Maintain a steady beat through moving, singing, chanting, and playing. *E1.9, E1.5 (dance)
- KR2 Create different ways to keep a steady beat through moving, chanting, and/or playing. E1.9, E3.7, E2.2 (dance)
- KR3 Identify and demonstrate long and short sounds and silences. E1.13, E1.14

Element - Melody

Key Concepts:

- Melody is the organization of pitch and duration and may have a tonal center.
- Melodies can be notated with icons or specific musical symbols.

Benchmarks:

- KM1 Sing a melody in tune. E1.9
- KM2 Demonstrate melodic contour through movement and singing. E3.7, E3.11, E2.2 (dance)
- KM3 Listen, analyze and describe characteristics of a melody. E3.7

Element - Harmony

Key Concepts:

- Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.

Benchmarks:

- KH1 Perform a simple accompaniment. E1.15
- KH2 Sing with without accompaniment. E1.15

* Benchmark codes in this document refer to the Michigan Music Standards

Element - Form

Key Concepts:

- Form is the organization of musical ideas.

Benchmarks:

- KF1 Move to demonstrate same and different. E3.7, E3.11, E2.2 (dance)
- KF2 Create movements to demonstrate same and different. E3.7, E3.11
- KF3 Sing and perform same and different musical ideas. E1.10, E1.13, E1.14

Element - Expression

Key Concepts:

- Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.

Benchmarks:

- KE1 Move to demonstrate loud/soft and fast/slow music. E3.7, E3.11, E2.2 (dance)
- KE2 Sing and perform loud/soft and fast/slow music on instruments. E1.10, E1.13, E1.14
- KE3 Create movements to demonstrate loud/soft and fast/slow music. E2.2 (dance)

Element - Timbre

Key Concepts:

- Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.

Benchmarks:

- KT1 Identify the source of environmental sounds. E5.7
- KT2 Identify adult, male, female and child's voices (classmate's voices). E3.10
- KT3 Use and identify speaking, singing, calling and whispering voices. E5.7

Element - Style

Key Concept:

- Styles of music reflect historic/cultural traditions and genres.
- One piece of music may be performed in a variety of different styles.

Benchmark:

- KS1 Create movements to demonstrate the mood of music. E5.7, E5.10 (theater)
- KS2 Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. E1.10

Element - Texture

Key Concept:

- Texture is the layering of sounds.

Benchmark:

KTx1 Identify group vs. solo performance. E1.9, E1.10, E3.9

KTx2 Perform simple solo and group songs. E1.9, E1.10

Element-Etiquette

Key Concepts

- At a performance, there are expectations for both performers and audience members.
- Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.

Benchmarks:

KEt1 Demonstrate correct posture while performing. E1.9

KEt2 Respond appropriately to the musical cues of a director. E1.9

KEt3 Demonstrate active listening skills when listening to a performance. E4.9

KEt4 Demonstrate proper handling of classroom instruments. FMD1

Authentic Assessments-Throughout the assessment process sensitivity to individual learning styles; ethnicity; gender etc. will be recognized.

May include:

- Student demonstrations
- Teacher observations
- Student observations
- Written
- Individual and small-group discussion
- Individual and small-group performance
- Teacher, peer and self assessment E3.12
- Computer assisted instruction (CAI)

Integration

- All music unites (elements) are interrelated and may occur simultaneously. E5.5, E5.6, E5.8
- Technology (video/audio recording)
- Integration examples (see Appendix H)

Authentic Application

Musical experiences lay the foundation for:

- Musical understanding
- Audiation
- Informed decision makers E3.13
- Empowered consumers and producers of music

- Career opportunities involving music. E4.7, E4.8 (see Appendix K)

Instructional Resources

- Appropriate, representative literature
- AV equipment (i.e. TV, VCR, CD player/burner, video camera)
- Classroom instruction
- Computers and peripherals
- Computer/digital recording capabilities
- MIDI keyboards
- Selected audio/video recordings, computer software, etc.
- Textbooks
- Web sites

Appendix

- A. Cross Reference to Michigan Standards
- B. Cross Reference to National Standards
- C. Farmington Music Department Standards
- D. Cross Reference to the Standards
- E. Listening Repertoire
- F. Singing Repertoire
- G. Technology
- H. Integration of grade-level curriculum concepts
- I. Student Profile
- J. Behavior
- K. Careers Involving Music
- L. Composition
- M. Enrichments
- N. Improvisation