



Music Curriculum – Early Childhood

May 2007

Introduction

Music Curriculum

The Music Program at Baker Demonstration School is a process-oriented general music program for grades K-8 taught by music specialists who work to develop each child's natural responsiveness to the art of music through singing, moving, listening, playing, speaking, creating, reading, writing, and analyzing.

Kindergarten

Concepts

Conventions of group participation are important for musical and social growth

Music has an underlying steady pulse called beat

Speech can be a form of musical expression because it is rhythmic

Music has higher and lower pitches

Music can be loud or soft

Voices can be used in different ways to make music

A variety of sound-sources can be used to make music

Music has form (contains pattern)

Music contributes to communication, celebrations, occupations, and recreation

Music can be notated

Skills and Processes

- Listens to others
- Performs simultaneous imitation using movement, instruments, and vocal sounds;
- Includes everyone in games;
- Takes turns

- Can perform beat alone;
- Can perform a beat with a group using speech, body percussion, and instruments
- Can perform a beat simultaneously with a spoken text or song

- Explores speech material for inflection, improvisation, and rhythm;
- Creates rhythmic compositions using texts;
- Identifies rhythmic terms: shorter, longer, and the same as

- Distinguishes higher from lower pitches through movement, singing, and instrument-playing;
- Identifies melodic contour through movement

- Identifies louder from softer dynamics

- Identifies differences between and makes use of speaking, whispering, calling, and singing voices
- Echo-sings
- Plays singing games and develops a repertoire of songs to sing together

- Experiments with varied sound-sources
- Identifies classroom instruments and several other musical instruments
- Recognizes the necessity for vibration in sound production

- Sings, plays, and listens to music in many forms;
- Identifies same/different

- Tells a story using music as an expressive device
- Identifies some ways people use music as communication, occupation, and recreation
- Uses music during school celebrations

- Explores musical symbols such as the treble clef, bass clef, staff, quarter note, whole note, half note, eighth note, rests, forte, piano

Assessments

- Teacher observation and questioning

1st Grade

Concepts

Conventions of group participation are important for musical growth

Music has an underlying steady pulse called beat which can vary in tempo

Rhythm refers to long and short sounds and silences in music

Melody refers to pitch (higher or lower notes)

An ostinato is an underlying repetitive accompaniment pattern

Dynamics refer to volume of music

Music has form (contains pattern)

A variety of sounds and sound-sources can be used to create music

Music, as an art form, functions as a part of history, society, and every day life

Music can be notated

Assessments

Skills and Processes

- Listens
- Performs simultaneous imitation using movement, instruments, and vocal sounds
- Sings in unison
- Performs beat alone
- Performs a beat with a group using speech, body percussion, and instruments; Performing a beat simultaneously with a spoken text or song
- Distinguishes faster from slower tempi
- Imitates rhythmic motives
- Explores speech material for rhythm
- Creates rhythmic compositions using texts
- Identifies rhythmic elements: quarter note, quarter rest, eighth rest
- Moves to and performs music in duple and triple meters
- Echo-sings melodic motifs, canons and rounds
- Identifies melodic contour through movement
- Sings and plays specific pitches on instruments
- Accompanies songs with simple ostinato patterns
- Identifies louder from softer dynamics and uses dynamics when performing and creating music
- Sings, plays, listens to, and identifies music in binary, verse-refrain, and ABA form
- Explores a variety of sound sources (instruments, environmental sounds, and voices) and uses these to create music
- Identifies and categorizes specific instruments by name
- Identifies the distinctive roles of artists and audiences
- Identifies how the arts contribute to communication, celebrations, occupations, and recreation
- Explores and reviews musical symbols such as the treble clef, bass clef, staff, quarter note, whole note, half note, eighth note, rests, forte, piano
- Teacher observation and questioning