



## **Music Curriculum – Intermediate Level**

**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.

### **2<sup>nd</sup> - 3<sup>rd</sup> Grade**

#### **Concepts**

Rhythm refers to the way sounds of varying duration are organized to create musical expression

Melody refers to the way pitch is organized to create musical expression

Dynamics refer to how volume of sound is used to create musical expression

Texture refers to the layering of musical voices

Form refers to the overall organization of music

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**

- Performs, reads, writes, and creates with these rhythmic units: half note, half rest, whole note, whole rest, dotted half note, single eighth note
- Uses texts as basis for rhythmic improvisation on non-pitched and pitched instruments
- Improvises rhythmic phrases using 4-beat questions and answers
- Defines, moves to, and performs music in 2/4 meter, 3/4 meter, and 4/4 meter

- Can identify, read, sing, play, and improvise various pentatonic and diatonic melodies

- Can define forte, piano, crescendo, and diminuendo
- Explores and creates music using these dynamic levels

- Performs rhythmic and melodic ostinati as accompaniments to texts and pentatonic melodies
- Performs 2-part rhythmic and melodic canons

- Performs and listens to a variety of forms
- Can identify the patterns of binary, ABA, and rondo forms

- Explores a variety of sound sources (instruments, environmental sounds, and voices) and uses these to create music
- Can identify and categorize specific instruments by name and by family

- Can identify the distinctive roles of artists and audiences
- Can identify how the arts contribute to communication, celebrations, occupations, and recreation

- Is introduced to (and is engaged in a review of) musical notation to cultivate musical literacy
- Performs music from notated music

- Teacher observation and questioning, performance evaluation, written work, student self-assessment, audio tape recording

## 4<sup>th</sup> - 5<sup>th</sup> Grade

### Concepts

Rhythm refers to the way sounds of varying duration are organized to create musical expression

Melody refers to the way pitch is organized to create musical expression

Texture refers to the layering of musical voices. When pitch is layered, harmony results

Form refers to the overall organization of music

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 everyday life

Music can be notated

Assessments

### Skills and Processes

- Performs, reads, writes, and create with these rhythmic units: sixteenth notes, eighth-quarter-eighth syncopation
- Uses texts as basis for rhythmic improvisation on non-pitched and pitched instruments
- Improvises rhythmic phrases using 4-beat questions and answers
- Defines and performs music in 4/4, 2/4, 3/4, and 6/8 meter

- Can identify, read, sing, and play diatonic and modal scales
- Can identify I-IV-V chord changes
- Improvises question and answer phrases on pitched instruments using new melodic concepts

- Performs 2 simultaneous rhythmic or melodic ostinati to accompany texts and pentatonic melodies
- Performs 2, 3 and 4-part rhythmic and melodic canons

- Performs and listens to a variety of forms
- Can identify theme and variation form

- Explores and uses a variety of sound-sources to create music
- Can identify and categorize vocal ranges
- Can identify and categorize band instruments and orchestral instruments by family
- Can identifying various instruments used in different cultures

- Can identifying and describe the relationship between the arts and various environments (home, school, workplace, theatre, etc.)
- Can identifying and describe how the arts communicate the similarities and differences among various people, places, and times
- Uses music as a part of the school's cultural events

- Is introduced to (and is engaged in a review of) musical notation to cultivate musical literacy
- Performs and analyzes notated music

- Teacher observation and questioning, written work, student self-assessment, audio tape recording, performance evaluation