

The Colorado Content Standards for Music read as follows:

Standard 1:

Students sing or play on instruments a varied repertoire of music, alone or with others.

Standard 2:

Students will read and notate music.

Standard 3:

Students will create music.

Standard 4:

Students will listen to, analyze, evaluate, and describe music.

Standard 5:

Students will relate music to various historical and cultural traditions.

In this music curriculum, the standard that will be addressed is indicated in parentheses at the end of each item.

Some activities will be accomplished yearly, and need not be repeated six times in the grade-specific curriculum that follows.

Every year, students will:

- * participate in a concert, and watch the conductor. (1)
- * continue to learn how to sing on pitch. (4)
- * participate in exercises and habits that promote good vocal health. (4)
- * sing, listen and/or move to music that will, over six years, become part of a wide repertoire of songs from their own and other cultures and times. (1) (5)
- * listen and move to music from the renaissance, classical, baroque, romantic, and/or contemporary period. (3) (4) (5)
- * participate appropriately in activities requiring student invention and creativity. (3)
- * perform dances and/or skits. (3) (5)
- * keep a steady beat with locomotor and non-locomotor movement, and sing, listen and move to 6/8, 4/4, and 3/4 meter. (2) (4) (5)
- * conform to the classroom behavior requirements appropriate to their grade level, and perform, in grades 1-5, individual classroom jobs to keep the music room running smoothly.
- * participate in courteous audience behavior. (4) (5)

In addition to these repeated activities, there are specific goals for each grade. They are listed in the following pages.

Some students move to our school system mid-way through their elementary career. Although reasonable effort can and will be spent trying to help them catch up, they may have some difficulty doing so. Results for this population will be variable, especially for those who move here in 4th or 5th grade. But, students who have participated in six uninterrupted years of music classes at Avery Parsons Elementary School, kindergarten through fifth grade, will:

- * be adept at the building blocks of music: keeping a steady beat, reading and performing basic rhythms in 3/4 and 4/4 meter, and note-reading in the treble clef from middle C to A above the staff. (2)
- * have been exposed to music by composers from three or more of the following: medieval, renaissance, baroque, classical, romantic, and modern period. (4) (5)
- * be able to sing a wide repertoire of songs from their own and different cultures, and their own and different times. (1) (5)
- * be able to sing closer to “on pitch” than when they started their elementary schooling. (1)
- * be able to play simple songs with good technique on barred instruments and on the recorder. (1)
- * have prepared for six annual concerts that showcase their increasing musical skill and knowledge, and that have, over the course of six years, widened their horizons and knowledge of life by exploring a wide range of thematic material. (1), (2), (3), (4), (5).
- * behave appropriately at any performing arts event, or whenever a classmate is performing for them. (3) (4)
- * understand and conform to music classroom expectations for behavior in cooperation, instrument care, focus, and good citizenship.
- * be able to sing rounds and partner songs.

Kindergarten students will:

- * learn about different instrument sounds and families: barred instruments, percussion instruments. (4) (5)
- * play two-part songs with proper technique: one part for percussion, one part for mono-note barred instruments, not simultaneously. (1)
- * begin to approximate correct pitch as they sing, and learn to distinguish between singing, squeaking, shouting, whispering, talking, and droning. (1)
- * learn to use the traditional counting language of 1, 2, 3, 4, 1+2+3+4+, and 1E+A 2 E+A 3 E+A 4 E+A. (2)
- * move to music without making sound (listening skills). (3)
- * find and move through open space without bumping. (3)
- * learn music games and dances that reinforce beat, singing on pitch, and other concepts.

First grade students will:

- * begin to learn how to read line and space notes on the staff in unmixed measures, and how to play them on barred instruments. (2)
- * be exposed to, and begin to learn the names of notes one ledger line above and below the staff (D, C, and G', A'). (2)
- * play a piece of music on barred instruments and unpitched percussion, involving two non-simultaneous pitched parts and two or more non-simultaneous unpitched parts. (1)
- * on the barred instruments, learn the order of the bars, and how to take them off and put them back on properly. (2)
- * continue to learn how to sing on pitch, and to distinguish between singing, squeaking, shouting, whispering, etc. (1)
- * continue to learn about different instrument sounds and families: families of percussion instruments. (4) (5)
- * continue to move to music without making sound (listening skills). (3) (4)
- * continue to find and move through open space without bumping. (3)
- * learn the following vocabulary: staff, treble clef, line note, space note, note, note stem, note head, measure, repeat sign, composer, conductor. (2) (5)

Second grade students will:

- * practice reading notes one ledger line above and below the staff.
- * begin to read and play mixed measures of line and space notes on a five-line staff, all notes from middle C to A above the staff. (2)
- * play a piece of music on barred instruments and unpitched percussion, involving two or more simultaneous pitched parts, either homophonic or polyphonic, and two or more non-simultaneous unpitched parts. (1) (2)
- * practice patting, tapping, and counting out loud, using traditional counting language with unmixed measures of quarter, eighth, and sixteenth notes, and quarter rests, in 4/4 meter. (2)
- * be exposed to patting, tapping, and counting simple mixed 4/4 measures. (2)
- * learn the following vocabulary: quarter note, eighth note, sixteenth note, quarter rest, bar line, double bar line, medieval, renaissance, baroque, classical, romantic, and modern. (2) (4) (5)

Third grade students will:

- * continue to read mixed measures on a five-line staff, from middle C to A above the staff, working toward and probably achieving mastery. (2)
- * play a piece of music on barred instruments and unpitched percussion, involving three or more simultaneous pitched parts, either homophonic or polyphonic, and two or more simultaneous or non-simultaneous unpitched parts. (1)
- * learn proper tonguing, blowing, etiquette, and fingering dexterity and technique on a soprano recorder, and how to read a fingering chart. (1)
- * learn how to count and play half, whole, and dotted half notes on the soprano recorder. (1) (2)
- * learn how to finger and play simple songs on recorder by reading these note names: D, E, F#, G, A, B, C', C#, D'. (1) (2)
- * write a recorder composition using the notes D, E, G, A, and B. (3)
- * practice patting, tapping, counting out loud (using traditional counting language) and playing on unpitched percussion instruments, complex mixed measures of quarter, eighth, and sixteenth notes, and quarter rests, in 4/4 meter, working toward mastery, but still in the practicing stage. (2)
- * sing and/or play rounds and/or partner songs. (1)
- * learn and demonstrate the following vocabulary: whole, half, and dotted half notes, and whole, half, and dotted half rests; first and second ending, vivace, largo, andante, staccato, legato. (2) (4) (5)

Fourth graders will:

- * continue to read mixed measures on a five-line staff, from middle C to A above the staff, maintaining or achieving mastery. (2)
- * play a piece of music on barred instruments, recorders, and unpitched percussion, involving three or more simultaneous pitched parts, both polyphonic and homophonic, and two or more simultaneous or non-simultaneous unpitched parts. (1)
- * continue to practice proper tonguing, blowing, and recorder etiquette and fingering, and reading of a fingering chart. (1)
- * continue to practice fingering dexterity exercises on the recorder. (1)
- * continue to count and play half, whole, and dotted half notes on the soprano recorder, and read the note names of D, E, F#, G, A, B, C', C#, and D'. In addition, students will begin reading G, A, and B on a five line staff while playing. (1) (2)
- * memorize and perform an ascending and descending D scale on the recorder. (1) (2)
- * write songs for recorder using any of the learned notes. (3)
- * continue to practice patting, tapping, counting out loud (using traditional counting language) and playing on unpitched percussion instruments, mixed measures of quarter, eighth, and sixteenth notes, and quarter rests, in 4/4 meter, maintaining or achieving mastery. (2)
- * begin to practice patting, tapping, and saying rhythms in 3/4 meter. (2)
- * sing and/or play rounds and/or partner songs. (1)
- * Practice and demonstrate the understanding of all vocabulary learned since kindergarten, as well as learning time signature and key signature. (2) (4) (5)

Fifth grade students will:

- * continue to read mixed measures on a five-line staff, from middle C to A above the staff, maintaining or achieving mastery. (2)
- * play a piece of music on barred instruments, recorders, and unpitched percussion, involving three or more simultaneous pitched parts , both homophonic and polyphonic, and two or more simultaneous or non-simultaneous unpitched parts. (1)
- * continue to practice proper tonguing, blowing, and recorder etiquette and fingering, and reading of a fingering chart. (1)
- * continue to practice fingering dexterity exercises on the recorder. (1)
- * continue to count and play half, whole, and dotted half notes on the soprano recorder, and to read and play names of simple songs using the notes D, E, F#, G, A, and B, C', C#, D', and E', and continue to read and play G, A, and B, on a five-line staff. (1) (2)
- * continue to play from memory an ascending and descending D scale on the recorder, and learn an ascending and descending Em scale. (1) (2)
- * continue to practice patting, tapping, counting out loud (using traditional counting language) and playing on unpitched percussion instruments, mixed measures of quarter, eighth, and sixteenth notes, and quarter rests, in 3/4 and 4/4 meter, maintaining or achieving mastery. (2)
- * sing and/or play rounds and/or partner songs. (1)
- * practice and demonstrate the understanding of all vocabulary learned since kindergarten. (2) (4) (5)

Assessments to be used in the music classroom:

Observation: Teacher will observe and listen to students, individually, in small groups, or as a whole class, to assess their skill acquisitions and their understanding, and will strive to help or challenge those who need such.

Performance Video, for self-assessment: The concerts will be videotaped for students to self-assess and discuss different aspects of their performance. Concerts are the main evaluation tool for nearly a semester's worth of work, and are to be seen mainly in this light. Therefore, concert content will be chosen to expose students to as wide a spectrum of subject matter as possible.

Individual or small group assessment: Students will perform individually or in small groups for the teacher, who will then provide the necessary feedback to help, encourage, or challenge the group/individual.

Written work: Students will complete written work to demonstrate their understanding of various musical concepts. The teacher will check these written works, and those students who are struggling will receive the appropriate help.

Peer assessment: With teacher guidance so that assessment is kind and fair, students will assess one another's performances and skills, and partner up with those who are having difficulty.

Children may be using any of the following materials while they are being assessed by the music teacher: Macmillan/McGraw Hill 2003 textbook series, Share the Music; Various classroom materials, including cd's, music books, VHS and DVDE videos, tapes, and instruments.

Assessments will be used for the following purposes:

1. To identify and therefore help those students who are having trouble;
2. To identify and therefore give relief to those who need more challenging material;
3. To alert parents to the particular talents, struggles, or growing edges of their children;
4. To send pertinent information on to the sixth grade music teachers as the children leave fifth grade;
5. To give pertinent information to other teachers for identifying possible learning or hearing difficulties, or for collaborating with these colleagues on meeting specific needs of specific students.
6. To discover where new students need help to catch up in core music skills and knowledge with other students in their grade level.

Materials to be used in meeting the Music Colorado Content Standards:

1. The Macmillan/McGraw Hill 2003 Music Textbook and CD series, “Share The Music”.
2. Various movement and theater props, classroom instruments, compact discs, cassette tapes, VHS and DVD videos, music books, and music games.
3. Outside resources, such as parents and community members with musical talent, workshops and concerts presented in assemblies, field trips, and visiting guest speakers and performers.

- * learn the following vocabulary: staff, treble clef, line note, space note, note, note stem, note head, measure, repeat sign, composer, conductor. (2) (5)
- * learn the following vocabulary: quarter note, eighth note, sixteenth note, quarter rest, bar line, double bar line, medieval, renaissance, baroque, classical, romantic, and modern. (2) (4) (5)
- * learn and demonstrate the following vocabulary: whole, half, and dotted half notes, and whole, half, and dotted half rests; first and second ending, vivace, largo, andante, staccato, legato. (2) (4) (5)
- * Practice and demonstrate the understanding of all vocabulary learned since kindergarten, as well as learning time signature and key signature. (2) (4) (5)