

Iowa City Community School District

# K-6 General Music Curriculum Guide

K-6

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Replacement Insert

## RATIONALE

This curriculum guide is intended to be a flexible tool for sequential learning in the basic musical concepts of rhythm, melody, form, harmony and expressive palette. The guide is divided into four child developmentally-based levels: Preparatory/Kindergarten; Level 1/2; Level 3/4; and Level 5/6. Level K and Level 1/2 deal primarily with the development of singing, playing, moving, and listening skills. Level 3/4 and Level 5/6 build on these skills and promote progress towards musical literacy. Each concept is divided into areas of focus. Each focus area contains objectives and a list of activities.

## HOW TO USE THIS GUIDE

This guide is intended to be flexible in the implementation of form, harmony and expressive palette. It is expected, however, that work in the areas of rhythm and melody will be relatively sequential.

This guide lists goals, but, given the varying abilities of children, the highest level may never be reached. The depth of learning should not be sacrificed to cover all areas in a superficial way.

**Creativity was not addressed specifically in the curriculum because the writers feel that creativity is a constant thread to be woven into all focus areas. A variety of creative ideas are listed in the Appendix. It is hoped that these ideas will act as a catalyst for further creative teaching.**

The objectives and activities in the General Music Guide reflect the mission statement, belief statements, state requirements and program goals as listed below.

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### District Mission Statement for Fine Arts

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The mission of Fine Arts education is to assist all students in becoming expressive and creative producers, performers and consumers, who understand and appreciate the language of the arts and how they enrich society. This is achieved through a variety of authentic experiences that promote personal expression and heighten awareness of and reflect the multicultural world in which we live.

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### District Belief Statements for Fine Arts

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- The study of the fine arts is an essential element of every child's basic education.
- The arts have intrinsic value.
- The arts provide a means for developing critical thinking and creativity.
- The arts require students to be active participants in the learning process.
- The arts develop independent thinking and self-discipline.
- The arts encourage students to analyze, evaluate and appreciate their own work and the work of others.
- The arts promote personal expression and team work.
- The arts are a form of communication which serve as an outlet for the ways we share, record and react to our impressions of the world.
- The arts, as an expression of culture, help students to make connections in all areas of their learning.
- The arts promote understanding and appreciation for diverse cultures, past and present.
- The arts promote self-discovery and positive self-esteem.
- The skills developed through participation in the arts uniquely prepare students for the world of work.
- Technology is an essential tool in arts education.
- The arts provide aesthetic experiences within the affective domain of feeling and emotions.
- Instruction in the arts provides a foundation for a lifetime of artistic appreciation.

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### State Requirements

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The *Schools Rules of Iowa* require that curriculum and instruction identify any areas of integration with career education, information, communication and technology skills, global education, learning to learn skills, multicultural nonsexist education, higher order thinking skills.

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### District Program Goals for General Music

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The general music program has adopted the National Content Standards For Music Education, with additions to meet state guidelines, as the program goals for our area.

The music skills and conceptual understanding of the student will be developed through:
















- Singing a varied repertoire of music, alone and with others.
- Performing on instruments a varied repertoire of music, alone and with others.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Moving to music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.
- Exploring career options in music.
- Using technology as a tool for learning and self-expression.


## Preparatory Level - Kindergarten

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Rhythm	Steady Beat	Perform and identify steady beat.	Clap, tap, move, step and play steady beat.	
	Duration	Distinguish between short/long sounds.	Hear and identify short and long sounds through moving, playing, and verbal response.	
	Rhythm	Imitate rhythm patterns.	Clap, tap, move, step, play, create and sing rhythm patterns.	
	Meter	Experience meter through movement.	Walk, jog, sway, skip/gallop to music of different meters.	
Melody	Singing/ Speaking	Demonstrate singing and speaking voice.	Experiment vocally: singing, speaking, sirens, buzzes, sound stories.	
	Range	Establish tuneful singing from d to a.	Sing and echo songs, and patterns such as so mi la or do re mi.	
	High/Low	Distinguish between high/ low and up/down/repeated tones.	Use body movements, vocal sounds and instruments to show high and low.	
	Tonality	Experience major, minor and modal tonalities.	Sing and listen to music in major, minor and modal tonalities.	
Form	Phrase	Experience the concept of phrase.	Use body movements to show phrases.	
	Same/ Different	Experience and distinguish between like and unlike phrases.	Sing and/or clap like and unlike phrases.	
	Call/ Response	Develop an understanding of musical questions and answers.	Sing, clap and play question and answer phrases.	
	AB/ABA	Experience AB and ABA forms.	Sing, move, play, create, and visualize AB and ABA form.	



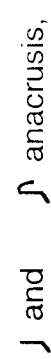
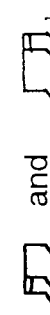
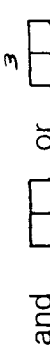


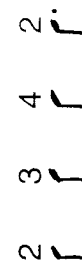
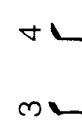
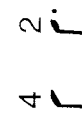
<b>Concept</b>	<b>Focus</b>	<b>Objective:</b> The children will be able to:	<b>Activities/Experiences/Skills</b>	<b>Suggested Songs</b>
Harmony	Unaccompanied Singing	Experience unaccompanied songs/poems.	Sing or chant unaccompanied pieces.	
	Accompanied Singing	Experience accompanied songs/poems.	Sing songs accompanied by ostinati, folk & student instruments, piano and recordings.	
Expressive Palette	Loud/Soft	Distinguish between loud/soft sounds.	Hear and identify loud and soft sounds through verbal response, singing, movement and playing.	
	Fast/Slow	Distinguish between fast/slow tempi.	Hear and identify fast and slow through moving, singing, playing and verbal response.	
	Timbre	Distinguish between vocal sounds.	Listen to and identify men's, women's, and children's voices.	
		Distinguish between instrumental sounds.	Listen to and identify basic instrumental tone colors.	
		Experience the sounds of multicultural instruments in context.	Listen to, identify, and play (when appropriate) multicultural instruments.	

## Level 1/2

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Rhythm	Rhythm/Beat	Differentiate between rhythm and beat.	Compare and demonstrate steady beat and rhythm through combinations of movements and sounds.	
	Duration of one beat	Experience       and      aurally, kinesthetically and iconically.	Practice and perform rhythm patterns derived from songs, chants and pieces.	
	Duration of more than one beat	Experience   and   aurally, kinesthetically and iconically.	Practice and perform rhythm patterns derived from songs, chants and pieces.	
	Meter	Experience then differentiate between duple and triple meter aurally, kinesthetically and iconically.	Compare and demonstrate, through movement and sound, groupings of strong and weak beats in duple and triple meter.	
Melody	Range	Expand tuneful singing from d to d'.	Sing and echo songs and patterns with an expanding range.	
	Contour	Demonstrate the directional movement of sounds through time.	Move and map the rise and fall of melodies in the air or on paper.	
	Patterns	Recognize and perform steps, leaps and repeated tones.  Recognize and perform patterns using the tones do, re, mi, so, and la.	Listen to and identify steps, leaps and repeated tones in musical literature.  Sing and perform songs and activities which focus on the patterns of so mi la, mi re do and their combinations.	

Concept	Focus	Objective: The children will be able to: Experience and label the vocabulary of form.	Activities/Experiences/Skills	Suggested Songs
Form	Vocabulary	Experience and identify rondo form.	Listen, play and/or sing musical literature that features the following: introduction, interlude, coda, verse and chorus/refrain.  Listen, play and/or sing musical literature that features more than two sections with a returning A section.  Sing rounds.	
Harmony	Rounds  Ostinato  Partner Song	Experience harmony through imitation.  Experience music with an accompanying repeated pattern.  Experience music with two harmonically compatible songs.	Accompany songs with body percussion, vocal, or instrumental patterns.  Sing partner songs.	
Expressive Palette	Dynamics  Tempo  Timbre	Recognize and demonstrate understanding of basic dynamic symbols.  Recognize and demonstrate understanding of the fermata.  Identify families of instruments.	Label <i>p</i> , <i>f</i> , and < > dynamic changes.  Label the fermata  in musical examples.  Group families of instruments aurally and visually.  Listen to, identify and play (when appropriate) multicultural instruments.	

## Level 3rd/4th

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Rhythm	Duration	<p>Demonstrate the relationship between icons and symbols.</p> <p>Name the symbols for previously experienced rhythmic values.</p> <p>Experience aurally, kinesthetically, iconically, then symbolically the following rhythms:</p> <p style="text-align: center;">  <math>d</math>, <math>\lrcorner</math> = <math>\lrcorner</math> </p> <p style="text-align: center;">            alone, <math>\lrcorner</math>, <math>\lrcorner</math> </p> <p style="text-align: center;">            and <math>\lrcorner</math> anacrusis,         </p> <p style="text-align: center;">            and <math>\lrcorner</math>,         </p> <p style="text-align: center;">            and <math>\lrcorner</math> or <math>\lrcorner</math> </p> <p>If ready, add the following rhythms:</p> <p style="text-align: center;">  <math>\lrcorner</math>, <math>\lrcorner</math>,         </p> <p style="text-align: center;">            alone, <math>\lrcorner</math>, <math>\lrcorner</math> </p>	<p>Transfer from iconic to standard symbolic notation.</p> <p>Read, practice, notate and play rhythms previously learned.</p> <p>Practice, read, perform, and notate rhythm patterns derived from songs, chants and pieces. Create new rhythm patterns.</p>	
	Meter	<p>Experience and read songs or pieces in</p> <p style="text-align: center;">  <math>\lrcorner</math> </p> <p style="text-align: center;">  <math>\lrcorner</math> </p> <p style="text-align: center;">  <math>\lrcorner</math> </p>	<p>Locate and identify meter signatures in notated examples.</p> <p>Conduct pieces in various meters.</p> <p>Read and label bar lines, double bar lines, and measures.</p>	

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Melody	Range	Expand tuneful singing from A to e <sup>1</sup> .	Sing and echo songs and patterns with an expanding range.	
	Contour	Indicate melodic direction from notation.	Read and perform melodic direction derived from songs and pieces.	
	Pattern	Identify pitches on the treble staff by letter name. Recognize and perform patterns with the addition of low so (so <sub>1</sub> ), low la (la <sub>1</sub> ), and high do (do <sup>1</sup> ).	Read, practice, notate, and sing/play pitches on the treble staff. Sing and perform songs and activities which focus on the patterns of do, re, mi, so, la with so <sub>1</sub> , la <sub>1</sub> , and do <sup>1</sup> and their combinations.	
Form	Vocabulary	Articulate the vocabulary of form.	Read and utilize the following symbols: repeat signs, 1st and 2nd+ endings, D.C. al Fine/Fine, and D.S.	
	Theme and Variations	Experience theme and variations.	Listen to and identify examples of theme and variation.	
	Suite	Experience suites.	Listen to and identify examples of suite.	
Harmony	Descant/Counter-melody	Experience harmony through descants and counter melodies.	Sing/play descants and counter melodies.	
	Chords	Demonstrate a general understanding of chord structure.	Build, play, and listen to triads/clusters.	

<b>Concept</b>	<b>Focus</b>	<b>Objective:</b> The children will be able to:	<b>Activities/Experiences/Skills</b>	<b>Suggested Songs</b>
Expressive Palette	Dynamics	Recognize and demonstrate an understanding of additional dynamic symbols.	Listen to, sing and play musical examples featuring <i>mf</i> , <i>mp</i> , <i>ff</i> , and <i>pp</i> .  Experiment with the application of dynamic levels to musical examples.	
	Tempo	Recognize and demonstrate <i>adagio</i> , <i>andante</i> , and <i>allegro</i> .	Listen to, sing, play and move to <i>adagio</i> , <i>andante</i> and <i>allegro</i> music.	
	Articulation	Recognize and demonstrate <i>legato</i> , <i>staccato</i> and <i>accent</i> .	Listen to, sing, play and move to music that is <i>staccato</i> , <i>legato</i> , and <i>accented</i> .	
	Timbre	Recognize individual Orff, band and orchestral instruments.	Identify individual Orff, band and orchestral instruments by sight and sound.	
		Experience the sounds of multicultural instruments in context.	Listen to, identify, and play (when appropriate) multicultural instruments.	

## Level 5th/6th

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Rhythm	Duration  Meter	<p>Review previously experienced rhythms. Experience aurally, kinesthetically, iconically, then symbolically the rhythms from Level 3/4 not previously experienced.</p> <p>Demonstrate the relationship between</p> $\begin{array}{l} 2 = 2 \quad \text{and} \quad 2 = 6 \quad \text{etc.} \\ 4 \quad \quad \quad 4 \quad \quad \quad 8 \end{array}$ <p>Experience meters such as:</p> $\begin{array}{l} 5 \quad 7 \quad \text{and} \quad 5 \\ 4 \quad 8 \quad \quad \quad 8 \end{array}$	<p>Practice, read, perform, and notate rhythm patterns derived from songs, chants and pieces. Create new rhythm patterns.</p> <p>Read and perform songs or pieces in</p> $\begin{array}{l} 2 \quad 3 \quad 4 \quad 6 \\ 4 \quad 4 \quad 4 \quad 8 \end{array}$ <p>and unusual/changing meters.</p> <p>Listen to, sing and play pieces with changing meters or shifting accents.</p>	
Melody	Range  Pattern	<p>Expand tuneful singing from G to g<sup>1</sup>.</p> <p>Recognize and perform patterns with the addition of fa and ti.</p> <p>Recognize motives and sequences.</p>	<p>Sing and echo songs and patterns with an expanding range.</p> <p>Sing and perform songs and activities which focus on the patterns of do, re, mi, so, la, so<sup>1</sup>, la<sup>1</sup>, and do<sup>1</sup> with fa and ti and their combinations.</p> <p>Listen to, sing, play, and create motives and sequences.</p>	

Concept	Focus	Objective: The children will be able to:	Activities/Experiences/Skills	Suggested Songs
Melody continued	Scales	Demonstrate understanding of the structure of chromatic, major, minor, and pentatonic scales.	Listen to, play, and build scales using whole steps and half steps and incorporating sharps and flats.	
Form	12-bar Blues	Demonstrate the use of key signatures in major, minor, and pentatonic scales. Experience and recognize 12-bar blues.	Practice interpreting key signatures through reading and playing. Listen to, identify, and sing/play examples of 12-bar blues.	
Harmony	Fugue	Experience and recognize fugue.	Listen to, chant and identify examples of fugue.	
	Sonata-Allegro	Experience and recognize sonata-allegro.	Listen to and identify examples of sonata-allegro.	
	Part-singing	Experience harmony through part-singing.	Sing an accompaniment to a melody at the interval of a 3rd or a 6th.	
Expressive Palette	I, IV, and V chords	Identify and perform I, IV, and V chords.	Listen, identify and play I, IV, and V chords derived from songs and pieces.	
	Dynamics	Recognize and demonstrate understanding of the symbol: <i>sfz</i> .	Listen to and play musical examples featuring <i>sfz</i> .	
	Tempo	Recognize and demonstrate an understanding of the tempo markings <i>largo</i> and <i>presto</i> .	Listen to, sing, play, and move to <i>largo</i> and <i>presto</i> music.	
	Timbre	Recognize and demonstrate an understanding of the tempo markings <i>accelerando</i> and <i>ritardando</i> .	Listen to, sing, play and move to music featuring <i>accelerando</i> and <i>ritardando</i> .	
		Experience the sounds of multicultural instruments in context.	Listen to, identify, and play (when appropriate) multicultural instruments.	