

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Grades PreK-5 Music

Description

At the elementary level, students receive general music instruction once a week. The learning environment is designed to be hands-on and participatory, with an emphasis on singing, dancing, and playing instruments such as auxiliary percussion, barred Orff instruments, recorders, and ukuleles. Using these skills, students begin to craft their own artistic identities as they create their own music, present their work to others, listen to and respond to music with intellect and emotion, and make connections between music and the self, culture, and other subject areas.

Guiding Principles

Arts are our human birthright—every culture throughout time and across the globe has them. As opposed to being the purview of the talented few, the arts are essential throughout everyone's lives for understanding and appreciation, expression, social and emotional well-being, and creative opportunity. The primary guiding principles for fine and performing arts education in the state of Massachusetts are artistic literacy and artistic intent. *Artistic literacy* is the unique knowledge, skills, and capacities required to participate authentically in the arts (such as reading music notation or creating realistic shading). *Artistic intent* is the meaning the artist intended in a work. A high-quality arts education keeps artistic intent central by helping students create or perform work guided by thoughtful and intentional decision-making.

Source: MA Arts Curriculum Framework 2019, page 14

Music Content Standards

By fifth grade, students will have learned the following processes and skills:

Creating:

1. Sing or play original musical ideas that explore moderately complicated rhythmic and melodic concepts (including syncopation, three-four time signature, and minor keys).
2. Organize original musical ideas with clear beginnings, middles, and endings; using simple binary or ternary forms.
3. Respond to a musical challenge and hypothesize possible solutions.

Performing:

4. Individual read moderately complicated rhythms and melodies (e.g. melodies with alternating eighth notes, quarter notes, and half notes) in standard notation.
5. Sing and play musical canons, rounds, and music in at least two parts.
6. Sing and play in groups responding appropriately to cues of a conductor.

Responding:

7. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent.
8. Explain the relationship between culture, venue, and audience behavior (e.g. street performance, symphony).
9. Identify how the elements of music (e.g. tempo, dynamics, rhythm, melody, harmony) can be used to support the artist's purpose.

Connecting:

10. Distinguish one's own preferences in music from those of others (e.g. friends or family).
11. Describe ways music is different from other forms of everyday sounds (e.g. what is the role of artistic intent).

Source: MA Arts Curriculum Framework 2019, page 42

By the end of fifth grade, students will have an understanding of the following elements of music:

Pitch:	<ul style="list-style-type: none"> • Treble clef staff (components and note names) • Diatonic solfege syllables (do, re, mi, fa, sol, la, ti) • Curwen hand signs • Major scale • C, Am, F, and G7 chords
Rhythm:	<ul style="list-style-type: none"> • Steady beat • Whole note, half note, quarter note, paired eighth notes, and quarter rest • Kodaly rhythm syllable counting system (ta, ti-ti, etc.) • Syncopation
Tempo:	<ul style="list-style-type: none"> • Meter vs. tempo • 4/4, 3/4, and 2/4 time signatures • Italian tempo terminology, including largo, andante, allegro, presto, accelerando, and ritardando
Dynamics:	<ul style="list-style-type: none"> • Italian dynamic terminology and symbols, including piano (soft), forte (loud), crescendo, and decrescendo
Timbre:	<ul style="list-style-type: none"> • Instrument families (brass, woodwind, strings, and percussion) • Exploration of the human voice (shouting, whispering, speaking, and singing voices)
Texture:	<ul style="list-style-type: none"> • Solo vs. duet vs. tutti singing and playing • Canon and round singing • Two-part harmony
Structure:	<ul style="list-style-type: none"> • Call and response • ABA, rondo, and strophic forms • Terminology and symbols, including measure, bar line, and final bar line

Structures for Learning

During a typical class, students and teachers may be engaged in...

- Active listening to popular, folk, and classical music
- Exploring diverse repertoire from varied cultures and perspectives
- Informal and formal improvisation and composition
- Playing instruments:
 - Recorder (beginning in third grade)
 - Soprano ukulele (beginning in second grade)
 - Pitched percussion instruments (beginning in pre-kindergarten), including but not limited to rhythm sticks, egg shakers, hand drums, Boomwhackers, and barred Orff instruments, such as xylophones, metallophones, and glockenspiels
- Responsive movement and folk dancing
- Singing (alone and in groups) in unison, canon, and two-part harmony
- Performing (alone and in groups, formally and informally) in front of a variety of audiences

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Guiding Principles

The guiding principles are philosophical statements that underlie the standards and resources in the Massachusetts Arts Curriculum Framework. They should guide the design and evaluation of arts programs in schools. Programs guided by these principals will prepare students for colleges, careers, and their lives as productive citizens.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.