

DOCUMENT RESUME

ED 367 569

SO 023 715

TITLE Music Basic Skills.  
 INSTITUTION Kentucky State Dept. of Education, Frankfort.  
 PUB DATE 89  
 NOTE 35p.  
 AVAILABLE FROM Division of Curriculum and Staff Development, Unit  
 for Arts and Humanities, Kentucky Dept. of Education,  
 Capital Plaza Tower, Frankfort, KY 40601.  
 PUB TYPE Guides - Classroom Use - Teaching Guides (For  
 Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS \*Basic Skills; Curriculum Development; \*Educational  
 Objectives; Elementary Secondary Education; \*Music  
 Education; State Curriculum Guides  
 IDENTIFIERS Kentucky

ABSTRACT

This document is a statement of the basic music skills that Kentucky students should develop. This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in Kentucky in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound education program for all students. The goal of elementary and middle school education in the four arts disciplines of music, dance, drama, and visual arts, is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. The basic skills in music were developed in six main categories: (1) listening; (2) singing; (3) moving; (4) playing instruments; (5) reading; and (6) creating music. Under each of these categories, the individual skills were written with student capabilities or developmental level, and student activities or classroom continuum, as the organizing elements. The skills generally are stated in general terms so that the teacher may use any appropriate methodology or materials that best serve the needs or situation. The final goal is to develop an understanding of music. The conceptual structure of music is outlined under rhythmic organization (including beat, accent groupings, and pattern); melodic organization (tonal movement or melodic contour and tonal organization or scales); harmonic organization; formal organization; expressive organization; and stylistic organization. Basic skills are charted by grade level from kindergarten to grade 8. (DK)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

EDJ 367 569

50 023 715

ERIC  
Full Text Provided by ERIC

**BEST COPY AVAILABLE**

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL  
IN OTHER THAN PAPER COPY HAS BEEN  
GRANTED BY

LOUIS S.  
DELUCA

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

## TABLE OF CONTENTS

	<u>PAGES</u>
Foreword .....	i
Acknowledgements .....	ii
Introduction .....	1
Music Basic Skills Continuum .....	3
Summary of Music Basic Skills by Grade Level .....	9

## FOREWORD

The arts disciplines of visual arts, music, drama and dance are basic to a complete education. In 1985 the Kentucky State Board of Education approved Arts Education Essential Skills which were published in conjunction with the Kentucky Plan for Comprehensive Arts in Education and sent to all Kentucky school districts. This document is a revision of those music skills.

The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. All districts are encouraged to adopt these skills as a minimum scope and sequence in order to ensure that every student receives a basic sequential education in the arts.

This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound educational program for all students. Some adaptations may be considered for students with special needs.

If you have any questions about these skills or any other matter related to arts education, please contact the Division of Curriculum and Staff Development, Unit for Arts and Humanities, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601 - (502) 564-2106.

## ACKNOWLEDGEMENTS

The Kentucky Department of Education gratefully acknowledges the time and expertise given by the individuals who developed the Basic Skills in Music and its subsequent revisions.

### The Original Writing Committee

ALICE BUCKLEY  
*Music Specialist*  
*Franklin County Schools*

JANET HOWSON  
*Music Specialist*  
*Pikeville Independent Schools*

BARBARA CURRY  
*Music Specialist*  
*Covington Independent Schools*

JAN SMITH  
*Music Specialist*  
*Somerset Independent Schools*

ROBERT ELKINS  
*Chairperson*  
*Kentucky Department of Education*

\*\*\*\*\*

### The First Revision Committee

MARY ANNE DAVENPORT  
*Music Specialist*  
*Warren County Schools*

DR. JEAN SURPLUS  
*Music Education*  
*Eastern Kentucky University*

SUE HENRY  
*Music Specialist*  
*Paducah Independent Schools*

DON TRIVETTE  
*Coordinator of Fine Arts*  
*Fayette County Schools*

\*\*\*\*\*

### The Second Revision Committee

DR. LEE BASH  
*Bellarmino College*  
*Louisville*

DR. JEAN SURPLUS  
*Eastern Kentucky University*  
*Richmond*

VIRGINIA REDFEARN  
*Music Specialist*  
*Scott County Schools*

JULIE WHITE  
*Music Specialist*  
*Owensboro Independent Schools*

ROBERT ELKINS  
*Music Consultant*  
*Kentucky Department of Education*

# BASIC SKILLS IN MUSIC

## INTRODUCTION

Music is everywhere. We hear it at home, in shopping malls, at athletic events and in the concert hall. It challenges and expands our ability to use our senses. Music provides emotional release and enables us to better understand our humanity. It is one of the most pervasive aesthetic experiences in today's world.

The Basic Skills in Music were developed with six main categories in mind: Listening, Singing, Moving, Playing Instruments, Reading and Creating Music. Under each of these categories, the individual skills were written with Student Capabilities - the Developmental Level - and Student Activities - the Classroom Continuum - as the organizing elements.

For the most part, the skills have been stated in general terms so that the teacher may use any appropriate methodology or materials that best serve his or her needs and particular situation. The specific examples given - hand signals, rhythm symbols, etc. - are presented as models and are meant to describe outcomes, instead of methodologies.

It should be emphasized, however, that skills are merely a means to an end. The final goal is to develop an understanding of the structure of music.

## THE CONCEPTUAL STRUCTURE OF MUSIC

- I. RHYTHMIC ORGANIZATION - Rhythm is an expressive pattern of accent, duration and pause (pattern) controlled by an underlying pulse (beat)
  - A. Beat - the steady, continuous pulse that underlies music
  - B. Accent Groupings - the sequential order of heavy and light beats (meter)
    1. Accent groupings of twos - heavy, light
    2. Accent grouping of threes - heavy, light, light
    3. Combination of 1 and 2
    4. Variations of 1 and 2 - light, heavy
  - C. Pattern - duration combinations making up the rhythm of the melody
    1. Even/uneven, i.e.  or 
    2. Long/short, longer/shorter
    3. Durational relationships of 1:1, 2:1, 3:1
- II. MELODIC ORGANIZATION - Melody is a logical succession of pitches rhythmically controlled.
  - A. Tonal movement - melodic contour
    1. Up/down/same
    2. Step/skip/repeated notes, forming patterns
  - B. Tonal organization - scales
    1. Major
    2. Minor
    3. Pentatonic
    4. Modal - dorian, phrygian, lydian, etc
    5. Whole tone, tone row, and other compositional organizations.

## BASIC SKILLS IN MUSIC (cont.)

- III. HARMONIC ORGANIZATION - The use of multiple sounds.
  - A. Restful/unrestful combinations - harmony involves sounds which cause tension and release.
  - B. Texture - methods of achieving harmony.
    - 1. Homophony - melody plus chords.
    - 2. Polyphony - melody plus melody(ies), i.e. rounds, canons, descants, etc.
    - 3. Combinations of 1 and 2.
- IV. FORMAL ORGANIZATION - form is the organization of rhythm, melody and harmony into a musical whole
  - A. Motive - the smallest meaningful musical segment.
  - B. Phrase - a more or less complete musical thought.
  - C. Repetition/contrast - providing unity and variety within a musical composition
- V. EXPRESSIVE ORGANIZATION - Expression involves making music effective
  - A. Rhythm, melody, harmony, form - the effective use of these elements in the musical whole.
  - B. Tempo
  - C. Dynamics
  - D. Tone Color
- VI. STYLISTIC ORGANIZATION - style is the unique organization of the elements of rhythm, melody, harmony, form and expression
  - A. Individual style techniques of composers
  - B. Historic style
  - C. Cultural style
  - D. Genre
  - E. Performance Style

## BASIC SKILLS IN MUSIC

LISTENING	K	1	2	3	4	5	6	7	8
<b>A. DEVELOPMENTAL LEVEL</b> The student is capable of:	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.).	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.).	Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Beginning to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).			
<b>B. CLASSROOM CONTINUUM</b> The student will:	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.								
<b>C. CONCEPTS</b>	Analysis of listening materials involves the exploration and understanding of all musical concepts.								

# BASIC SKILLS IN MUSIC

SINGING	K	1	2	3	4	5	6	7	8
<b>A. DEVELOPMENTAL LEVEL</b> The student is capable of:	Matching pitches in an appropriate range with group (c' - a').  Becoming acquainted with appropriate vocal quality.	Singing back patterns (echo singing) in an appropriate range with group.	Singing within an extended vocal range (c' - c <sup>2</sup> ).  Independently singing back patterns (echo singing) in an appropriate vocal range.	Singing with increased emphasis on phrasing, breathing, etc.  Developing skills in independent singing.	Singing within full range of child (b <sup>1</sup> - f <sup>3</sup> ).	Singing within an appropriate vocal range with increased emphasis on musical expression.	(Note: Attention should be given to those students exhibiting voice changes )	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)	Developing performance skills such as posture, tone production, intonation, breath support, and articulation.
	<b>B. CLASSROOM CONTINUUM</b> The student will:	Sing a variety of songs in an appropriate range.							
<b>C. CONCEPTS</b>	Melody (direction, high/low etc )		Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.	Sing simple partner songs, ostinati, chants, drones, etc., with another vocal and/or instrumental part.	Begin emphasis on two-part singing.	Continue emphasis on two-part singing.		Sing a variety of styles and types of literature in an appropriate range.	Continue part singing of increasing difficulty.
			Melody (up/down/same, step/skip/same, etc.)	Melody (up/down/same, step/skip/same, etc.)	Harmony (multiple sounds, texture)	Expressive organization (tempo, dynamics, phrasing, etc.)		Style	

## BASIC SKILLS IN MUSIC

MOVING	K	1	2	3	4	5	6	7	8
<b>A. DEVELOPMENTAL LEVEL</b> The student is capable of:	Imitating melodic movement with body and/or hand levels.		Independently demonstrating melodic movement with body and/or hand levels (May use Kodaly hand signals.)		Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.)				
	Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping).		Moving in response to music in patterned forms.		Moving with increased ability in patterned forms to music. (May use folk forms.)		Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.)		
<b>B. CLASSROOM CONTINUUM</b> The student will:	Create appropriate movement to music.								
	Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.).		Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom)		Organize movement into patterns reflecting conceptual organization of music.		Utilize contemporary, traditional, and folk steps and movement.		
<b>C. CONCEPTS</b>	Melody (up/down/same, step/skip/same, high/low, etc)		Melody (up/down/same, step/skip/same, high/low, tonal organization, etc)		Rhythm (beat, accent groups, pattern, etc.)		Rhythm (beat, accent groups, pattern, etc.)		
	Rhythm (beat, pattern, etc)		Harmony (texture)		Harmony (multiple sounds, texture)		Form Style		

# BASIC SKILLS IN MUSIC

PLAYING	K	1	2	3	4	5	6	7	8
<b>A. DEVELOPMENTAL LEVEL</b> The student is capable of:	Producing body sounds and using simple rhythm instruments.	Continuing to produce body sounds and using simple rhythm instruments with increasing sophistication	Continuing to use melody instruments with increasing sophistication	Experiencing melody and harmony instruments (e.g. autoharp, melody bells, keyboard, etc.)	Experiencing more sophisticated melody instruments (e.g. flutophone/recorder, keyboard, etc.)	Experiencing additional rhythm instruments (e.g. bongos, conga, drum, maracas, etc.)		Experiencing with increased skill a wide variety of rhythm instruments.	
		Continuing to use melody instruments with increasing sophistication	Experiencing melody and harmony instruments (e.g. autoharp, melody bells, keyboard, etc.)	Experiencing with increased skill a variety of instruments (May include folk instruments such as dulcimer, ukulele, etc.).	Experiencing with increased skill a wide variety of melodic and harmonic instruments (May include guitar.)				
<b>B. CLASSROOM CONTINUUM</b> The student will:	Imitate simple rhythmic patterns	Imitate simple rhythmic and melodic patterns  Play simple rhythmic accompaniments	Imitate and/or play from notation simple rhythmic and melodic patterns.	Independently perform more complex melodic, harmonic, and rhythmic patterns and phrases	Independently perform simple melodies and melodic and chordal accompaniments.			Demonstrate, with increased proficiency, the independent performance of melody and harmony.	
<b>C. CONCEPTS</b>		Rhythm (beat, pattern, etc.)							
		Melody (up/down/same, step/skip/same, etc.)							
		Harmony (multiple sounds, texture)							
									Style



## BASIC SKILLS IN MUSIC

CREATING	K	1	2	3	4	5	6	7	8
<b>A. DEVELOPMENTAL LEVEL</b> The student is capable of:	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple, then, in increasingly complex and appropriate forms.								
	<b>B. CLASSROOM CONTINUUM</b> The student will:	Dramatize and use appropriate spontaneous body movements to music.	Improvise simple melodies and/or rhythms, and/or texts	Create and notate melodies using existing reading skills.	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.).				
Explore environmental and body sounds.		Improve melodies and ostinati using the pentatonic scale and create rhythmic patterns.			Explore environmental and body sounds using devised notation		Explore electronic sounds when resources are available.		
<b>C. CONCEPTS</b>	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music.								

## Summary of Music Basic Skills by Grade Level

KINDERGARTEN	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.
<b>SINGING</b>	Matching pitches in an appropriate range with group (c' - a').  Becoming acquainted with appropriate vocal quality	Sing a variety of songs in an appropriate range	Melody (direction, high/low etc.)
<b>MOVING</b>	Imitating melodic movement with body and/or hand levels	Create appropriate movement to music.  Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.)	Melody (up/down/same, step/skip/same high/low, etc.)
<b>PLAYING</b>	Producing body sounds and using simple rhythm instruments	Imitate simple rhythmic patterns	Rhythm (beat pattern, etc.)
<b>READING</b>	Imitating the representation of melodic and rhythmic sounds through movement (e.g. hand levels, body movement, etc.).	Imitate teacher's hand levels and rhythms.	Melody (up/down/same, step/skip/same, high/low, etc.)  Rhythm (beat, pattern)
<b>CREATING</b>	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Dramatize and use appropriate spontaneous body movements to music.  Explore environmental and body sounds.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating

GRADE 1	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts
<b>SINGING</b>	Singing back patterns (echo singing) in an appropriate range with group.	Sing a variety of songs in an appropriate range.	Melody (direction high/low etc.)
<b>MOVING</b>	Imitating melodic movement with body and/or hand levels  Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping).	Create appropriate movement to music  Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.)	Melody (up/down/same, step/skip/same, high/low, etc.)
<b>PLAYING</b>	Continuing to produce body sounds and the use of simple rhythm instruments  Experimenting with melody instruments.	Imitate simple rhythmic patterns  Play simple rhythmic accompaniments.	Rhythm (beat, pattern, etc.)  Melody (up/down/same, step/skip/same, etc.)
<b>READING</b>	Extending representation of melodic and rhythmic sounds with devised notation (e.g. lines, shape, colors)	Read with devised notation, simple familiar songs.	Melody (up/down/same, step/skip/same, high/low, etc.)  Rhythm (beat, pattern)
<b>CREATING</b>	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Improvise simple melodies and/or rhythms, and/or texts  Explore environmental and body sounds	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating

GRADE 2	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.
<b>SINGING</b>	Singing within an extended vocal range (c' - c").  Independently singing back patterns (echo singing) in an appropriate vocal range	Sing a variety of songs in an appropriate range.  Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.)  Harmony (multiple sounds, texture)
<b>MOVING</b>	Independently demonstrating melodic movement with body and/or hand levels (May use Kodaly hand signals)  Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping)	Create appropriate movement to music.  Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom)	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat pattern, etc.)
<b>PLAYING</b>	Continuing to produce body sounds and using simple rhythm instruments.  Continuing to use melody instruments with increasing sophistication	Imitate and/or play from notation simple rhythmic and melodic patterns.  Perform simple harmonic patterns such as ostinati and drones	Rhythm (beat, pattern, etc.)  Melody (up/down/same, step/skip/same, etc.)
<b>READING</b>	Beginning to read simplified standard notation (e.g. rhythm through numbers or Kodaly rhythm syllables, melody through either syllables or scale numbers, etc.).	With standard notation, read short melodic and rhythmic patterns taken from familiar songs.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat, pattern)
<b>CREATING</b>	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns.  Explore environmental and body sounds.	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating

GRADE 3	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.
<b>SINGING</b>	Singing with increased emphasis on phrasing, breathing, etc.  Developing skills in independent singing.	Sing a variety of songs in an appropriate range.  Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.)  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc.)
<b>MOVING</b>	Independently demonstrating melodic movement with body and/or hand levels. (May use Kodaly hand signals )  Moving in response to music in patterned forms.	Create appropriate movement to music.  Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom).	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc.)  Harmony (texture)
<b>PLAYING</b>	Continuing to produce body sounds and using simple rhythm instruments with increasing sophistication.  Experiencing melody and harmony instruments (e.g. autoharp, melody bells, keyboard, etc.).	Imitate and/or play from notation simple rhythmic and melodic patterns.  Independently perform more complex melodic, harmonic and rhythmic patterns and phrases.	Rhythm (beat, accent groups, pattern, etc.)  Melody (up/down/same step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)

GRADE 3 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
READING	Continuing the final transition to reading standard notation both vocally and instrumentally.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.).	<p>Melody (up/down/same, step/skip/same, high/low, tonal organization, etc)</p> <p>Harmony (multiple sounds, texture)</p> <p>Rhythm (beat, accent groups, pattern, etc)</p> <p>Expression</p>
CREATING	<p>Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.</p>	<p>Create and notate melodies using existing reading skills.</p> <p>Explore environmental and body sounds using devised notation.</p> <p>Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns</p>	<p>A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music</p>

GRADE 4	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments.	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.
<b>SINGING</b>	Singing within full range of child (b <sup>b</sup> - f <sup>''</sup> ).	Sing a variety of songs in an appropriate range  Begin emphasis on two-part singing	Melody (up/down/same step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc.)
<b>MOVING</b>	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.)  Moving in response to music in patterned forms	Organize movement into patterns reflecting conceptual organization of music  Utilize contemporary, traditional and folk steps and movement	Melody (up/down/same step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc.)  Harmony (texture)
<b>PLAYING</b>	Experiencing additional rhythm instruments (e.g. bongos, conga drum, maracas, etc.).  Experiencing more sophisticated melody instruments (e.g. flutophone/recorder, keyboard, etc.)	Independently perform more complex melodic, harmonic and rhythmic patterns and phrases	Rhythm (beat, accent groups, pattern, etc.)  Melody (up/down/same, step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)

GRADE 4 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>READING</b>	<p>Continuing to develop independence in reading patterns of increasing complexity</p> <p>Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)</p>	<p>Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outlines, short phrases, ostinati, etc.) in unison and/or harmonic settings.</p>	<p>Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)</p> <p>Harmony (multiple sounds, texture)</p> <p>Rhythm (beat, accent groups, pattern, etc.)</p> <p>Expression</p>
<b>CREATING</b>	<p>Creativity which involves a re-working, a re-creation, of materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms</p>	<p>Create and notate melodies using existing reading skills</p> <p>Explore environmental and body sounds using devised notation.</p> <p>Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns</p>	<p>A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music</p>

GRADE 5	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts
<b>SINGING</b>	Singing within an appropriate vocal range with increased emphasis on musical expression.  (Note: Attention should be given to those students exhibiting voice changes)	Continue emphasis on two-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc.)  Style
<b>MOVING</b>	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.)  Moving with increased ability in patterned forms to music (May use folk forms)	Organize movement into patterns reflecting conceptual organization of music  Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc.)  Harmony (texture)  Form  Style
<b>PLAYING</b>	Experiencing additional rhythm instruments (e.g. bongos, conga drum, maracas, etc.).  Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Independently perform simple melodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.)  Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Harmony (multiple sounds, texture)  Style

GRADE 5 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>READING</b>	<p>Continuing to develop independence in reading patterns of increasing complexity.</p> <p>Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)</p>	<p>Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.</p>	<p>Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)</p> <p>Harmony (multiple sounds, texture)</p> <p>Rhythm (beat, accent groups, pattern, etc.)</p> <p>Expression</p>
<b>CREATING</b>	<p>Creativity which involves a re-working, re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms</p>	<p>Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.)</p> <p>Explore environmental and body sounds using devised notation</p> <p>Continue to improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns</p>	<p>A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music</p>

GRADE 6	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of music understanding and describe the conceptual content either verbally or non-verbally	<u>Analysis</u> of listening materials involves the exploration and understanding of all music concepts.
<b>SINGING</b>	Singing within an appropriate vocal range with increased emphasis on musical expression. (Note: Attention should be given to those students exhibiting voice changes )	Sing a variety of styles and types of literature in an appropriate range.  Begin simple three-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc )  Harmony (multiple sounds, texture)  Expressive organization (tempo dynamics, phrasing, etc )  Form  Style
<b>MOVING</b>	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals )  Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.).	Organize movement into patterns of increasing complexity reflecting conceptual organization of music.  Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc )  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc )  Form  Style

GRADE 6 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>PLAYING</b>	Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Independently perform simple melodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.)  Melody (up/down/same, step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)  Style
<b>READING</b>	Continuing to develop independence in reading patterns of increasing complexity.  Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.).	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Harmony (multiple sounds, texture)  Rhythm (beat, accent groups, pattern, etc.)  Expression
<b>CREATING</b>	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.)  Improvise melodies and ostinati and create rhythmic patterns.	A <u>Synthesis</u> of all the music concepts is involved in the process of creating music.

GRADE 7	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Beginning to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts.
<b>SINGING</b>	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)  Developing performance skills such as posture, tone production, intonation, breath support, and articulation.	Sing a variety of styles and types of literature in an appropriate range.  Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc.)  Style
<b>MOVING</b>	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals)  Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.).	Organize movement into patterns of increasing complexity reflecting conceptual organization of music.  Utilize contemporary, traditional and folk steps and movement	Melody (up/down/same, step/skip/same, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc.)  Harmony (multiple sounds, texture)  Form  Style
<b>PLAYING</b>	Experiencing with increased skill a wide variety of rhythm instruments.  Experiencing with increased skill, a wide variety of melodic and harmonic instruments (May include guitar.)	Demonstrate, with increased proficiency, the independent performance of melody and harmony.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc.)  Harmony (multiple sounds, texture)  Form  Style

GRADE 7 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>READING</b>	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	<p>Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)</p> <p>Harmony (multiple sounds, texture)</p> <p>Rhythm (beat, accent groups, pattern, etc.)</p> <p>Expression</p>
<b>CREATING</b>	<p>Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.</p>	<p>Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.)</p> <p>Explore electronic sounds when resources are available.</p> <p>Improvise melodies and ostinati and create rhythmic patterns.</p>	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music.

GRADE 8	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
<b>LISTENING</b>	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	<u>Analysis</u> of listening materials involves the exploration and understanding of all musical concepts
<b>SINGING</b>	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)	Sing a variety of styles and types of literature in an appropriate range.  Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonal organization, etc.)  Harmony (multiple sounds, texture)  Expressive organization (tempo, dynamics, phrasing, etc)  Style
<b>MOVING</b>	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.)	Organize movement into patterns of increasing complexity reflecting conceptual organization of music.  Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc.)  Rhythm (beat, accent groups, pattern, etc)  Harmony (multiple sounds, textures)  Harmony (multiple sounds, texture)  Form  Style

GRADE 8 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
PLAYING	Experiencing with increased skill a wide variety of rhythm instruments.	Demonstrate, with increased proficiency, the independent performance of melody and harmony	Rhythm (beat, accent groups, pattern, etc.)
	Experiencing with increased skill, a wide variety of melodic instruments.		Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Style
READING	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Style
CREATING	Creativity which involves a re-working, a re-creation of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Explore electronic sounds when resources are available. Improvise melodies and ostinati and create rhythmic patterns	A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music

