



Sant'Anna American International School

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Music Curriculum

Grade - 2008/2009

Standard-1: The student sings, alone and with others, a varied repertoire of music.

TOPIC: Vocal performance and vocal skills

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th – 8th Grade |
|---|--|--|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Sing simple, familiar songs (nursery rhymes, traditional children’s songs) | 1. Sing ostinatos (repetition of short musical patterns) and rounds | 1. Sing on pitch and in rhythm, with appropriated timbre, direction and posture; maintain a steady beat when singing | 1. Sing with a good breath control, expression, tone, intonation and diction, correct pitches and rhythms |
| 2. Students will hear and feel the difference in speaking and singing voices | 2. Sing from memory a varied repertoire of songs of different genres styles and cultures | 2. Sing with dynamics, phrasing, interpretation | 2. Know music that represents diverse genres (Jazz, sonata) and cultures. |
| 3. Perform simple vocal music using body signs/movement | | 3. Blend vocal timbres, match dynamic levels, respond to cues of a conductor when singing in a group | |
| 4. Perform simple vocal music using body signs/movement | | 4. Know song representing genres, styles (march, lullaby), of various composers, nations and cultures. | |

Standard-2: The student performs on instruments, alone and with others, a varied repertoire of music.

TOPIC: Instrumental performance of elements of music.

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th - 8th Grade |
|---|--|--|--|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Play with a variety of musical instruments | 1. Echoe short rhythms (2 – 4 measures) and melodic patterns on the instrument | 1. Perform on pitch, in rhythm, with appropriated dynamics and timbre; maintain a steady tempo | 1. Perform on or instrument (recorder, percussion), alone and in small/large ensembles |
| | 2. Perform in groups matching dynamic levels and responding to the cues of a conductor | 2. Perform simple rhythmic and melodic patterns on musical instruments (recorder, percussion) | 2. Perform with expression on a melodic and percussion instrument |
| | | 3. Play a varied repertoire of music representing diverse genres and styles | 3. Perform music representing diverse genres and styles with appropriated expression |
| | | 4. Perform in groups blending timbres; respond to cues of a conductor | 4. Play by ear simple melodies (folk songs) on a melodic instrument |
| | | 5. Perform independent instrumental parts (simple rhythmic or melodic <u>ostinatos</u>) | |

Standard-3: The student improvises melodies, variations and accompaniments.

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th – 8th Grade |
|---------------------------------|--|---|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| Not appropriated for this level | 1. Improvise “answers” in the same style to given rhythmic and melodic phrases | 1. Improvise simple rhythmic and melodic ostinato accompaniments | 1. Improvise rhythmic and melodic ostinato accompaniments |
| | | 2. Improvise simple rhythmic variations | 2. Improvise melodic lines on given melodies |
| | | 3. Improvise short songs using a variety of sound sources: voices, instruments, paper tearing, pencil tapping | 3. Improvise short melodies or rhythms using a variety of body sounds |

Standard-4: The student composes and arranges music within specified guidelines.

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th – 8th Grade |
|--|--|---|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Identify the sources of a variety of sounds (musical instruments, sounds from nature, sounds coming from a variety of places and objects) | 1. Use a variety of sound sources when composing (classroom instruments, body sound) | 1. Create and arrange short songs and instrumental pieces within specified guidelines | 1. Create and arrange music to accompany readings, dramatizations; manipulate variety of sounds, tempo and loudness |
| | | | 2. Identify the sounds of a variety of instruments (orchestral, band) and voices (female, male, children) |
| | | | 3. Use a variety of traditional and non-traditional sound sources when composing and arranging |

Standard-5: the student reads and notates music

| Kindergarten | 1 st - 2 nd Grade | 3 rd - 5 th Grade | 6 th – 8 th Grade |
|---------------------------------|--|---|--|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| Not appropriated for this level | 1. Know the simple musical symbols (treble clef, bass clef, dynamic signs) | 1. Know standard symbols used to notate meter ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ time signature), rhythm (?) | 1. Read and play rhythms (?) in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time signatures |
| | | 2. Use a system (syllables, numbers letters) to read simple pitch notation in the treble clef | 2. Know symbols and traditional terms referring to tempo (presto, accelerando) and articulation (legato, staccato) |
| | | | 3. Know standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression |

Standard-6: the student knows and applies appropriated criteria to music and music performance

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th – 8th Grade |
|--|--|---|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Respond to the tempo and rhythm of music (tap feet, clap hands) | 1. Respond through purposeful movement (swaying, skipping) | 1. Identify simple music forms (ab, aba, call and response) | 1. Identify music events: entry of oboe, return to refrain |
| | | 2. Identify the sounds of a variety of instruments and voices | 2. Know appropriate terminology to explain music, music notation, instruments and performance |
| | | | 3. Know music of various styles representing diverse cultures |

Standard-7: the student understands the relationship between and history and culture

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th – 8th Grade |
|--|--|--|--|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Know that music is a part of daily life | 1. Know that music comes from different places and different periods of time | 1. Identify (by genre or style) music from various historical periods and cultures | 1. Understand the role of musicians (orchestra conductor, lead guitarist in a rock band, singer in opera, composer of jingles for commercials) |
| | 2. Know that music comes from different places and different periods of time | | 2. Understand the functions music serves |

Standard-8: The student listens to, analyzes and describes music

| Kindergarten | 1st - 2nd Grade | 3rd - 5th Grade | 6th - 8th Grade |
|---|---|--|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| 1. Identify simple music forms when performed aurally | 1. Demonstrate perceptual skills by moving, by answering questions about various styles representing diverse cultures | 1. Develop criteria for evaluating the quality of music performances | 1. Evaluate the quality and effectiveness of their own and other's performances |
| | | | 2. Apply criteria for evaluating the quality of music compositions in their personal listening and performing |

Standard-9: The student understands relationships between music, the other arts, and disciplines out the arts.

| Kindergarten | 1 st - 2 nd Grade | 3 rd - 5 th Grade | 6 th – 8 th Grade |
|--------------|---|--|---|
| Benchmarks | Benchmarks | Benchmarks | Benchmarks |
| | | 1. Identify similarities and differences in the meaning of common terms used in the varies arts (form, contrast) | 1. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages singing songs of several languages; language arts using the expressive elements of music in interpretive readings, math. Mathematical basis of values of notes, rests and time signatures; science: vibration of strings; geography ; songs associated with various countries |