

DRAFT



PENINSULA SCHOOL DISTRICT

Music Curriculum

Grades K-5

Matrix

**PENINSULA SCHOOL DISTRICT
Music Curriculum Grades K – 5
MATRIX**

Draft

1. The student applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula Kindergarten student will: (from the Frameworks)	A Peninsula 1 st grade student will: (from the Frameworks)	A Peninsula 2 nd grade student will: (from the Frameworks)	A Peninsula 3 rd grade student will: (from the Frameworks)	A Peninsula 4 th grade student will (from the Frameworks)	A Peninsula 5 th grade student will: (from the Frameworks)
1.1 Understand arts concepts and vocabulary						
<u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>dynamics</i> <i>timbre</i>	<ul style="list-style-type: none"> • Demonstrate the difference between singing and speaking voice (timbre) • Recognize that different sources make different sounds (timbre) 	<ul style="list-style-type: none"> • Aurally and visually identify high and low pitches (timbre) • Understand and use loud-quiet dynamics, <i>fast-slow tempo</i> (expression) • Read, write, and create using rhythms including quarter notes and rests and paired eighths (rhythm) • Understand and use forte (f) and piano (p) (expression) 	<ul style="list-style-type: none"> • Read, write, and create using rhythms including half notes and rests (rhythm) 	<ul style="list-style-type: none"> • Read, write, and create using rhythms including whole notes and rests • Understand that sounds are produced by vibrations (timbre) 	<ul style="list-style-type: none"> • Understand and use crescendo/decrescendo (expression) • Understand and use dynamic symbols (i.e. pp, p, mp, mf, f, ff) (expression) • Identify families of instruments by sight and sound (timbre) 	<p>Benchmark 1 Identify and use visual art, dance, theatre and music vocabulary and concepts</p> <ul style="list-style-type: none"> • Read, write and create using rhythms including whole through sixteenth (notes and rests) (rhythm) • Understand and use staccato/legato, accent (expression)

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1.1.2 Understand arts concepts and vocabulary						
<u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i>	<ul style="list-style-type: none"> Recognize same/different patterns in music (form) 	<ul style="list-style-type: none"> Understand that musical notation moves from left to right (notation) Identify melodic phrases that move upward and downward (melody) 	<ul style="list-style-type: none"> Identify and use parts of the staff (i.e. treble clef, lines, spaces, bar line and repeat sign) (notation) Identify and create using simple musical forms (i.e. AB, ABA. Call-response) (form) Identify steps, skips, and repeated notes on a staff (melody) 	<ul style="list-style-type: none"> Identify and use the following musical notation: tie, measure, time signature, fermata, (notation) Identify and perform simple musical forms (i.e. verse-refrain, round/canon) (form) Understand how combinations of steps, skips, leaps and repeated notes make up a melody Aurally discriminate between same & different melodic phrases (melody) Aurally discriminate between unison and non-unison 	<ul style="list-style-type: none"> Identify and write notes in the treble clef (notation) Identify simple musical forms (i.e. introduction, interlude, coda, rondo) (form) Create a simple melody (melody) 	Benchmark 1 Identify and use visual art, dance, theatre and music vocabulary and concepts <ul style="list-style-type: none"> Identify and use the following musical notation: sharp, flat (notation) Identify and perform simple musical forms (i.e. theme & variation) Aurally discriminate between major and minor Identify the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1st & 2nd endings, key signature & slur (notation)

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1.2 Develop arts skills and techniques						
	<ul style="list-style-type: none"> • Speak chants • Sing songs • Move to the beat • Demonstrate steady beat 	<ul style="list-style-type: none"> • Sing and match pitch (range C-G) • Accurately echo melodic and rhythmic phrases 	<ul style="list-style-type: none"> • Sing and match pitch (range C-C) • Read and perform simple rhythms • Create a rhythmic improvisational response to a given pattern 	<ul style="list-style-type: none"> • Sing rounds and partner songs • Aurally recognize rhythmic sets of twos and threes • Play various unpitched percussion instruments showing appropriate care 	<ul style="list-style-type: none"> • Sing and match pitch throughout a major diatonic scale at teacher’s pitch choice • Create an improvisational interlude 	<p>Benchmark 1 Identify and use basic arts skills and techniques</p> <ul style="list-style-type: none"> • Sing in tune using proper posture, diction, breathing, and expression • Demonstrate proper technique on at least one pitched instrument • Perform melodic and harmonic lines within an ensemble
1.3 Understand and apply arts styles from various artists, cultures, and times						
	<ul style="list-style-type: none"> • Describe a specific artwork 	<ul style="list-style-type: none"> • Describe the difference between two artworks 	<ul style="list-style-type: none"> • Recognize that artwork has different styles 	<ul style="list-style-type: none"> • Describe the differences in style between the two artworks 	<ul style="list-style-type: none"> • Describe the attributes of artworks used by specific artists or cultures 	<p>Benchmark 1</p> <ul style="list-style-type: none"> • Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary
1.4 Apply audience skills in a variety of arts settings and performances						
	<ul style="list-style-type: none"> • Demonstrate self-control 	<ul style="list-style-type: none"> • Demonstrate how to focus attention 	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> • Demonstrate audience response skills 	<ul style="list-style-type: none"> • Demonstrate respect for the artist 	<p>Benchmark 1</p> <ul style="list-style-type: none"> • Demonstrate audience conventions in a variety of arts settings and performances

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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary skills, and techniques through a creative process in a classroom setting 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary skills, and techniques through a creative process 	<p>Benchmark 1 Develop work using a creative process with instructor</p> <ul style="list-style-type: none"> • Develop work using a creative process with instructor direction • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process

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2.2 Apply a performance process in the arts						
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process in a classroom setting 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 1 Develop work using a performance process with instructor</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process

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2.3 Apply a responding process to arts presentation						
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 1 Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process

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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
	<ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas and feelings are expressed through the arts 	Benchmark 1 <ul style="list-style-type: none"> Express ideas and feelings through the arts
3.2 Use the arts to communicate for a specific purposes						
	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g. commemorate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g. entertain) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g. tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g. inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g. share traditions, ceremonies) 	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction
3.3 Develop personal aesthetic criteria to communicate artistic choices						
	<ul style="list-style-type: none"> Use personal favorites in artwork 	<ul style="list-style-type: none"> Identify personal aesthetic choices 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by culture 	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork



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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work
 (Essential Academic Learning Requirement)**

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4.1 Demonstrate and analyze the connections among the arts disciplines						
	<ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e. pattern) 	<ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e. rhythm) 	<ul style="list-style-type: none"> Demonstrate how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e. beginning-middle-end, thematic developments ABA, motif) 	<ul style="list-style-type: none"> Demonstrate skills and processes common among arts disciplines (i.e. creating, practicing, performing, exhibiting, collaborating) 	Benchmark 1 Describe skills, concepts and vocabulary common among arts disciplines
4.2 Demonstrate and analyze the connections between the arts and other content areas						
	<ul style="list-style-type: none"> Recognize that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Identify steps of processes common to the arts and other content areas (i.e. creative writing and scientific processes) 	Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas
4.3 Understand how the arts impact lifelong choices						
	<ul style="list-style-type: none"> Identify examples of arts in the classroom/school 	<ul style="list-style-type: none"> Identify how the arts impact home/family choices 	<ul style="list-style-type: none"> Identify examples of arts in the community 	<ul style="list-style-type: none"> Identify how the arts impact choices of activities outside of school 	<ul style="list-style-type: none"> Identify and analyze how the arts impact consumer choices 	Benchmark 1 Analyze how the arts impact personal and community choices
4.4 Understand that the arts shape and reflect culture and history						
	<ul style="list-style-type: none"> Describe a specific artwork in the classroom/school 	<ul style="list-style-type: none"> Describe a specific artwork from home/family 	<ul style="list-style-type: none"> Describe a specific artwork in the community 	<ul style="list-style-type: none"> Recognize that artworks reflect culture 	<ul style="list-style-type: none"> Identify general attributes of artworks from a specific culture 	Benchmark 1 Identify specific attributes of artworks that reflect culture

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4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
	<ul style="list-style-type: none"> Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> Practice safety habits using tools and materials properly 	<ul style="list-style-type: none"> Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> Identify roles in the arts Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> Practice/rehearse to refine arts skills 	<p>Benchmark 1 Describe career roles in the arts</p> <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work