

West Linn-Wilsonville School District Primary (Grades K-5) Music Curriculum

Curriculum Foundations		
<u>Important Ideas & Understandings</u>	<u>Significant Content Strands</u>	<u>Significant Skills to be Learned & Practiced</u>
<ul style="list-style-type: none"> • Nature of the Human Experience <ul style="list-style-type: none"> ➤ Making connections – creating meaning and understanding ➤ Providing continuity ➤ Inspiring change – challenging perspectives • Connectivity (Interrelationships) <ul style="list-style-type: none"> ➤ Among art disciplines ➤ Across disciplines (e.g. mathematics, language, social sciences, etc.) • Influences and Roles <ul style="list-style-type: none"> ➤ Societal, historical, and cultural contexts ➤ Environment and personal experience ➤ Personal, professional, practical, economic, community, and cultural needs 	<ul style="list-style-type: none"> • Music - Vocal • Music - Instrumental • Dance/Theatre (as related to music) • Theory/Composition • History • Culture 	<ul style="list-style-type: none"> • Creation and/or performance demonstrating skills and knowledge <ul style="list-style-type: none"> ➤ Vocabulary ➤ Materials & Technology ➤ Tools & Techniques • Tools for Life and School <ul style="list-style-type: none"> ➤ Creative Skills: Imagination, Intuition, Adaptation, Dexterity ➤ Cognitive Skills: Problem-Solving, Critical Thinking, Reasoning, Reflection, Perception, Insight ➤ Personal Skills: Communication, Teamwork, Self-Motivation, Self-Discipline, Sensitivity • Analysis and evaluation (both written and oral) of works of art (including own) considering various perspectives <ul style="list-style-type: none"> ➤ Structure (elements and organization) ➤ History ➤ Culture ➤ Aesthetics

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MUSIC						
Content Standard	Essential Learning					
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Singing, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> • Sing on pitch and in rhythm with a steady beat • Differentiate between singing and speaking voice • Sing expressively with appropriate dynamics and interpretation, and kinesthetically appropriate movements • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures • Sing simple line melodies and echo songs • Sing in groups blending vocal tone, matching dynamic levels, and responding to simple cues by conductor 	<ul style="list-style-type: none"> • Sing on pitch and in rhythm with a steady beat • Differentiate between singing and speaking voice • Sing expressively with appropriate dynamics and interpretation, and kinesthetically appropriate movements • Sing from memory a varied repertoire of songs representing own and different cultures • Sing simple line melodies, simple rounds, and echo songs • Sing in groups blending vocal tone, matching dynamic levels, and responding to simple cues by conductor 	<ul style="list-style-type: none"> • Sing on pitch and in rhythm with a steady beat • Sing from memory, and by reading, a varied repertoire of songs representing own and different cultures • Sing simple ostinatos, partner songs, and rounds • Sing expressively with appropriate dynamics and phrasing • Sing in groups, blending vocal timbres, matching dynamic levels, responding to the cues of a conductor 	<ul style="list-style-type: none"> • Sing independently, on pitch, with appropriate timbre, diction, and posture, and maintain a steady tempo • Sing expressively, with appropriate dynamics, phrasing and interpretation • Sing from memory and by reading, a varied repertoire of songs representing genres and styles from diverse cultures and historic periods • Sing ostinatos, descants, rounds, and simple two-part and partner songs • Sing in groups, blending vocal timbres, matching dynamic levels, responding to the cues of a conductor 	<ul style="list-style-type: none"> • Sing independently on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo • Sing expressively, with appropriate dynamics, phrasing, and interpretation • Sing from memory and by reading, a varied repertoire of songs representing genres and styles from diverse cultures and periods of history • Sing ostinatos, partner songs, rounds, two-part songs, and descants • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor 	<ul style="list-style-type: none"> • Sing accurately and with good breath control throughout individual singing ranges, alone and in small and large ensembles • Sing with expression and technical accuracy a repertoire of own and other cultures' songs from memory and from sheet music • Sing increasingly complex ostinatos, partner songs, rounds, two-part songs, and descants • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

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Performing on instruments with others, a varied repertoire of music	<ul style="list-style-type: none"> Perform on pitch and in rhythm to a steady beat Perform easy rhythmic, melodic, and chordal patterns on pitched and un-pitched classroom instruments Echo short rhythms and melodic patterns Demonstrate care and safety for classroom instruments 	<ul style="list-style-type: none"> Perform on pitch and in rhythm to a steady beat Perform easy rhythmic, melodic, and chordal patterns on pitched and un-pitched classroom instruments Echo short rhythms and melodic patterns Demonstrate care and safety for classroom instruments 	<ul style="list-style-type: none"> Perform on pitch and in rhythm to a steady beat Perform rhythmic, melodic, and chordal patterns on pitched and un-pitched classroom instruments Echo rhythmic and melodic patterns Demonstrate care and safety for instruments 	<ul style="list-style-type: none"> Perform on pitch, in rhythm, with appropriate dynamics and timbre, while maintaining a steady tempo Accurately perform rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments Expressively perform a varied repertoire of music from diverse genres and styles Echo rhythms and melodic patterns Perform simple independent instrumental parts (e.g. rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while singing with other students Perform in groups, blending instrumental timbres, matching 	<ul style="list-style-type: none"> Perform on pitch, in rhythm, with appropriate dynamics and timbre, while maintaining a steady tempo Accurately and independently perform rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments Expressively perform a varied repertoire of music representing diverse genres and styles Echo rhythms and melodic patterns Perform independent instrumental parts (rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while singing with other students who are singing and playing contrasting parts 	<ul style="list-style-type: none"> Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo Accurately and independently perform increasingly complex rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments Expressively perform a varied repertoire of music of own and different cultures and styles Echo increasingly complex rhythms and melodic patterns Perform increasingly complex independent instrumental parts while others sing or play contrasting parts Perform in groups, blending instrumental

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				dynamic levels, and responding to simple cues of a conductor	<ul style="list-style-type: none"> Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor 	timbres, matching dynamic levels, and responding to the cues of a conductor

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	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Improvising melodies, variations, and accompaniments	<ul style="list-style-type: none"> • Improvise simple “answers” in same style to given rhythmic and melodic phrases • Improvise simple rhythmic variations 	<ul style="list-style-type: none"> • Improvise simple “answers” in same style to given rhythmic and melodic phrases • Improvise simple rhythmic variations 	<ul style="list-style-type: none"> • Improvise “answers” in same style to given rhythmic and melodic phrases • Improvise simple rhythmic ostinato accompaniments • Improvise simple rhythms and melodies • Improvise short songs and instrumental pieces using traditional sounds (voices and instruments), body sounds, and/or sounds produced by electronic means 	<ul style="list-style-type: none"> • Improvise “answers” in the same style to given rhythmic and melodic phrases • Improvise simple rhythmic and melodic ostinato accompaniments • Improvise simple rhythms and melodies • Improvise short songs and instrumental pieces using traditional sounds (voices and instruments), body sounds, and/or sounds produced by electronic means 	<ul style="list-style-type: none"> • Improvise increasingly complex “answers” in the same style to given rhythmic and melodic phrases • Improvise rhythmic and melodic ostinato and descant accompaniments • Improvise rhythms and melodies • Improvise short songs and instrumental pieces using a variety of sound sources; including traditional sounds, nontraditional sounds, body sounds, and/or sounds produced by electronic means 	<ul style="list-style-type: none"> • Improvise increasingly complex “answers” in the same style to given rhythmic and melodic phrases • Improvise rhythmic and melodic ostinato and descant accompaniments • Improvise rhythms and melodies • Improvise short songs and instrumental pieces using a variety of sound sources; including traditional sounds, nontraditional sounds, body sounds, and/or sounds produced by electronic means

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	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Composing and arranging music within specified guidelines			<ul style="list-style-type: none"> • Create and arrange easy music to accompany readings or dramatizations • Create and arrange short songs or instrumental pieces within specified guidelines (using quarter notes and rests, eighth notes) 	<ul style="list-style-type: none"> • Create and arrange easy music to accompany readings or dramatizations • Create and arrange short songs and instrumental pieces within specified guidelines • Use a variety of sound sources when composing 	<ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations • Create and arrange short songs and instrumental pieces within specified guidelines • Use a variety of sound sources when composing 	<ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations • Create and arrange short songs and instrumental pieces within specified guidelines • Use a variety of sound sources when composing
Reading and notating music	<ul style="list-style-type: none"> • Read quarter and eighth notes; and quarter rests • Use a system (numerical, syllabic, or letters) to read and echo simple pitch and rhythmic notation • Identify and apply simple symbols and traditional terms referring to dynamics and tempo 	<ul style="list-style-type: none"> • Read quarter and eighth notes; and quarter rests • Use a system (numerical, syllabic, or letters) to read and echo simple pitch and rhythmic notation • Identify and apply simple symbols and traditional terms referring to dynamics and tempo 	<ul style="list-style-type: none"> • Read whole, half, quarter and eighth notes; whole, half, and quarter rests in 2/4, 3/4, and 4/4 meter signatures • Use a system (numerical, syllabic, or letters) to read and echo pitch and rhythmic notation • Identify and apply symbols and traditional terms referring to dynamics and tempo 	<ul style="list-style-type: none"> • Read whole, half, quarter, eighth, and sixteenth notes; whole, half, and quarter rests in 2/4, 3/4, 4/4 meter signatures • Use a system (numerical, syllabic, or letters) to read and echo pitch and rhythmic notation • Identify and apply symbols and traditional terms referring to dynamics, tempo, and articulation 	<ul style="list-style-type: none"> • Read whole, half, dotted half, quarter, dotted quarter, eighth notes, and sixteenth notes; whole, half, quarter and eighth rests in 2/4, 3/4, 4/4, and 6/8 meter signatures • Use a system (numerical, syllabic, or letters) to read and echo increasingly complex pitch and rhythmic notation • Identify and apply increasingly complex symbols and traditional terms referring to dynamics, tempo, and articulation 	<ul style="list-style-type: none"> • Read whole, half, dotted half, quarter, dotted quarter, eighth notes, and sixteenth notes; whole, half, quarter and eighth rests in 2/4, 3/4, 4/4, and 6/8 meter signatures • Use a system (numerical, syllabic, or letters) to read and echo increasingly complex pitch and rhythmic notation • Identify and apply increasingly complex symbols and traditional terms referring to dynamics, tempo, and articulation

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Listening to, analyzing, and describing music	<ul style="list-style-type: none"> • Demonstrate perceptual skills by moving, answering questions about, and describing simple aural examples of music from a variety of styles • Begin to identify sounds of a variety of instruments/voices 	<ul style="list-style-type: none"> • Identify simple music forms when aurally presented • Demonstrate perceptual skills by moving, answering questions about, and describing simple aural examples of music from a variety of styles • Begin to identify sounds of a variety of instruments/voices 	<ul style="list-style-type: none"> • Identify simple music forms when aurally presented • Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music from a variety of styles • Identify sounds of a variety of instruments/voices 	<ul style="list-style-type: none"> • Identify simple music forms when presented aurally and in print • Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music from a variety of styles • Identify sounds of a variety of instruments/voices 	<ul style="list-style-type: none"> • Identify music forms when presented aurally and in print • Demonstrate perceptual skills by moving, answering questions about, and describing increasingly complex aural examples of music from a variety of styles • Identify increasingly complex sounds and styles of a variety of instruments/voices 	<ul style="list-style-type: none"> • Identify increasingly complex music forms when presented aurally and in print • Demonstrate perceptual skills by moving, answering questions about, and describing increasingly complex aural examples of music from a variety of styles • Identify increasingly complex sounds and styles of a variety of instruments/voices

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	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Evaluating music and music performances		<ul style="list-style-type: none"> Begin to develop skills to describe performances and compositions 	<ul style="list-style-type: none"> Begin to develop skills to describe performances and compositions 	<ul style="list-style-type: none"> Begin to develop criteria to describe performances and compositions Use criteria to evaluate others' performances and compositions and offer constructive suggestions for improvement 	<ul style="list-style-type: none"> Develop criteria for evaluating performances and compositions Use criteria to evaluate others' performances and compositions and offer constructive suggestions for improvement 	<ul style="list-style-type: none"> Develop criteria for evaluating performances and compositions Use criteria to evaluate others' performances and compositions and offer constructive suggestions for improvement
Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> Begin to identify simple ways in which other disciplines taught in school are interrelated with music (e.g. foreign languages, cultural celebrations) 	<ul style="list-style-type: none"> Identify simple ways in which other disciplines taught in school are interrelated with music (e.g. foreign languages, cultural celebrations, reading elements) 	<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms used in the various arts Identify simple ways in which other disciplines taught in school are interrelated with music (e.g. foreign languages, cultural celebrations, reading and math elements) 	<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms used in the various arts Identify simple ways in which other disciplines taught in school are interrelated with music (e.g. foreign languages, cultural celebrations, reading and math elements) 	<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms used in the various arts Identify ways in which other disciplines taught in the school are interrelated with music (e.g. foreign languages, language arts, mathematics, science, geography/history) 	<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms used in the various arts Identify ways in which other disciplines taught in the school are interrelated with music (e.g. foreign languages, language arts, mathematics, science, geography/history)

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	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Understanding music in relation to history and culture	<ul style="list-style-type: none"> Identify various uses of music in daily experiences Demonstrate audience behavior appropriate for context and style of music performed 	<ul style="list-style-type: none"> Identify various uses of music in daily experiences and begin to describe characteristics that make certain music suitable for each use Begin to identify the roles of musicians in various musical settings and cultures Demonstrate audience behavior appropriate for the context and style of music performed 	<ul style="list-style-type: none"> Describe in simple terms how musical elements are used in music from own and other cultures Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use Identify the roles of musicians in various musical settings and cultures Demonstrate audience behavior appropriate for the context and style of music performed 	<ul style="list-style-type: none"> Identify music by composer and the historic period that composer came/comes from Describe how musical elements are used in music from own and other cultures Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use Identify and describe roles of musicians (e.g. conductor, composer, orchestral musician, folk singer, etc.) in various music settings and cultures Demonstrate audience behavior appropriate for the context and style of music performed 	<ul style="list-style-type: none"> Identify music by composer and the historic period that composer came/comes from Describe how musical elements are used in music from own and other cultures Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use Identify and describe roles of musicians (e.g. conductor, composer, orchestral musician, folk singer, etc.) in various music settings and cultures Describe and demonstrate audience behavior appropriate for the context and style of music performed 	<ul style="list-style-type: none"> Identify music by composer and the historic period that composer came/comes from Describe in increasingly complex terms how musical elements are used in music from own and other cultures Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use Identify and describe roles of musicians (e.g. conductor, composer, orchestral musician, folk singer, etc.) in various music settings and cultures Describe and demonstrate audience behavior appropriate for the context and style of music performed

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RELATED ARTS DISCIPLINES	
Content Standard	Essential Learning
	Kindergarten – Grade 5
	DANCE
Identifying and demonstrating movement elements and skills	<ul style="list-style-type: none"> • Accurately demonstrate locomotor and non-locomotor/axial movements • Create shapes at low, middle, and high levels • Demonstrate the ability to define and maintain personal space • Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
Understanding choreographic principles, processes, and structures	<ul style="list-style-type: none"> • Use improvisation to discover and invent movement • Demonstrate the ability to work effectively alone and with a partner • Demonstrate the following partner skills: copying, leading and following, mirroring
Demonstrating and understanding dance in various cultures and historical periods	<ul style="list-style-type: none"> • Perform folk dances from own and different cultures with competence and confidence
	THEATRE
Acting by assuming roles	<ul style="list-style-type: none"> • Imagine and clearly describe characters, their relationships, and their environments • Use variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters • Assume roles that exhibit concentration and contribute to the action of classroom dramatizations