## Statement of Philosophy

Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, District 39 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.

The fundamental music processes in which students engage are listening, singing, playing, creating, and performing. Although the music curriculum map presents each process separately, District 39 believes that these processes are meaningfully integrated to achieve a balanced and comprehensive experience of study in music.

### National and State Standards

**STATE GOAL 25:** Know the language of the arts.
- Understand the sensory elements, organizational principles, and expressive qualities
  - NSM 6. Listening to, analyzing, describing music
  - NSM 7. Evaluating music and music performances
- Understand the similarities, distinctions, and connections in and among the arts
  - NSM 8. Understanding relationships between music, the other arts, and disciplines outside the arts

**STATE GOAL 26:** Through creating and performing, understand how works of art are produced.
- Understand processes, traditional tools, and modern technologies used in the arts
  - NSM 5. Reading and notating music
- Apply skills and knowledge necessary to create and perform in one or more of the arts
  - NSM 1. Singing
  - NSM 2. Performing
  - NSM 3. Improvising
  - NSM 4. Composing

**STATE GOAL 27:** Understand the role of the arts in civilizations, past and present.
- Analyze how the arts function in history, society, and everyday life
- Understand how the arts shape and reflect history, society, and everyday life
  - NSM 9. Understanding music in relation to history and culture

### Best instructional practices in a music classroom should:

- develop skills and techniques that are required to create and perform music.
- provide students with a variety of quality repertoire.
- promote active learning that allows for inherent sound and movement.
- engage students in common musical goals through cooperation and collaboration to build a musical community.
- develop a musical environment that is inclusive and respectful of all learning profiles.
- use formative and summative authentic assessments to guide teaching and learning.
- provide opportunities for student choice as part of their musical experiences.
- develop student responsibility for musical growth.
- connect and integrate with other disciplines and the real world.
- develop persistence and resilience.
- provide musical experiences that promote higher-order thinking.
- encourage coaching, modeling, and demonstrating by teachers and students.

### Characteristics of Successful Learners

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best
- Takes responsible risks
- Acts responsibly
- Responds effectively
- Maintains focus
- Thinks interdependently
- Self-advocates
Big Ideas

≈ Music is a unique form of human expression that is universal and essential.
≈ As an ineffable aural art form, music communicates ideas and emotions.
≈ A musical learner is a person who performs or practices music.
≈ They undergo the experience of musical creation and can communicate using the language of music.
≈ Musical learners possess the traits of successful learners.
≈ Persistence managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination are examples of these traits.

Essential Questions

What is the purpose of music?
What are the properties that make music a unique art form?

LISTENING

Domain-specific vocabulary: forte/piano, allegro/largo, crescendo/decrescendo, mezzo-forte, mezzo-piano pianissimo, fortissimo, moderato, andante, presto, string/brass/woodwind/percussion families, long/short, range, steps and skips, tempo, dynamics, phrasing, melodic contour, style genre

Academic vocabulary: long, short, steps, skips, range

Guiding Questions | Concepts | Assessments of Knowledge and Skills | Teaching Resources
--- | --- | --- | ---
What is active listening? | Active listening is to hear something with thoughtful attention. | Summative Assessment
How does active listening contribute to musical literacy? | Active listeners in an ensemble understand and value the roles of all performers. | Kindergarten
What are the attributes of an active listener? | An active listener identifies and analyzes melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. | Respond to differences between high and low, loud and soft, fast and slow, short and long
What are the attributes of active listening? | An active listener demonstrates understanding of music. | Recognize melodic direction
What role does active listening have in an ensemble? | Technology has an impact on | Recognize a range and variety of sounds
How does active listening | | Explore pitched and unpitched instruments and characteristics of sounds | Grades K - 8
| | | | “Star Spangled Banner”
| | | | Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.
| | | | Teacher Resources
| | | | Professional classroom library
| | | | Kodály-inspired songbooks
| | | | Orff-inspired collections
| | | | Gameplan by Kriske and DeLelles
| | | | Materials by John Feierabend
| | | | Materials by Sanna Longden
| | | | Music periodicals
<table>
<thead>
<tr>
<th>Grade</th>
<th>(Reinforce prior skills and understandings)</th>
<th>Recognize contour in music</th>
<th>Explore the instruments in the string family</th>
<th>Identify musical contrasts in tempo and dynamics</th>
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<td><strong>2</strong></td>
<td><strong>3</strong></td>
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<tr>
<td></td>
<td>(Reinforce prior skills and understandings)</td>
<td>Recognize the difference between major and minor tonalities</td>
<td>Explore the instruments in the woodwind family</td>
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</tr>
<tr>
<td><strong>4</strong></td>
<td>(Reinforce prior skills and understandings)</td>
<td>Interpret phrasing and expressive elements</td>
<td>Identify major scales</td>
<td>Recognize varied timbres</td>
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<td>Recognize melodic and harmonic complexity</td>
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<tr>
<td><strong>5</strong></td>
<td>(Reinforce prior skills and understandings)</td>
<td>Distinguish between major and minor triads</td>
<td>Identify stylistic traits of compositions</td>
<td>Identify stylistic traits of genres</td>
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<tr>
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<td></td>
<td>Identify and explain purposes of listening</td>
<td>Analyze stylistic traits of compositions</td>
<td>Analyze stylistic traits of genres</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>(Reinforce prior skills and understandings)</td>
<td>Recognize melodies in bass clef</td>
<td>Analyze stylistic traits of compositions</td>
<td>Apply musical autonomy in performance</td>
</tr>
</tbody>
</table>

**SINGING**

**Student Resources**
- Teacher webpage
- Classroom Instruments
- **Websites**
  - www.musicinteractive.com
  - www.youtube.com
  - www.philtulga.com
  - www.classicsforkids.com
  - www.starfall.com
  - www.jalc.org
  - www.nyphil.org
  - www.sfskids.org

**Technology**
- Garageband
- Smartboard
- iDVD
- iTunes
- iPod/iPad
- Photobooth
- Stereo
- Flip camera
**Guiding Questions** | **Concepts** | **Assessments of Knowledge and Skills** | **Teaching Resources**
---|---|---|---
What is singing? | Singing is the production of musical tones by means of the voice. | **Summative Assessment** Students will perform vocal music representative of varied styles. | Fifth and Sixth Grade: “Star Spangled Banner”
Why is singing important? | Ensemble singing is a group of complementary parts that contribute to a single effect. It emphasizes the roles of all performers as a whole. | **Formative Understandings**
What are the attributes of singing? | Singing is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. | **Kindergarten**
What are the attributes of a singer? | Singing is and has been used as a form of expression in various cultures and time periods throughout history to present day. | Demonstrate knowledge of high and low pitches/Experience the difference between high and low
How does singing contribute to musical literacy? | Singers develop techniques and physical coordination to create vocal production in a variety of styles. | Match pitches in limited range
How does culture affect the musical characteristics of a song? | | Sing in tune
How does the historical time period affect the stylistic characteristics of a song? | | Demonstrate knowledge of melodic direction
How does technology impact song? | | Demonstrate appropriate singing techniques
What are melody, harmony, rhythm, timbre, form and the expressive qualities of music? | | Perform melodic improvisation
Why does music have | | Identify and respond to accompaniment
| | Identify individual differences in the speaking, whispering, shouting, and singing voice
| | Identify individual differences in children’s women’s, and men’s voices
| | **Grade 1** (Reinforce prior skills and understandings)
| | Demonstrate knowledge of steps and skips
| | Sing pentatonic scale
| | Sing grade specific intervals
| | Sing in major and minor tonalities
Grade 1
| | **Grade 2** (Reinforce prior skills and understandings)
| | Demonstrate knowledge of up-down-across
| | Sing extended pentaton
| | Identify and sing simple rounds and canons
| | Identify major and minor tonalities
| | Identify and sing ostinati
Grade 2
| | **Grade 3** (Reinforce prior skills and understandings)
| | | **Teacher Resources**
| | | Professional classroom library
| | | Kodály-inspired songbooks
| | | Orff-inspired collections
| | | Gameplan by Kriske and DeLelles
| | | Materials by John Feierabend
| | | Folksong collections
| | | Octavos
| | | Sheet music
| | | Scripts
| | | Recorder music
| | | Music periodicals
| | | Smartboard lessons
| | | **Student Resources**
| | | Teacher webpage
| | | **Websites**
| | | www.musicinteractive.com
### Domain Specific Vocabulary:
- **percussion** (scrapers, shakers, skins, metals, woods)
- **wind** (recorder, soprano, tenor), piano, xylophone (bass, alto, soprano, glockenspiel, metallophone, bass bar), guitar (sound hole, tuning pegs, nut, strings, bridge, neck, fret, fingerboard, strum, pluck, pick, tune/tuner), drum (tubano, djembe, conga, hand drum, doumbek, bongo), pitched/unpitched, instruments, mallets, keyboard, beat, rhythm, bordun (steady beat, broken, level, moving, crossover, chordal), pentaton,
### Guiding Questions

- What is instrumental playing?
- Why is instrumental playing important?
- What are the attributes of instrumental playing?
- What are the characteristics of ensemble playing?
- What are the attributes of an instrumentalist?
- How does playing an instrument contribute to musical literacy?
- How does culture affect the characteristics of instrumental playing?
- How does the historical time period affect the stylistic characteristics of an instrumental composition?
- How does technology impact instrumental playing?
- What are melody, harmony, keys, treble clef, bass clef, key signature, time signature, accelerando, articulation, tonguing, canon, round, vibration, chord, legato, phrase, syncopation

### Academic Vocabulary:
- major, minor, up, down, across, unison, patterns

### Concepts

- **Performance Task (Summative)**
  - Students will perform pieces of music in various styles using instruments.

#### Grades K thru 8th

- **Formative Understandings**

#### Kindergarten

- Perform on pitched and unpitched percussion instruments
- Play steady beat and basic rhythmic patterns on pitched and unpitched percussion instruments
- Demonstrate appropriate playing techniques of pitched and unpitched percussion instruments

#### Grade 1

- (Reinforce prior skills and understandings)
  - Perform steady beat bordun
  - Explore melodic contour on barred instruments
  - Play grade specific intervals
  - Play in major and minor tonalities

#### Grade 2

- (Reinforce prior skills and understandings)
  - Perform broken bordun
  - Perform patterns of up-down-across
  - Perform on barred instruments in the extended pentaton
  - Perform ostinati on pitched and unpitched instruments

#### Grade 3

- (Reinforce prior skills and understandings)
  - Play four note melodies on soprano recorder
  - Play songs in major and minor keys
  - Play absolute note names on the treble clef
  - Perform crossover, level, and moving bordun

### Assessments of Knowledge and Skills

### Teaching Resources

- Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.

#### Teacher Resources

- Professional classroom library
- Kodály-inspired songbooks
- Orff-inspired collections
- Gameplan by Kriske and DeLelles
- Materials by John Feierabend
- Folksong collections
- Sheet music
- Recorder music by Don Muro
- Music periodicals
- Smartboard lessons

#### Student Resources

...
Why does music have melody, harmony, rhythm, timbre, form, and expressive qualities?

How are melody, harmony, rhythm, timbre, form and the expressive qualities used in music?

**Grade 4**
(Reinforce prior skills and understandings)
- Play melodies using whole and half steps
- Interpret and play melodies using simple key signatures
- Perform chord change borduns (I, IV, V)

**Grade 5**
(Reinforce prior skills and understandings)
- Play in unison and in parts with attention to phrasing and expressive elements
- Perform in multiple parts on various classroom instruments
- Explore varied instrumental timbres through performance
- Perform pieces with three or more parts

**Grade 6**
(Reinforce prior skills and understandings)
- Play accompaniments based on harmonic structure of a song
- Explore classroom instruments

**Grade 7**
(Reinforce prior skills and understandings)
- Perform major and minor triads
- Perform rhythmic patterns independently in an ensemble

**Teacher webpage**
Classroom Instruments

**Websites**
- www.musicinteractive.com
- www.youtube.com
- www.brainpop.com
- www.philtulga.com
- www.classicsforkids.com

**Technology**
- Garageband
- iMovie
- Smartboard
- iDVD
- iTunes
- iPod/iPad
- Photobooth
- Stereo
- Flip camera

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### Creating

**Domain-specific vocabulary:**
- quarter note, quarter rest, and two eighth note, sixteenth notes, eighth-two sixteenth, two sixteenth eighth, eighth rest, syncopation, piano, forte, mezzo-forte, mezzo-piano pianissimo, fortissimo, crescendo/decrescendo, moderato, andante, moderato, largo, allegro, presto moderato, AB/ABA, improvisation, first and second ending, DC al Fine, DC al Coda, repeat sign bar line, double bar line, accent, rondo, round, canon, interlude and coda, bridge, ostinato, meter, duple meter, triple meter

**Academic vocabulary:**
- improvisation, sound, locomotor, contextualize, dynamics, instrument, contrast, attributes, accent, aural

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Concepts</th>
<th>Assessments of Knowledge and Skills</th>
<th>Teaching Resources</th>
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</thead>
<tbody>
<tr>
<td>How is music created?</td>
<td>Music is created by arranging, composing,</td>
<td>Performance Task (Summative)</td>
<td>Each year a teacher may use various books and Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a rhythmic or melodic idea</td>
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<tr>
<td>Why is creating music important?</td>
<td>improvising, playing, singing, and moving. Music can be created through collaboration. Creating music is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. The influence of culture and time changes the way music is created and how musicians create music.</td>
<td>Formative Understandings</td>
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</tbody>
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| **Kindergarten**<br>Rhythm<br>Demonstrate a steady beat while listening to music, playing games, and moving<br>Explore aural and visual use of sound and silence to form rhythm patterns<br>Explore aural and visual use of long and short sounds<br>Form<br>Explore the differences within a piece of music<br>Explore knowledge of same and different<br>Tone Color<br>Explore a range and variety of sounds<br>Explore pitched and unpitched instruments and characteristics of sounds<br>Expressive Qualities<br>Explore musical contrasts | **First Grade**<br>(Reinforce prior skills and understandings)<br>Rhythm<br> Demonstrate knowledge of pulse in meter<br>Apply aural and visual use of sound and silence to form rhythm patterns<br>Understand notation that represents the divided beat<br>Explore use of rhythmic ostinati<br>Interpreting movements<br>Explore metric groupings<br>Form<br>Apply knowledge of same and different to two-part form<br>Recognize how music icons are symbols used to read for musical understanding<br>Tone Color<br>Identify a range and variety of sounds<br>Identify pitched and unpitched instruments and characteristics of sounds<br>Introduce the families of instruments of the orchestra<br>Expressive Qualities<br>Contextualize musical contrasts in tempo and dynamics | **Second Grade**

Teacher Resources
- Professional classroom library
- Kodály-inspired songbooks
- Orff-inspired collections
- Gameplan by Kriske and DeLelles
- Rhythmically Moving by Phyllis Weickert
- Materials by Sanna Longden
- Materials by John Feierabend
- Folksong collections
- Recorder music by Don Muro
- Music periodicals
- Smartboard lessons

Student Resources
- Teacher webpage
- Classroom Instruments

Websites
- www.musicinteractive.com
<table>
<thead>
<tr>
<th>Grade</th>
<th>(Reinforce prior skills and understandings)</th>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Rhythm</strong></td>
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<tr>
<td></td>
<td>Expand application of notational representations that include sustained sounds and silence</td>
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<td></td>
<td>Explore metric groupings</td>
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<td></td>
<td><strong>Form</strong></td>
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<tr>
<td></td>
<td>Apply knowledge of organization of sound to musical form</td>
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<td></td>
<td><strong>Tone Color</strong></td>
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<td></td>
<td>Contextualize a range and variety of sounds</td>
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<tr>
<td></td>
<td>Contextualize pitched and unpitched instruments and characteristics of sounds</td>
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<td></td>
<td>Expand knowledge of instruments of the orchestra</td>
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<td><strong>Expressive Qualities</strong></td>
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<td></td>
<td>Apply musical contrasts in tempo and dynamics</td>
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<tr>
<th>Third Grade</th>
<th>(Reinforce prior skills and understandings)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Rhythm</strong></td>
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<td></td>
<td>Expand application of notational representations that include more complex combinations</td>
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<td></td>
<td>Understand how rhythm can be organized into patterns</td>
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<td></td>
<td>Identify time signature markings</td>
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<td></td>
<td><strong>Form</strong></td>
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<tr>
<td></td>
<td>Expand and enrich knowledge of how music is organized</td>
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<td></td>
<td><strong>Tone Color</strong></td>
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<tr>
<td></td>
<td>Expand knowledge of instruments of the orchestra</td>
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<td><strong>Expressive Qualities</strong></td>
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<td></td>
<td>Analyze musical contrasts in tempo and dynamics</td>
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<tr>
<th>Fourth Grade</th>
<th>(Reinforce prior skills and understandings)</th>
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<tr>
<td></td>
<td><strong>Rhythm</strong></td>
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<td>Perform using notational representation that represent further divisions of the beat</td>
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<tr>
<td></td>
<td><strong>Form</strong></td>
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<tr>
<td></td>
<td>Expand and enrich knowledge of how music is organized</td>
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<td></td>
<td><strong>Tone Color</strong></td>
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<tr>
<td></td>
<td>Review all families of instruments of the orchestra</td>
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<td><strong>Expressive Qualities</strong></td>
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<td></td>
<td>Apply the understanding of musical contrasts in tempo</td>
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<tr>
<td>Grade</td>
<td>(Reinforce prior skills and understandings)</td>
<td>Rhythm</td>
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<td>Fifth Grade</td>
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<td>Internalize how the rhythm lines up against the steady beat amidst multiple parts</td>
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<td>Sixth Grade</td>
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<td>Apply knowledge of rhythm in composition.</td>
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<td>Seventh Grade</td>
<td></td>
<td>Integrate knowledge of rhythm and composition</td>
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### Eighth Grade
(Reinforce prior skills and understandings)

**Rhythm & Form**
Demonstrate rhythmic competency through movement or performance

**Tone Color**
Analyze how physiological and physical characteristics impact timbre

**Expressive Qualities**
Practice how changes in tempo and dynamics can affect
the ideas and emotions represented in music

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## PERFORMING

### Domain Specific Vocabulary:
- stage, audience, applause, cues, performance, backstage, upstage, stage left, stage right, offstage, blocking, props, costumes, conductor, performer, risers, encore, finale, program, monologue, pit, ensemble, microphone, speakers, curtain call, rehearsal, piano, accompaniment, instruments

### Academic Vocabulary:
- transitions, bow, narrator, narration

### Guiding Questions

| What are the characteristics of a quality performance? | A quality performance requires collaboration and cooperation by all members of an ensemble. |
| What are the characteristics of a performer? | A performer is someone who can think flexibly and independently. They strive for their personal best. |
| How does stage behavior affect a performance? | The interaction of performers and audience members can influence performances. |
| How does audience behavior affect a performance? | A performance is the end result of a period of practice and rehearsal. |

### Assessments of Knowledge and Skills

| Performance Task (Summative) | Students will participate as a performer or audience member during a musical performance. |
| Performance Task | By the end of 4th grade, students will participate in at least two formal musical performances |
| Formative Understandings | Understand and apply basic performance principles |
| Formative Understandings | Understand the interplay between voice and instrument |
| Formative Understandings | Apply the understanding of the interplay between musician and audience |
| Formative Understandings | Understand the expectations and responsibilities of an audience member |

### Teaching Resources

- **Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.**
- **Teacher Resources**
  - Professional classroom library
  - Kodály-inspired songbooks
  - Orff-inspired collections
  - Gameplan by Kriske and DeLelles
  - Materials by Sanna Longden
  - Materials by John Feierabend
  - Music periodicals
  - Smartboard lessons
- **Student Resources**
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- **Websites**
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<td>Sound and lighting equipment</td>
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