

Kindergarten

Elements & National Core Arts Standards	Contents	Skills & Procedures	Assessment Tools	Essential Questions
<p>Expression</p> <p>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</p>	<p>Dynamics Tempo Articulation Mood</p>	<p>Loud/soft High/Low Fast/slow and changes in tempi Short/long Legato/staccato Variety of moods (modality) Singing voice/talking voice</p>	<p>Direct observation Expressive movement Sing, say, dance, play Self evaluation by Q&A</p>	<p>What are different kinds of voices we can use? How do different voices make us feel? When I hear soft slow music, how should I respond with my body?</p>
<p>Rhythm</p> <p>National Core Arts Standards: 4, 8, 10, 11</p>	<p>Beat Duration Meter Pattern</p>	<p>Steady beat Macro/micro and strong/weak beats Beat/no beat Sound/silence (rest) Long/short Call and response (echo) Same/different</p>	<p>Direct observation Movement patterns & body percussion Visual manipulatives</p>	<p>Can you think the beat/pulse in your head? How can your body show the pattern of this music? (eg. gallop, march) What is the difference between beat and rhythm? Am I keeping time with the group?</p>
<p>Form</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Phrase Form Section Form</p>	<p>Same and different phrases (ABA etc.) Echo (imitation) Call and response</p>	<p>Direct observation Sing, say, dance, play Visual manipulatives</p>	<p>How is sound organized to make music? Why does music have so many rhyming words?</p>
<p>Melody</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Pitch and Direction, Pattern</p>	<p>High/low Upward/downward Low to high High to low</p>	<p>Drawing/mapping contour Large and small motor movement Imitate with accuracy</p>	<p>Why does music move up and down? What are ways I move my body up and down?</p>
<p>Timbre</p> <p>National Core Arts Standards: 1, 10, 11</p>	<p>Environmental, Vocal, Instrumental</p>	<p>Nature sounds Adult/Children’s voices Sound Exploration: Body percussion, classroom percussion</p>	<p>Direct observation Written tools (worksheets) Play sound effects on cue words to script/storybook</p>	<p>Why is it good for me to sound like everyone else when I sing/play with a group?</p>

Portsmouth School Department: Elementary Music Curriculum Map

		Group: large and small ensembles		
Texture/Harmony National Core Arts Standards: 1, 2, 3, 5, 10	Texture, Harmony	Accompaniment/ no accompaniment Layers of sound Thick/ thin Play various combinations of percussion instruments	Can students describe types of instruments/voices accurately? Visual manipulatives Graphic notation	How do different instruments change the way the music sounds/feels? How is one voice different from many voices?
History/Culture/ Appreciation National Core Arts Standards: 7, 8, 9, 10, 11	Listen to, analyze & describe music	Sing, dance, play seasonal/holiday songs Listen and respond to featured pieces ie: Carnival of the Animals, etc.	Performance Movement Dramatic play Drawing	Why is it important for me to listen quietly when someone is performing? Why should I clap at the end of a performance? How does music help us understand about our (and others') traditions?

Creating: Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.