

K-2 Curriculum:

These standards are addressed mainly through exposure and imitation, using movement as a basis. Active listening and responding appropriately teaches focus and concentration as well as control over one's body, one's voice and one's space.

The program has the following goals.

- Ability to use one's voice properly.
- Ability to maintain a steady beat.
- Ability to follow directions.
- Physical coordination, control, and a sense of rhythm.
- Group awareness and cooperation.
- Growth in confidence in one's own creative ideas.
- Respect for other's ideas, feelings, and abilities.

3-5 Curriculum:

Music for Grades 3-5 follows a progression towards an understanding of musical form and expression. Classes include singing, movement, instrument playing, music notation, listening, analysis of musical elements (melody, rhythm, form, tempo, dynamics, and tone color), and the study of orchestral instruments.

Areas of concentration include:

- More formal voice training.
- Instrumental ensemble playing.
- Improvising, composing, and arranging.
- Reading and notating music.
- Analyzing and evaluating music.
- Studying the relationships between music and other disciplines.
- Learning the roles of musicians and music in society.
- Artistic problem solving.

Parent Resource

K-5 Music



Hartford School
District

*“Without music,
life would be a mistake.”*

Friedrich Nietzsche

Music is listed among the national “core academic subjects” for the public school curriculum, and plays an important role in the education of the whole child. Research has found that a strong music program not only develops musicianship, creativity, and self-esteem, but has important links to academic and social skills and motivations in six major areas:

- Reading and Language development
- Mathematics
- Fundamental Cognitive Skills and Capacities
- Motivations to learn
- Effective social behavior
- Positive school environment

“If you can walk you can dance.

If you can talk you can sing.”

Zimbabwe Proverb

Curriculum Expectations:

Skill Development:

Perform/Communicate

1. **Singing alone and with others:** Uses good vocal techniques, maintains a steady beat, performs with accurate rhythm and appropriate dynamics.
2. **Performing on instruments:** Uses good playing techniques, maintains a steady beat, performs with accurate rhythm and appropriate dynamics.

Creating

3. **Improvising:** Experiments and creates within specified guidelines, using movement or vocal and instrumental sounds.
4. **Composing and arranging:** Composes and arranges simple musical forms within specified guidelines.

Concept/Vocabulary

5. **Reading and notating music:** Interprets and uses musical elements, notation and vocabulary at grade level.

Reflection and Critique:

Describe Art/ Analyze, Interpret and Respond

6. **Listening to analyzing and describing music:** Recognizes melodic direction, rhythmic patterns, tempo, dynamics, and form.

Critique and Revise

7. **Evaluating music and music performances:** *Formulates criteria for the elements of good performance and make suggestions for change. *Assesses a piece of music according to specified guidelines.

Making Connections:

Connections among/outside the arts; Arts impact life

8. **Understanding relationships between music, the other arts, and disciplines outside the arts:** *Makes connections between forms and elements in music and those in other disciplines. (science, math, language arts, social studies, art, dance, drama). *Identifies the various roles of artists and of the arts in the community and everyday environment.

Arts shape and reflect

9. **Understanding music in relation to history and culture:** Discusses and identifies how the arts reflect cultural values in various traditions and historical periods.

Approach to Work:

Artistic problem solving

- Learns to identify challenges and generate solutions when performing, Improvising, or composing.