

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Elementary General Music
Course Title

Lisa Judkins and Loretta Koleck
Teacher(s)

First Grade
Grade Level(s)

Course Structure Ⓞ Single Semester Ⓜ Full Year (Single Grade) Ⓞ Multiple Years (Combined Grades)

Course Description **Elementary General Music** comprises a balanced and sequential course of singing, playing instruments, listening to music, improvising, composing and moving to music. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, analyze and describe music, make informed evaluations concerning music, understand music practices in relation to history and culture, as well as relating music to other disciplines. Students will learn by actively participating in music and in understanding the basic principles of music such as *Rhythm, Melody, Harmony, Timbre/Tone Color, Expression, Form, Vocal Skills, Instrumental Skills, Innovation, Historical and Cultural Context and Critical and Aesthetic Response*

Established Goals	Transfer	
MPG1 Develop skills in music reading	<i>Students will be able to independently use their learning to . . .</i> 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers.	
MPG 2 Perform with musical expression		
MPG 3 Listen to music with understanding		
MPG 4 Make value judgments about music	Meaning	
	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i> 1. Music reading skills provide the basis for creating, understanding and performing music 2. Making expressive choices personalizes music 3. Music from various styles, cultures and historical eras globally affects all individuals 4. Music is a lifelong avocation that requires personal choices and critical response 5. Knowledge of vocal and instrumental techniques are necessary to Properly produce quality music	<i>Students will keep considering . . .</i> 1. What is music? 2. How can music be expressive? 3. How does music impact all of us? 4. What makes good music good?

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill²	
<i>Knowledge</i>	<i>Skills</i>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. Beat and rhythm are different 2. Rhythm has its own notation 3. Meter determines how beats are grouped <ol style="list-style-type: none"> 1. Melody has its own notation 2. Melodic phrases have specific characteristics and can be repeated <ol style="list-style-type: none"> 1. Not all music is in unison <ol style="list-style-type: none"> 1. Vocal production can be varied 2. Musical ensembles vary in size, instrumentation and voicing 3. Instruments of the orchestra have specific characteristics and are grouped by similarities 4. Instruments can be pitched or un-pitched 5. Classroom instruments provide a unique opportunity to perform musically successfully with limited instruction 	<p><i>Students will be skilled at . . .</i></p> <p>Rhythm: Beat, Meter, Duration, Rhythmic Patterns</p> <ol style="list-style-type: none"> 1. Demonstrate steady beat, strong beat, long/short sounds and simple rhythmic patterns (MPG1, 9.1) 2. Perform music with meter in 4 (MPG1, 9.1) 3. Identify repeated rhythmic patterns (MPG1, 9.1) 4. Perform rhythmic patterns which include quarter note, paired eighth note, eighth note, and quarter rest (MPG1, 9.1) <p>Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality</p> <ol style="list-style-type: none"> 1. Identify differences in pitch of high/low (MPG1, 9.1) 2. Recognize upward and downward melodic contour (MPG1, 9.1) 3. Identify melodic contour that moves upward/downward (MPG1, 9.1) 4. Demonstrate recognition of phrases, repeated phrases and phrase endings (MPG1, 9.1) <p>Harmony</p> <ol style="list-style-type: none"> 1. Identify examples of accompaniment vs. no accompaniment (MPG1, 9.1) <p>Timbre/Tone Color: Vocal, Instrumental, Classroom Instruments)</p> <ol style="list-style-type: none"> 1. Identify vocal tone qualities produced by children’s voices and adult voices: male or female and those of individuals vs. a group (MPG2, 9.1) 2. Differentiate between instrumental and vocal sounds (MPG2, 9.1) 3. Identify visually individual instruments and families of instruments (MPG3, 9.1) 4. Determine how choices of instrumental timbre effect musical style (MPG2, 9.1) 5. Identify classroom instruments (MPG3, 9.1)

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

	<ol style="list-style-type: none"> 1. Music can be individualized using changes in dynamics and tempo 2. Performing with musical expression is a key component in making music unique <ol style="list-style-type: none"> 1. Music ideas can be organized <ol style="list-style-type: none"> 1. Everyone can sing 2. Proper vocal skills will create a more confident aesthetically pleasing singer 3. Singing songs from memory allows for more flexibility to personalize music 4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios <ol style="list-style-type: none"> 1. Proper instrumental skills will create a more confident instrumentalist 2. Instrumental performance requires a combination of elemental skills 3. The term instrument is multi-faceted <ol style="list-style-type: none"> 1. Music improvisation and composition are creative outlets to take ownership of music 	<p>Expression: Style Dynamics, Tempo</p> <ol style="list-style-type: none"> 1. Identify dynamic changes loud and soft (MPG2, 9.1) 2. Identify tempo changes fast and slow (MPG2, 9.1) <p>Form</p> <ol style="list-style-type: none"> 1. Identify examples of an introduction (MPG1, 9.1) 2. Perform and distinguish sections within a musical selection including the following forms: verse/refrain, call/response and/or echo (MPG1, 9.1) <p>Vocal Skills</p> <ol style="list-style-type: none"> 1. Match pitches while expanding vocal range (MPG1, 9.1) 2. Sing expressively (MPG2, 9.1) 3. Demonstrate appropriate tone quality, posture, diction and breathing (MPG1, 9.1) 4. Demonstrate confidence in solo singing by singing songs independently and confidently with correct notes and rhythms (MPG1, 9.1) 5. Sing songs from memory (MPG1, 9.1) 6. Perform one or more of the following: traditional songs, singing games, chants, rhymes and/or dances from various cultures (MPG1, 9.1) <p>Instrumental Skills</p> <ol style="list-style-type: none"> 1. Demonstrate various methods of playing classroom instruments (MPG1, 9.1) 2. Play instruments in combination (MPG1, 9.1) 3. Play independent instrumental parts confidently while other students sing or play contrasting parts (MPG1, 9.1) 4. Perform patterns and accompaniments using body percussion (MPG1, 9.1) <p>Innovation: Composition and Improvisation</p> <ol style="list-style-type: none"> 1. Create and/or improvise rhythmic accompaniments (MPG2, 9.1) <p>Cultural Context</p>
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	<ol style="list-style-type: none"> 1. Music is a part of every culture 2. Local music has impacted us individually and globally 3. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends physical boundaries <ol style="list-style-type: none"> 1. Musical works and composers from varied historical periods are an important component of musical literature 2. Music often captures and mimics unique historical periods and events 3. Significant musical works and composers continue to impact music <ol style="list-style-type: none"> 1. Music is limitless 2. Critical perception should be accompanied by facts and correct terminology <ol style="list-style-type: none"> 1. Music is a personal choice 2. Articulating personal choices should correspond with knowledge of music terminology 3. Audience etiquette is a necessary part of being a responsible music consumer 	<ol style="list-style-type: none"> 1. Perform examples of traditional American folk music (MPG3, 9.2) 2. Perform musical examples from various cultures of the world (MPG3, 9.2) <p>Historical Context</p> <ol style="list-style-type: none"> 1. Recognize musical examples from various historical periods (MPG3, 9.2) 2. Recognize significant composers and/or musicians from various genres and periods (MPG3, 9.2) <p>Critical Response</p> <ol style="list-style-type: none"> 1. Compare music of diverse cultures and styles (MPG3, 9.3) 2. Recognize music that suggests a story (MPG3, 9.3) 3. Determine the mood or style of a listening example (MPG3, 9.3) 4. Identify high/low, loud/soft, or fast/slow within a listening example (MPG3, 9.3) <p>Aesthetic Response</p> <ol style="list-style-type: none"> 1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism (MPG4, 9.4) 2. Identify, using music terminology, personal preferences for specific musical works and styles (MPG4, 9.4) 3. Demonstrate audience behavior appropriate for the context and style of music performance (MPG4, 9.4)