STUDENT LEARNING GOALS FOR ELEMENTARY MUSIC

The student will:

- develop an appreciation for music.
- understand the role of music in society.
- acquire music reading skills.
- experience enrichment through participation.
- foster a spirit of cooperation and experimentation.
- share the talents of others.
- communicate through creativity.
- exercise critical thinking skills.
- acquire stage presence and decorum.
- appreciate different cultures and customs.
- appreciate the work/study ethic.

LEARNING/ THINKING/ STUDY SKILLS

Applying standard grammar and usage
Classifying
Comparing and contrasting
Constructing logical sequences
Creating hypotheses
Detecting fallacies
Distinguishing between fact and opinion
Drawing conclusions
Following directions
Formulating questions
Increasing vocabulary
Listening
Managing time
Observing
Organizing
Outlining
Paraphrasing
Participating in group activities
Predicting outcomes
Proofreading
Reading critically
Recognizing cause and effect
Recognizing main idea and details
Reporting
Revising
Sequencing
Solving problems
Speaking
Technology
Using mass media
Using resources
Writing

INSTRUCTION

Singing activities and games, the playing of instruments, movement experiences, listening activities, and creative experiences form the basis of the elementary music curriculum. At this grade level, these activities are designed to introduce, explore, practice, and apply the following concepts and skills:

Rhythm	Pitch	Form	Tone Color/Texture	Expression
• distinguish between steady beat and rhythm • perform rhythm patterns that include quarter notes, paired eighth notes, and quarter rests (from standard notation) • experience the beat of music in duple meter	• distinguish between high and low sounds (less extreme contrast) • sing and notate melodies using *la, so,* and *mi* pitches • identify the *music staff* • identify melodic direction (up/down) • recognize the relationship between the size of an instrument and its pitch • perform an *ostinato* (repeated pattern) to accompany singing • experience the sounds of *major* and *minor*	• identify music in AB and ABA forms • experience musical *phrase* • identify same and different phrases	• identify and play pitched and non-pitched classroom instruments • distinguish between vocal and instrumental music • distinguish between accompanied and unaccompanied vocal music	• identify and perform sudden and gradual dynamic (volume) changes • identify and perform sudden and gradual tempo changes

CONNECTIONS

The following topics and activities are examples of how this subject will connect knowledge across disciplines.

Mathematics: counting, shapes, sorting, patterns, symbols
Art: recognize shapes, illustrate lyrics
Social Studies: famous Americans, patriotic songs and symbols, introduction to map skills
Language Arts: sequencing, rhyming words, vocabulary, creating new lyrics
Health and Physical Education: singing games, line and circle dances
Science: weather, climate, animal habitats, relationship between instrument size and pitch
Foreign Language: introduction of basic vocabulary through songs
Careers: community helpers
Technology: identify electronic equipment in the classroom

ENRICHMENT

The following opportunities are designed to reinforce basic skills and to expand students' interests and abilities.

- musical productions
- music assemblies
- guest performers
- community arts programs
- community theatre groups
- The Roanoke Symphony
- The Roanoke Symphony Chorus
- The Roanoke Youth Symphony
- The Roanoke Valley Choral Society
- The Chorus of the Blue Ridge
- The Roanoke Valley Children's Choir
- The Roanoke Ballet Theatre
- Mill Mountain Theatre

Vocabulary

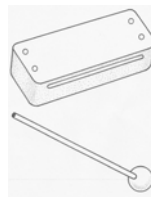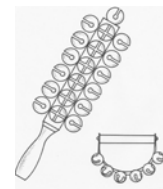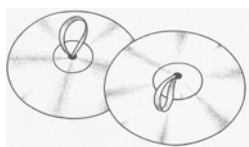|		
vocal	staff	steady beat
instrumental	quarter note	rhythm
singing voice	eighth notes	rhyme
speaking voice	quarter rest	introduction
men's voices	accompanied	coda
women's voices	unaccompanied	pitch
children's voices	dance	high/low

Instrument Recognition

drum
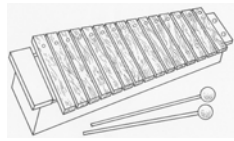
xylophone

piano

rhythm sticks

maracas

triangle

tambourine

woodblock

bells

finger cymbals

guitar