

**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
<ul style="list-style-type: none"> <li>•perform rhythm patterns that include quarter notes, paired eighth notes, quarter rests, half notes and rests, whole notes and rests, dotted half notes, sixteenth notes, dotted quarter note and rest, single eighth note, and eighth rest</li> <li>•identify and explain bar lines and measures</li> <li>•experience and explore 2/4, 3/4, and 4/4 meter signatures</li> <li>• experience the beat of music in duple and triple meter</li> </ul>	<ul style="list-style-type: none"> <li>•sing and notate melodies using the pentatonic scale (<i>do, re, mi, so, la</i>)</li> <li>•identify <i>sharp, flat, and natural</i></li> <li>•describe melodic contour as consisting of steps, skips, or repeated pitches</li> <li>•letter names of the lines/spaces of music staff</li> <li>•participate in simple harmony (rounds, canons, partner songs)</li> <li>•play a simple repeated accompaniment pattern</li> <li>•experience music with two-chord accompaniment (I and V (or V7) chords)</li> <li>•experience the sounds of <i>major</i> and <i>minor</i></li> </ul>	<ul style="list-style-type: none"> <li>•identify music in AB, ABA, and rondo (ABACA) forms</li> <li>•identify <i>verse</i> and <i>refrain</i></li> <li>•identify and perform repeat signs</li> <li>•identify and perform first and second endings</li> <li>• recognize the musical <i>phrase</i></li> </ul>	<ul style="list-style-type: none"> <li>•identify the four orchestral families (string, woodwind, brass, and percussion)</li> <li>•identify multicultural instruments</li> <li>•distinguish between accompanied and unaccompanied vocal music</li> <li>•experience and describe a variety of musical styles</li> <li>•experience and describe music from a variety of historical periods and by a variety of composers</li> </ul>	<ul style="list-style-type: none"> <li>•identify and perform the dynamic markings <i>p</i> (<i>piano</i> – soft) and <i>f</i> (<i>forte</i> – loud)</li> <li>•identify and perform <i>crescendo</i> and <i>decrescendo</i></li> <li>•identify and perform selected tempo markings</li> <li>•identify and perform various articulation styles including <i>legato</i> and <i>staccato</i></li> <li>• identify and perform <i>fermata</i></li> </ul>

**CONNECTIONS**

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

- Mathematics:** graphs, sets of beats, patterns, fractions, multiplication facts, problem solving
- Art:** illustration of lyrics and concepts
- Social Studies:** ancient Greece, Rome, Mali, explorers, continents, patriotic holidays, diversity
- Language Arts:** story telling, choral reading, plays
- Health and Physical Education:** folk dance
- Science:** classify instruments based on method of sound production
- Foreign Language:** recognition of basic vocabulary, expressive and directional markings in music
- Careers:** introduce career possibilities through related songs and activities
- Technology:** music research tools

**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

posture  
orchestra  
string family  
woodwind family  
brass family  
percussion family  
conductor  
composer  
recorder  
rhythm

meter  
meter signature  
bar line  
measure  
pitch  
melody  
melodic contour  
(step, skip, repeat)  
music alphabet (ABCDEFGG)  
treble clef

sixteenth notes  
single eighth notes  
eighth rest  
harmony  
ostinato  
pentatonic  
round/canon  
partner songs  
chord (I, V, V<sup>7</sup>)  
AB and ABA forms

rondo form (ABACA)  
verse  
refrain  
tempo  
dynamics  
phrase  
legato/staccato  
Baroque, Classical,  
Romantic,  
Contemporary  
folk music

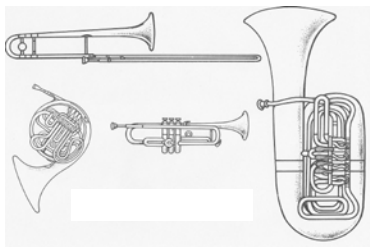
### Instrument Recognition



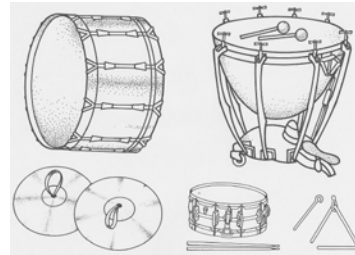
string family



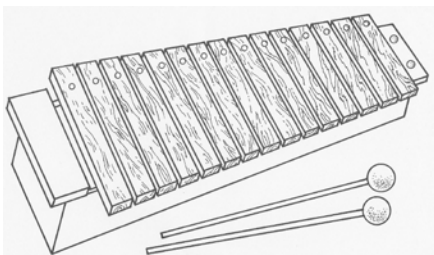
woodwind family



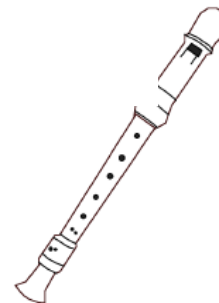
brass family



percussion family



Orff instruments



recorder