




**SMMUSD VAPA CURRICULUM for PRE-K-2 grade**

 <p><b>MUSIC</b></p>	<p align="center"><b>CONTENT GOAL</b></p>	<p align="center"><b>ACTIVITIES/ SKILLS</b></p>	<p align="center"><b>MATERIALS/ RESOURCES</b></p>	<p align="center"><b>ASSESSMENTS</b></p>
<p><b>STANDARD 1: ARTISTIC PERCEPTION:</b> Processing, analyzing, and responding to sensory information through the language and skills unique to music</p>				
<p align="center"><b>ARTISTIC PERCEPTION</b></p>	<p><i>Read and Notate Music</i></p> <p>Pre-K, K: Students explore basic elements (e.g. beat, high / low, fast / slow, loud / soft)</p> <p>Students will use symbols to represent musical patterns and emotions (1.1)</p> <p><b>By the end of Gr.2, they <u>read, write, and perform</u> simple patterns of pitch and rhythm using the following: (1.1, 1.2)</b></p> <p><i>Rhythm Patterns</i> Quarter notes &amp; quarter rests, Eighth notes – patterns of two per beat, Half notes &amp; half rests</p> <p><i>Melody Patterns</i> Simple patterns using solfege in major and minor (Gr. 2/1.2)</p>	<p>Movement activities are used to develop awareness of beat and rhythm</p> <p>Initially, students explore notation reading and writing by using icons or other symbols that they invent (1.1)</p> <p>Aural/Oral exercises are integrated into instruction to build students’ musical vocabulary</p> <p>Music notation is gradually introduced drawing on patterns students were exposed to in their aural/oral exercises above as well as in their song literature. (Sound before sight procedure.) Initially, rhythm notation is introduced independent of pitch and pitch notation is introduced independent of rhythm (1.2)</p>	<p>Text books and their supplemental materials</p> <p>Flash cards</p> <p>Audio/Visual equipment</p> <p>Access to live performances</p> <p>Resources to bring in performers for demonstrations</p> <p>Access to orchestral instruments or large posters of instruments</p> <p>Piano</p>	<p>Individual and group performance</p> <p>Worksheets</p>


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	<p><b>STANDARD 1: ARTISTIC PERCEPTION:</b> Processing, analyzing, and responding to sensory information through the language and skills unique to music</p>			
	<p align="center"><b>Listen to, Analyze, and Describe Music</b></p> <p>By the end of Gr.2:</p> <p>Students can identify and describe the concepts of beat, fast/slow, high/low, ascending/descending, and loud/soft (K/1.2)</p> <p>Students identify simple forms: AB, ABA, AABA and understand <i>verse – refrain</i> in vocal music (Gr. 1/1.2, - Gr. 5/1.4)</p> <p>Students identify visually and aurally the common instruments in the string, brass, woodwind, and percussion families (Gr. 1/1.3 – Gr. 5/1.5)</p>	<p>Listen to, Analyze, and Describe Music</p> <p>Students will attend instrumental and vocal performances.</p> <p>Performance and/or demonstrations of various instruments and voice types in class.</p> <p>Movement activities will build a vocabulary of body movements that reflect various music concepts.</p> <p>Familiar pieces will be used to illustrate form, dynamics, &amp; tempo.</p>		

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<p align="center"><b>STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music</b></p>				
<p align="center"><b>CREATIVE EXPRESSION</b></p>	<p><i>Apply Vocal and Instrumental Skills</i></p> <p>By the end of Gr. 2:</p> <p><b>Students use movement classroom instruments and voice to demonstrate awareness of beat, tempo, dynamics, and melodic direction (K/2.3)</b></p> <p><b>(2.1, 2.2)</b></p> <p><b>Students sing in a developmentally appropriate range various songs from memory</b></p> <p>Students play simple accompaniments on classroom instruments including ostinatos</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>By the end of Gr.2:</p> <p>Students improvise simple rhythmic and melodic accompaniments using body movement. classroom instruments, and voice</p>	<p>Song literature is carefully selected to expose students to a wide <u>diversity</u> in the music concepts of tempo, dynamics, melody, tonality, etc.</p> <p>Students learn accompaniments on a variety of classroom instruments for songs they perform.</p> <p>Students will be given the opportunity to create their own accompaniments.</p> <p>Improvisation opportunities will be provided for students within the music they perform.</p>	<p>Text books and related supplemental materials</p> <p>Audio/Visual equipment</p> <p>Classroom rhythm and melodic instruments</p> <p>Piano</p>	<p>Individual and group performance</p> <p>Worksheets</p>


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of Music**

<p><b>HISTORICAL AND CULTURAL CONTEXT</b></p>	<p><i>Role of Music</i></p> <p>Students will become aware of how music impacts their daily lives (K/3.1)</p> <p>Students will become aware of music and customs of the diverse cultures represented in their school (Gr. 1/3.1)</p> <p><i>Diversity of Music</i></p> <p>By the end of Gr.2:</p> <p>Students will have sung and played singing games from various cultures (Gr. K-2/3.2)</p> <p>Students will have developed a vocabulary to describe music of diverse cultures. They also will be aware of the instruments and vocal characteristics of the cultures they studied. (Gr. K-2/3.3)</p> <p>[Decisions concerning which cultures to study should be guided by analysis of the cultures represented in the population of each school] (Gr. 1/3.1)</p> <p>Students will be aware of the evolution of styles and genres in American culture. They will be aware of traditional styles and genres as well as modern</p>	<p>Students sing and play simple singing games from various cultures (3.2)</p> <p><i>Classroom discussions will engage students in the historical and cultural aspects of music they are performing</i></p> <p><i>Discussions of how music impacts the lives of students will lead to discussion of how music functions in other cultures</i></p> <p>Audio/visual performances of authentic performances will be played for students</p> <p>Students will attend live performances</p> <p>Music selected for student performance will be drawn from a diverse cross section of American and world music</p> <p>Students bring in representative examples of their culture. (Instruments, costumes, recordings, etc.)</p>	<p>Text books and related supplemental materials</p> <p>Audio/Visual equipment</p> <p>Recordings (CD, DVD) of music performances representing the cultures and genres studied</p> <p>Instruments from other cultures</p> <p>Resources to bring in performing artists from diverse cultures</p>	<p>Individual and group performance</p> <p>Worksheets</p> <p>Participation in discussions</p>
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**STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.**

<p align="center"><b>AESTHETIC VALUING</b></p>	<p><i>Derive Meaning</i></p> <p>Students will create appropriate movements to reflect the ideas and moods in music they perform and hear (Gr. 2/4.2)</p> <p>They recognize and respond to the ways tempo, dynamics, melody, and other musical elements are used to communicate emotions and meanings in music they hear and perform (Gr. 2/4.3)</p> <p>Students will be aware of how music is often used for specific purposes. Work songs and lullabies, for example (K/4.1)</p> <p>-Students will respond analytically to live and recorded performances. They will also display appropriate audience behavior (Gr. 2/4.4)</p> <p><i>Analyze and Critically Assess</i></p> <p>By the end of grade 5: students will use appropriate music terminology to describe specific pieces and to express their individual preferences</p>	<p>Through performance and listening, students will experience music illustrating a wide variety of the expressive qualities of music</p> <p>Rehearsals of pieces will include some discussion and exploration of the expressive possibilities of pieces</p> <p>Students act out and improvise movements that reflect the emotions and moods of pieces</p>	<p>Audio / visual recordings</p> <p>Audio visual equipment (CD player, DVD player, Television, Speakers, Amplifier)</p> <p>General Music classrooms with room for movement activities</p> <p>Whiteboards</p>	<p>Classroom discussion</p> <p>Assessment of individual and group movement improvisation</p>
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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connection and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>	<p><i>Connections and Applications</i></p> <p>Students will identify similarities and differences between the various arts as well as the other disciplines. Form, for example is found in music as well as in theatre (literature), visual arts, dance, geometry, architecture, etc. (Gr. 2/5.1)</p> <p>Students will recognize how they and others respond to their environment through music (Gr. 1/5.1)</p> <p><i>Career and Career Related Skills</i></p> <p>Students will identify the reasons artists create pieces of music. (In addition to artistic reasons, there are reasons such as commercial, and ceremonial (K/5.2)</p> <p>Students will be aware of music related careers like composing, performing, recording, teaching, conducting, etc. (Gr. 2/5.2)</p>	<p>Engage in projects that integrate two or more of the arts like a musical theatre production</p> <p>On a simpler level, add <u>dance</u>, movements to songs. Interject <u>theatre</u> into a lesson by having students act out a song. Have students draw pictures that are inspired by a piece of music to connect <u>visual arts</u> to music</p> <p>Have students write about how a piece makes them feel to integrate literature</p>	<p>General music text book series</p> <p>Adequate classroom space for movement activities</p> <p>Paper, pencils and some basic visual arts supplies</p> <p>White board with dry erase markers in several colors</p> <p>Audio visual equipment</p> <p>Access to videos/DVD's of ballets, operas, musical theater, movie musicals, etc.</p> <p>Resources to bring in professionals in diverse careers that are integrated with music</p>	<p>Individual and group performance</p> <p>Worksheets</p> <p>Classroom discussions</p>
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