MUSIC CURRICULUM FRAMEWORK[1]
Based on *UbD Template* 2.0 (2011): Stage 1 – Desired Results

Elementary General Music   Kindergarten
Course Title   **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 MPG 2 Perform with musical expression MPG 3 Listen to music with understanding MPG 4 Make value judgments about music	*Students will be able to independently use their learning to . . .* 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers.
	Meaning
	Understandings *Students will understand that . . .* — *Essential Questions* *Students will keep considering . . .*

	Understandings — *Students will understand that . . .*	Essential Questions — *Students will keep considering . . .*
	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	1. What is music? 2. How can music be expressive? 3. How does music impact all of us? 4. What makes good music good?

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

Dr. Paul F. Doerksen, Duquesne University (1/16/13)

Acquisition of Knowledge & Skill[2]	
Knowledge Students will know . . .	*Skills* Students will be skilled at . . . **Rhythm: Beat, Meter, Duration, Rhythmic Patterns**
1. Beat and rhythm are different 2. Music is the organization of sounds and silences	1. Demonstrate steady beat, long/short and simple rhythmic patterns (MPG1, 9.1) 2. Determine differences between sounds and silences in simple rhythms (MPG1, 9.1) **Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality**
1. Melodies are created by varying pitch 2. Melodic phrases have specific characteristics	1. Identify differences in high/low pitch (MPG, 9.1) 2. Identify upward and downward melodic contour (MPG1, 9.1) **Harmony**
1. Not all music is in unison	1. Identify examples of accompaniment vs. non-accompaniment (MPG1, 9.1) **Timbre/Tone Color: Vocal, Instrumental, Classroom Instruments)**
1. Vocal production can be varied 2. Musical ensembles can vary in size, instrumentation and voicing 3. Classroom instruments provide a unique opportunity to perform music successfully with limited instruction	1. Identify and demonstrate various uses of the voice: whispering, speaking, singing and calling (MPG2, 9.1) 2. Identify vocal tone qualities produced by children's and adult voices: male or female and those of individuals vs. a group (MPG2, 9.1) 3. Differentiate between vocal and instrumental sounds (MPG2, 9.1) 4. Identify and demonstrate proper technique of classroom instruments (MPG2, 9.1) **Expression: Style Dynamics, Tempo**
1. Music can be individualized using changes in dynamics and tempo 2. Performing with musical expression is a key component in making music unique	1. Demonstrate differences in dynamics loud/soft (MPG2, 9.1) 2. Demonstrate differences in tempo fast/slow (MPG2, 9.1)

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[2] PFD Note: Link these *desired outcomes* to "Established Goals" (Music Program Goals, National Music Standards, or PDE Academic Arts Standards.

		Form
	1. Music ideas can be organized	1. Demonstrate the following forms repeated and contrasting sections (same/different) including but not limited to verse/refrain, call/response and AB (MPG1, 9.1)
		Vocal Skills
	1. Everyone can sing 2. Singing a wide variety of music either alone or in groups will create challenging singing scenarios	1. Match pitches while expanding vocal range (MPG1, 9.1) 2. Sing simple songs in their entirety (MPG1, 9.1) 3. Demonstrate solo singing (MPG1, 9.1) 4. Perform one or more of the following: traditional songs, singing games, chants and/or rhymes (MPG1, 9.1)
		Instrumental Skills
	1. Proper instrumental skills will create a more confident instrumentalist	1. Demonstrate various methods of playing classroom instruments (MPG1, 9.1)
		Innovation: Composition and Improvisation
	1. Music improvisation and composition are creative outlets to take ownership of music	1. Create and/or improvise rhythmic accompaniments (MPG2, 9.1) 2. Create movements to accompany a song (MPG2, 9.1)
		Cultural Context
	1. Local music has impacted us individually and globally 2. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends physical boundaries	1. Perform examples of American folk music (MPG3, 9.2) 2. Perform musical examples from various cultures of the world (MPG3, 9.2)
		Historical Context
	1. Musical works from varied historical periods are an important part of musical literature	1. Recognize musical examples from various historical periods (MPG3, 9.3)
		Critical Response
	1. Music is limitless 2. Critical perception should be accompanied by facts and correct terminology	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 of a listening example (MPG3, 9.3) 4. Identify high/low, loud/soft, or fast/slow within a listening example (MPG3, 9.3)

		Aesthetic Response
	1. Music is a personal choice 2. Audience etiquette is a necessary part of being a responsible music consumer	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. Demonstrate audience behavior appropriate for the context and style of music performance (MPG4, 9.4)