

Waverly Music Curriculum K-4

<u>Standard 1</u>	<u>Standard 2</u>	<u>Standard 3</u>	<u>Standard 4</u>	<u>Standard 5</u>
All students will apply skills and knowledge to perform in the arts.	All students will apply skills and knowledge to create in the arts.	All students will analyze, describe and evaluate works of art.	All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.	All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Waverly Community Schools K-4 Progress Report Marking

Singing	Tonal	Rhythm	Movement
Student is beginning to use their singing voice.	Student is consistently and accurately matches resting tone.	Student imitates steady beat.	Student moves with continuous flow.
Student is consistently and accurately using their singing voice.	Student is consistently and accurately finds the resting tone independently.	Students demonstrates steady beat independently.	Student expresses musical form through movement.
Student consistently and accurately demonstrates their ability to sing a familiar song.	Student is consistently and accurately discriminates between major and minor tonalities.	Student accurately discriminates between duple and triple meter.	Student performs organized group movements.
Student consistently and accurately sings in harmony.	Student is consistently and accurately audiates chord functions	Student accurately associates rhythm patterns.	Student accurately performs traditional folk dances.

Kindergarten through 4th grade Music Curriculum

	The student will:	Assessments:
Standard 1	Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.	
	Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures.	
	Sing expressively, with appropriate dynamics, phrasing, and interpretations.	
	Sing ostinatos, partner songs, and rounds.	
	Sing and play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor.	
	Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.	

	Echo short rhythms and melodic patterns.	
	Perform independent instrumental parts while other students sing or play contrasting parts.	
	Read whole, half, dotted half, quarter, and eighth notes and rests in double and triple meter.	
	Use a system to read simple pitch notation in the treble clef in major keys.	
	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.	
	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.	
Standard 2	Improvise simple rhythmic and melodic ostinato accompaniments.	
	Improvise "answers" in the same style to given rhythmic and melodic phrases.	
	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.	
	Create and arrange short songs and instrumental pieces within specified guidelines.	
	Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising.	
	Create and arrange music to accompany readings, dramatizations, or visual media.	
Standard 3	Identify simple music forms when presented aurally.	
	Demonstrate perceptual skills by moving, by answering questions, and by describing aural examples of music of various styles representing diverse cultures.	
	Use appropriate terminology in explaining music, music notation, musical instruments and voices, and music performances.	
	Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.	
	Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	
	Devise criteria for evaluating performances and compositions.	
	Explain, using appropriate music terminology, personal preferences for specific musical works, and styles.	
Standard 4	Identify by genre or style aural examples of music from various historical periods and cultures.	
	Describe how elements of music are used in examples from various cultures of the world.	
	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.	
	Demonstrate audience behavior appropriate for the context and style of music performed.	
Standard 5	Observe and identify similarities and differences in the meanings of common terms used in the various arts.	
	Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.	
	Analyze personal, family, and community use of electronic media.	

