



Southmoreland School District Elementary (K - 5) Music Curriculum Overview

Elementary (K - 5) Music Curriculum Overview:

The elementary music curriculum for grades K - 5 is divided into three modules: (1) Creating, (2) Performing, and (3) Responding. Elementary students are encouraged to actively experience music literacy by creating (composing and improvising), performing (playing, singing, and conducting), and responding (listening, moving, analyzing, and critiquing) as listeners, composers, and performers. These processes involve analyzing, evaluating, and understanding the syntax of music, as well as its cultural and historical contexts. Students develop knowledge (the contexts of music, the form and structure of music, and the musical processes) and skills (enable individuals to apply what they know by creating, performing, or responding to music) from year to year as the music curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop their understanding of instrument families, music theory, and notation. The students physically engage in musical activities through guided discovery with lessons heavily featuring beat, rhythm, melody, and movement. All students participate in various performances starting with in-class performances and working up to school concerts. Finally, students in grade five feature ensemble singing and instrument play with percussion and/or wind instruments.

Module Titles:

Module 1: Creating

Module 2: Performing

Module 3: Responding

Module Overviews:

Module 1: Creating

The goal of this module is to provide students with experiences in creating music. When improvising, composing, or arranging music, elementary students apply historical, cultural, and aesthetic understanding by creating stylistically appropriate alterations, variations, and improvisations. They use standard and/or nonstandard notation to express original ideas. Students evaluate, refine, and revise successive versions of original work. In addition, students demonstrate skill and expressiveness in the choice and use of musical elements. The students explore and experience music concepts, such as beat and melodic contour. They generate, read, improvise rhythmic, melodic, and harmonic ideas, and make connections to the specific purpose and social, cultural, and historical context of musical pieces. Finally, students present the created work for others.



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Module 2: Performing

The goal of this module is to provide all students with experiences to sing and to perform on instruments. When singing or playing musical works, students select appropriate repertoire. They apply skill by performing with technical accuracy and reading musical notation accurately. With guidance, students explore and demonstrate awareness of musical contrasts (high/low, loud/soft, same/different) in a variety of selections. Students develop an appropriate and expressive interpretation by applying understanding of structure and the elements of music (rhythm, pitch, form, and harmony). Finally, students perform music, alone or with others, with expression, technical accuracy, appropriate interpretation, and concert etiquette.

Module 3: Responding

The goal of this module is to provide students with experiences in eliciting a response from their audience. Elementary students select the repertoire for listening and responding physically (dancing and rhythmic movement), intellectually (labeling, analyzing, classifying, placing a work within a particular context, and making critical judgments), and/or emotionally (external/internal displays of feelings). They analyze the elements and the structure of music and compare and contrast various musical styles. Students make critical judgments about technical and expressive qualities (dynamics, tempo, timbre, and articulation) of musical performances and compositions. In addition, based on specific content of music, students place music within its personal, cultural, social, and historical context. Finally, students use movement or words to interpret and describe personal responses to music.