

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Music**  
**Grades 1-3**

**Standard 1: Historical and Cultural Contexts**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Discuss the historical and cultural contexts of music.</b>	<ul style="list-style-type: none"> <li>• K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned. (868.01.a1)</li> <li>• K-3.Mu.1.1.2 Identify the country or region of musical selections learned. (868.01.a2)</li> <li>• K-3.Mu.1.1.3 Discuss suitable music for various occasions and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to become familiar with Baroque, Classical Romantic, and Twentieth Century periods.</li> <li>• Relate the development of music to history.</li> <li>• Compare various historical periods' clothing, music, and art.</li> <li>• Listen to and perform music of a variety of cultures with an emphasis on American folk songs.</li> <li>• Compare various historical periods' clothing, music, and art.</li> <li>• Identify music in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• CD library</li> <li>• Varied music selections</li> <li>• Map of the world</li> <li>• Internet web sites</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• opera</li> <li>• musical</li> <li>• ballet</li> <li>• play</li> <li>• faster</li> <li>• louder</li> <li>• high</li> <li>• low</li> <li>• loud</li> <li>• soft</li> <li>• beat</li> <li>• piano</li> <li>• fort</li> <li>• mezzo piano</li> <li>• mezzo forte</li> <li>• crescendo</li> <li>• decrescendo</li> <li>• major</li> <li>• minor</li> <li>• Baroque</li> <li>• Classical</li> <li>• Romantic</li> <li>• Twentieth Century</li> <li>• phrase</li> </ul>
<b>Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.</b>	<ul style="list-style-type: none"> <li>• K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. (868.02.a1)</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally identify contrasting musical concepts.</li> <li>• Compare beat to the environment.</li> <li>• Compare music to athletics and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Art prints</li> <li>• Videos</li> </ul>	

	<ul style="list-style-type: none"> <li>• K-3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style. (868.02.a2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe differences in mood and uses of music.</li> <li>• Relate music compositions to art and language compositions.</li> <li>• Relate the development of music to history</li> </ul>		
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**Standard 2: Critical Thinking**

Analyze and converse about music. Students in grades K-3 identify simple musical forms, instrument families, and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Conduct analyses in music.</b>	<ul style="list-style-type: none"> <li>• K-3.Mu.2.1.1 Examine music as a way to communicate emotions. (870.01.a2)</li> <li>• K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. (870.01.a3)</li> <li>• K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform rhythmic accompaniments using classroom instruments</li> <li>• Explain uses of timbres in programmatic music.</li> <li>• Identify and describe differences in mood and uses of music.</li> <li>• Differentiate between major and minor.</li> <li>• Use appropriate vocabulary to describe a musical performance.</li> <li>• Identify timbres of classroom instruments and families of instruments.</li> <li>• Identify common orchestral instruments visually and aurally.</li> <li>• Distinguish between children’s voices</li> </ul>	<ul style="list-style-type: none"> <li>• CD library</li> <li>• Instruments</li> <li>• Posters</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• woodwind</li> <li>• percussion</li> <li>• brass</li> <li>• string</li> <li>• speak</li> <li>• sing</li> <li>• whisper</li> <li>• reed</li> <li>• vibration</li> <li>• symphony</li> <li>• tone quality</li> <li>• ABA</li> <li>• AB</li> <li>• repeat sign</li> <li>• phrase</li> <li>• play</li> <li>• musical</li> <li>• opera</li> <li>• ballet</li> <li>• orchestra</li> <li>• round</li> <li>• verse</li> <li>• introduction</li> <li>• solo</li> <li>• duet</li> <li>• trio</li> <li>• quartet</li> <li>• head voice</li> <li>• chest voice</li> <li>• posture</li> </ul>

	<ul style="list-style-type: none"> <li>• K-3.Mu.2.1.4 Identify simple musical forms when they are heard.</li> </ul>	<p>and male and female adult voices.</p> <ul style="list-style-type: none"> <li>• Aurally identify verse/refrain, solo/chorus, ABA &amp; AB, and repeat.</li> <li>• Aurally identify phrases.</li> </ul>		<ul style="list-style-type: none"> <li>• diction</li> <li>• tone quality</li> <li>• expression</li> <li>• breath support</li> <li>• consonant</li> <li>• vowel</li> <li>• syllable</li> </ul>
<p><b>Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.</b></p>	<ul style="list-style-type: none"> <li>• K-3.Mu.2.2.1 Discuss the importance of music in one's own life. (870.02.a1)</li> <li>• K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. (870.03.a2)</li> <li>• K-3.Mu.2.2.3 Demonstrate proper concert behavior.</li> <li>• K-3.Mu.2.2.4 Draw conclusions about the meaning of the term "classical music." (870.02.a2)</li> </ul>	<ul style="list-style-type: none"> <li>• In a group and individual creative efforts, develop positive ways of evaluating work.</li> <li>• Describe music likes and dislikes using simple musical concepts.</li> <li>• In a group and individual creative efforts, develop positive ways of evaluating work.</li> <li>• Demonstrate appropriate audience behavior.</li> <li>• Appropriate audience behavior.</li> <li>• Begin to become familiar with Baroque, Classical Romantic, and Twentieth Century periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• CD Library</li> </ul>	

### **Standard 3: Performance**

Communicate through music articulately and expressively. Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<p><b>Goal 3.1: Utilize concepts essential to music.</b></p>	<ul style="list-style-type: none"> <li>• K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.</li>   <li>• K-3.Mu.3.1.2 Identify symbols and notation in music. (906.01.a3)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with and emphasis on clarity of diction.</li> <li>• Sing independently appropriate songs in appropriate tessitura, using correct posture and breath support.</li> <li>• Sing with increased control of expressiveness, following tempos, dynamics and phrasing.</li> <li>• Sing alone and with groups</li> <li>• Sing counter melodies, two part rounds, and partner songs.</li>   <li>• Perform using knowledge of music elements and expressive-ness (soft / loud, fast / slow)</li> <li>• Recognize musical alphabet on barred instruments.</li> <li>• Identify bar line, measure, double bar, repeat sign, staff, and line and space notes.</li> <li>• Sing tonal patterns based on So, Mi, and La with an emphasis on pitch accuracy reinforced through Curwen hand signs.</li> <li>• Use invented and standard notation to write a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Varied song literature and instrumental literature</li> </ul>	<ul style="list-style-type: none"> <li>• whisper</li> <li>• speaking voice</li> <li>• outside voice</li> <li>• singing voice</li> <li>• soft / loud</li> <li>• fast / slow</li> <li>• sound background</li> <li>• bar line</li> <li>• measure</li> <li>• double bar</li> <li>• repeat sign</li> <li>• staff</li> <li>• line notes</li> <li>• space notes</li> <li>• high / low</li> <li>• upward / downward</li> <li>• steady / unsteady</li> <li>• pitch</li> <li>• same / different</li> <li>• repeat</li> <li>• beat</li> <li>• rhythm</li> <li>• melody</li> <li>• staff</li> <li>• improvise</li> <li>• piano</li> <li>• forte</li> <li>• expressive</li> <li>• major scale</li> <li>• solfege</li> <li>• time signature</li> <li>• scale</li> <li>• pentatonic</li> <li>• flat</li> <li>• sharp</li> <li>• crescendo / decrescendo</li> <li>• mezzo piano</li> </ul>

	<ul style="list-style-type: none"> <li>• K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. (872.01.a1)</li> </ul>	<ul style="list-style-type: none"> <li>• Add whole and half notes in 4/4.</li> <li>• Identify dynamic markings in music.</li> <li>• Add dotted half note in 2/4, 3/4, and 4/4.</li> <li>• Use solfege to read So, Mi, La, Re, and Do pitch notation on the staff.</li> <li>• Identify dynamic markings that have been defined.</li> <li>• Understand flat and sharp.</li> <li>• Perform borduns and ostinato accompaniment patterns on melodic and rhythmic instruments.</li> <li>• Identify bar line, measure, double bar, repeat sign, staff, and line and space notes.</li> <li>• Read quarter, paired eighth notes and quarter rests in 4/4.</li> <li>• Use invented and standard notation to write a composition.</li> <li>• Add whole and half notes in 4/4.</li> <li>• Identify dynamic markings in music.</li> <li>• Visual and aural recognition of steps and skips.</li> <li>• Visual and aural recognition of So, Mi, and La on staff with moveable Do clef.</li> <li>• Perform a major scale using solfege</li> <li>• Perform a major scale.</li> <li>• Use a variety of sound sources when composing.</li> <li>• Use solfege to read So, Mi, La, Re, and Do pitch notation on</li> </ul>	<ul style="list-style-type: none"> <li>• mezzo forte</li> <li>• posture</li> <li>• diction</li> <li>• tone quality</li> <li>• breath support</li> <li>• consonant</li> <li>• diaphragm</li> <li>• vowel</li> <li>• syllable</li> </ul>
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		<p>the staff.</p> <ul style="list-style-type: none"> <li>• Identify dynamic markings that have been defined.</li> <li>• Identify bar line, measure, double bar, repeat sign, staff, and line and space notes.</li> <li>• Read quarter, paired eighth notes and quarter rests in 4/4.</li> </ul>		
<p><b>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</b></p>	<ul style="list-style-type: none"> <li>• K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres. (872.02.a1)</li> <li>• K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues. (872.02.a2)</li> <li>• K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple melodies, rhythms, and accompaniments alone and with others.</li> <li>• Use proper technique for mallet and rhythmic instruments.</li> <li>• Perform using knowledge of music elements and expressive-ness (soft/loud, fast/slow)</li> <li>• Proper handling and maintenance of instruments.</li> <li>• Sing and maintain simple ostinatos</li> <li>• Perform with others, maintaining a steady beat.</li> <li>• Conduct and perform to meters of 2, 3, and 4.</li> <li>• Sing three and four note patterns based on So, Mi and La with an emphasis on pitch accuracy.</li> <li>• Learn songs by rote.</li> <li>• Demonstrate use of whisper, speaking, outside voice, singing and head voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed lessons and materials.</li> </ul>	

<p><b>Goal 3.3: Communicate through music with creative expression.</b></p>	<ul style="list-style-type: none"> <li>• K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases. (872.03.a3)</li>   <li>• K-3.Mu.3.3.2 Move to the beat of music in both organized and free style. (872.03.a2)</li>   <li>• K-3.Mu.3.3.3 Improvise movement that is stylistically appropriate to music. (872.03.a4)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise vocal sounds, rhythm sounds and body percussions.</li> <li>• Improvise simple rhythms and pentatonic melodies on barred instruments and classroom percussion.</li>   <li>• Improvise movement to music.</li> <li>• Perform gross and fine motor movement to a steady beat.</li>   <li>• Improvise movement to music.</li> <li>• Perform gross and fine motor movement to a steady beat.</li>   <li>• Create sound backgrounds for song stories and/or poetry using classroom instruments and non-traditional sounds.</li> <li>• Create short musical pieces within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments</li> </ul>	
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