

# Mercer Island School District Elementary Music Curriculum

Every person should have the ability to perform, to create, and to listen to music with understanding. To achieve that end, every student should have access to a comprehensive, balanced, and sequential program of music study in school.

The following methods, tools and mediums are used in the instruction of the Mercer Island Elementary music curriculum.

A diverse collection of methods and tools used by the music specialists creates a rich musical experience. The methods and tools include:

- Silver Burdett Ginn series “The Music Connection” for grades K-5
- Yamaha Music in Education keyboard system
- Orff Schulwerk methods
- Kodaly methods
- Anne Green Gilbert Creative Dance methods
- Dalcroze Eurhythmics methods
- Composer resources
- World and American music resources

Children should be active participants in the music making process with a goal of musical independence. The mediums through which students participate include:

- |                 |                 |               |
|-----------------|-----------------|---------------|
| • singing       | • using body    | • improvising |
| • using speech  | percussion      | • composing   |
| • setting sound | • playing       | • responding  |
| • moving        | instruments     | • evaluating  |
| • reading music | • writing music |               |
|                 | • listening     |               |

An understanding of music is gained through the sequenced development of concepts based on the elements of music: rhythm, melody, harmony, timbre, form, expression, and history and style, and composition and performance. The “Scope and Sequence” document illustrates the comprehensive, balanced, and sequential program of the Mercer Island School District Elementary Music Curriculum.

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-5)

## Mercer Island Kindergarten Music

### What Students Need to Know and Do

#### **Rhythm:**

- Comprehend and demonstrate steady beat
- Identify and use long and short sound
- Identify sound and silence
- Understand and use quarter notes and paired eighth notes
- Understand that musical notation moves from left to right

#### **Melody:**

- Identify and demonstrate high/low pitches
- Read, write and perform short melodic patterns using high/low (sol–mi) pitches

#### **Harmony:**

- Identify the use of accompaniment and no accompaniment in the piece

#### **Timbre:**

- Identify the different vocal sounds – singing, talking, whispering and shouting
- Identify the different instrumental sounds – woods, metals and skins
- Explore the use of body percussion

#### **Form:**

- Recognize the beginning and ending of the song
- Understand and perform echo
- Explore varied phrases
- Identify the same/different phrases and understand the concept of AB form

#### **Expression:**

- Understand and demonstrate the concept of loud and soft in musical sense
- Understand and demonstrate various fast and slow tempi

#### **History/Style:**

- Explore music from “Composers of the Era”
- Explore the music from China and Africa and identify some of the characters

#### **Composition/Performance:**

- Compose, perform, and respond using quarter notes and paired eighth notes
- Compose, perform, and respond using sol and mi

### Terms to Know and Use:

sound/silence	beat/rhythm	long/short	high/low
loud/soft	fast/slow	same/different	phrase
eighth notes	quarter notes	AB form	echo
singing voice	talking voice	whispering voice	shouting voice

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-6)

## Mercer Island 1<sup>st</sup> Grade Music

### What Students Need to Know and Do

#### Rhythm:

- Demonstrate steady beat and no beat
- Accurately echo rhythmic phrases using quarter notes, eighth notes and quarter rests

#### Melody:

- Identify melodic phrases that move upward or downward
- Sing in the range of E-B
- Accurately echo melodic phrases
- Read, write and match pitch using solfege notes do, mi, sol, and la

#### Harmony:

- Identify and perform ostinati
- Perform chordal borduns on xylophones and metallophones

#### Timbre:

- Identify solo and group performances

#### Form:

- Understand and use the repeat sign symbol
- Perform songs and instrumental pieces using echo

#### Expression:

- Understand and use louder and softer dynamics
- Understand and use faster and slower tempi

#### History/Style:

- Recognize and sing music from Japan and Mexico
- Explore music from “Composers of the Era”

#### Composition/Performance:

- Create, perform and respond with music skills and vocabulary

### Terms to Know and Use:

melody

staff

quarter note

quarter rest

eighth note

phrase

repeat sign

ostinato

echo

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-5)

## Mercer Island 2nd Grade Music

### What Students Need to Know and Do

#### Rhythm:

- Understand beat and rhythm
- Understand 2/4 time signature
- Read, write and accurately echo rhythmic phrases using tied quarter notes, half note and half rest

#### Melody:

- Identify treble clef lines and spaces
- Read, write and match pitch using solfege notes do, mi, so, la, re, and do'

#### Harmony:

- Identify and perform rounds/canon
- Perform broken borduns on xylophones and metallophones

#### Timbre:

- Identify orchestral instruments tuba, cello and clarinet

#### Form:

- Understand and use question/answer and ABA form
- Perform rounds/canons

#### Expression:

- Understand and use piano and forte dynamics
- Understand and use crescendo and decrescendo

#### History/Style:

- Recognize and sing music from Australia
- Explore music from "Composers of the Era"

#### Composition/Performance:

- Create, perform, and respond with music skills and vocabulary

### Terms to Know and Use:

beat

rhythm

meter

round

canon

question/answer

broken bordun

piano

forte

crescendo

decrescendo

ABA

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-5)

## Mercer Island 3rd Grade Music

### What Students Need to Know and Do

#### Rhythm:

- Understand meter in 2 versus meter in 3
- Understand time signatures 3/4, 4/4
- Read, write and accurately echo rhythm phrases using dotted notes, whole note, whole rest, eighth note and eighth rest
- Understand measure and bar line

#### Melody:

- Identify steps, leaps and repeats
- Read, write and match pitch using solfege notes do, re, mi, so, la, low la and low so

#### Harmony:

- Identify and performs partner songs and 3 part rounds
- Understand the difference between unison and harmony

#### Timbre:

- Identify orchestral instruments trombone, string bass and bassoon

#### Form:

- Understand and use introduction, coda and fermata

#### Expression:

- Understand and use pianissimo, mezzo-piano, mezzo-forte and fortissimo dynamics
- Sing in tune using good posture, diction and breath control

#### History/Style:

- Recognize and sing music from Washington State
- Explore music from "Composers of the Era"

#### Composition/Performance:

- Create, perform, and respond with music skills and vocabulary

### Terms to Know and Use:

duple meter

triple meter

measure

bar line

step

leap

repeat

unison

3 part round

partner song

level bordun

coda

introduction

fermata

dynamics

posture

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-6)

## Mercer Island 4th Grade Music

### What Students Need to Know and Do

#### Rhythm:

- Understand and use syncopated rhythms (ti ta ti) and sixteenth notes

#### Melody:

- Identify and use the note names of the treble clef staff
- Read, write and match pitch using solfege notes low sol, low la, do, re, mi, fa, sol and la

#### Harmony:

- Discriminate between the use of unison and harmony
- Perform arpeggiated borduns on xylophones and metallophones

#### Timbre:

- Demonstrate proper technique on the recorder
- Understand that sound is produced by vibration
- Identify various instruments of the four orchestral families by sight and sound

#### Form:

- Identify and perform rondo form and interludes

#### History/Style:

- Perform music from the U.S. Native Americans and Colonial Times
- Explore music from “Composers of the Era”

#### Composition/Performance:

- Create, perform, and respond to pentatonic melodies on the recorder

### Terms to Know and Use:

strings

woodwinds

percussion

brass

pitch

rondo form

interlude

unison

tempo

accelerando

ritardando

harmony

allegro

andante

syncopation

moderato

# ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (K-6)

## Mercer Island 5<sup>th</sup> Grade Music

### What Students Need to Know and Do

#### Rhythm:

- Understand and use rhythms including dotted eighth and sixteenth note combinations and triplets
- Identify and use time signatures of 6/8 and 5/8

#### Melody:

- Identify and use sharp, flat and natural
- Identify the note names of the grand staff (bass and treble)
- Aurally discriminate between major and minor tonalities
- Perform a major diatonic scale using recorder, pitched instrument or voice
- Read, write and match pitch using solfege notes low sol, low la, do, re, mi, fa, sol, la and ti

#### Harmony:

- Perform two part songs within an ensemble
- Understand and use the chord changes of I, IV, V on pitched instruments

#### Timbre:

- Identify various vocal ensembles including duet, trio and quartet
- Identify various orchestral families including string, woodwind, brass and percussion

#### Form:

- Identify and perform theme and variation

#### History/Style:

- Perform music from the U.S. Revolution
- Explore music from “Composers of the Era”

#### Composition/Performance:

- Create, perform and respond with music skills and vocabulary

### Terms to Know and Use:

grand staff	chords I, IV, V	orchestral families	sharp
major	duet	theme	flat
minor	trio	variations	natural
two part song	quartet	dotted eighth/sixteenth note comb.	