# K Grade music — USOE Fine Arts Rainbow Chart

| Previously mastered *grade level skills* | Elements of Music *with definitions* | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
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| | | *Label, list, name, define, relate, recall and use music making tools* | *Discover, look at, investigate, experience and form ideas* | *Apply, construct, demonstrate, evaluate and practice* | *Compare, contrast, distinguish, examine, and incorporate.* | *Study, explore, seek, be creative, imagine and produce* | *Show skill criterion mastery for grade level, give opinions, support others, and show work* |
| | **SING** **Vocal development:** **c**are, development, and proper use of the voice<br><br>**Melody:** a sequence of single pitches that move up, down, or repeat | Experience all sounds the voice can make including both speaking, singing, and environmental imitation<br><br>Experience songs in a range appropriate to the child's voice<br><br>Experience a wide variety of simple songs and singing games appropriate for young children | Explore vocal sounds focusing on the full range of the child's voice<br><br>Explore singing many songs in a range appropriate to the child's voice<br><br>Explore a variety of simple songs and singing games in a limited range with attention to matching pitch<br><br>CD1 #36 Itsy Bitsy Spider lesson, singing, listening | Practice showing high, low, and medium vocal sounds using the body, objects, or icons<br><br>CD2 #46 Twinkle, Twinkle lesson, singing<br><br>Practice singing simple songs in a natural voice with attention to matching pitch by carefully listening to self and others<br><br>CD2 #25 Rain, Rain lesson, singing | Analyze the patterns of high and low sounds in familiar songs<br><br>CD1 #29 Hey, Hey Look at Me lesson, singing<br><br>Analyze recurring pitch patterns within familiar songs<br><br>CD1 #13 Charlie Over the Ocean "Charlie over the ocean" "Charlie over the ocean" | Create vocal characterizations in a song that tells a story<br><br>Create visual representations of high and low sounds using the body, objects or icons<br><br>Sing simple conversations using two or three pitches<br><br>Create new words and rhymes for favorite songs and singing games | Sing with increasing pitch accuracy using a natural singing voice<br><br>Participate in favorite singing activities such as songs, singing games, rhymes, chants, playground games, etc. |
| | **PLAY** **Beat:** the underlying pulse of music.<br><br>**Meter:** patterns of strong and weak beats, ex:<br>**2**      **4**<br>♡ ♡    ♡ ♡ ♡ ♡<br>■□    ■□□□<br>▬ ▍    ▬ ▬ ▍ ▍<br>S w    S w w w<br><br>**Rhythm:** combinations of long and short, sound or silence | Experience feeling and moving to a steady beat<br><br>CD2 #10 Mulberry Bush lesson, singing<br><br>Experience feeling strong and weak beats in songs and listening selections<br><br>Experience the relationship between beat and divided beat | Explore steady beat in a variety of songs<br><br>Explore strong and weak beat patterns in familiar songs and recorded music<br><br>Explore beat and divided beat in simple rhythmic patterns using body percussion<br><br>CD2 #20 Old MacDonald lesson, creating, playing | Practice moving to the beat of songs, chants, and rhymes<br><br>CD2 #51 Yankee Doodle<br><br>Practice playing strong and weak beats with body percussion and visual icons<br><br>Practice clapping or playing the rhythm of syllables in songs and rhymes<br><br>CD2 #4 London Bridge lesson, playing<br><br>CD2 #46 Twinkle, Twinkle lesson, singing | Identify, move to, and play along with beat in music.<br><br>Identify and respond to patterns of strong and weak beats groups of 2 and 4<br><br>CD1 #9 Bluebird, Bluebird lesson, singing<br><br>Identify and respond to repeated rhythm patterns in songs and rhymes | Create simple two or four beat movement patterns to a steady beat<br><br>CD1 #39 Johnny Get Your Hair Cut lesson, singing<br><br>Choose an instrument to play the beat and/or rhythm along with familiar songs, rhymes, or recorded music<br><br>CD2 #46 Twinkle, Twinkle lesson, listening | Perform songs accompanied by body percussion or classroom instruments<br><br>CD1 #39 Johnny Get Your Hair Cut lesson, playing |

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| | **LISTEN** **Form:** how music is organized **Phrase:** a musical statement. **Expressive Elements** **Tempo:** the speed of the beat **Dynamics:** degrees of loud & soft **Timbre:** (tam'-ber) tone color, the unique sound made by an instrument or voice | Experience phrases in music CD1 #35 If You're Happy lesson, singing, playing Experience tempo and dynamics in music Experience timbre differences in voices and instruments | Explore repeated phrases in a song CD1 #13 Charlie Over the Ocean lesson, singing Explore dynamics and tempo in a variety of classroom and play activities Twinkle, Twinkle lesson, star game Explore vocal and instrumental timbres INSTRUMENTS OF THE ORCHESTRA | Practice responding to phrase patterns in music CD2 #20 Old MacDonald Had a Farm lesson, singing Practice singing songs or playing instruments while varying the dynamics and tempo Practice identifying voices or instruments by sound | Analyze same and different patterns in music (combinations of A and B) Mary Had a Little Lamb lesson, creating, listening Analyze tempo and dynamics in songs or recorded music Analyze music examples to identify instruments and voices CD1 #13 Charlie Over the Ocean recording, alternates between singing and playing | Create movements to show same and different phrases in a song (combinations of A and B) CD2 #46 Twinkle, Twinkle Create expression in music by varying the dynamics and tempo Create mood or characterizations using vocal or instrumental timbre | Listen to and engage in a wide variety of music Putamayo Kids, *Sing Along with Putamayo* http://www.putumayo.com Facilitate students in their own musical experiences |
| | **READING / WRITING** **Icons:** non-traditional symbols representing musical elements | Experience icons representing steady beat and pitch, examples: steady beat: ♥ ♥ ♥ ♥ ☐☐☐☐ — — — — │ │ │ │ pitch: (song examples) CD1 #29 Hey, Hey Look at Me CD1 #8 B-I-N-G-O | Explore icons representing steady beat and high/low pitch in a variety of songs | Practice reading and responding to icons representing steady beat or high/low pitch beat example: Hey, hey look at me ☐ ☐ ☐ ☐ CD1 #29 Hey, Hey Look at Me | Analyze and talk about iconic representation of steady beat and high/low pitch | Create short phrases by manipulating icons representing steady beat and high/low pitch | Perform while reading icons representing steady beat and high/low pitch |

| Kindergarten - Page 3 **Resources** | **Professional Music Teaching Organizations** |
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| **State Approved Music Resources K-6:**<br>http://www.schools.utah.gov/curr/FineArt<br><br>- CD1  CD2  *SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS*, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.<br>- Movement CD companion for USOE Songbook<br>- DVD: *SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core*<br>Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.<br>Approved textbook series:<br>- **MCMILLAN/MCGRAW-HILL**   http://www.mhschool.com/music/student/index.html<br>- **PEARSON ED. PUBLISHING** (previously Silver Burdett)  www.scottforesman.com | **UTAH MUSIC EDUCATORS ASSOCIATION** (UMEA) and Teachers of Elementary Classroom Music (TECM)  www.umea.us<br><br>**DALCROZE EURYTHMICS**, Dalcroze Society of America:<br>http://www.dalcrozeusa.org/home.html<br><br>**EDUCATION THROUGH MUSIC** (ETM) Richards Institute of Education and Research:<br>http://richardsinstitute.org/Default.aspx<br><br>**KODÀLY**: Organization of American Kodaly Educators (OAKE) www.oake.org  Utah, UFOLKS<br><br>**ORFF**: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA |

**Web Links:**

http://www.classicsforkids.com **CLASSIC FOR KIDS:**  lesson ideas, listening maps, composers, music dictionary, etc.

http://www.classroomclassics.com **CLASSROOM CLASSICS**:  CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs

http://www.putumayo.com/en/putumayo_kids.php **PUTAMAYO KIDS**:   CDs, folk songs, multicultural, and world music listening resource, examples:

http://www.sfskids.org/templates/splash.asp **SAN FRANCISCO SYMPHONY FOR KIDS**:  all about the symphony orchestra