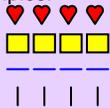


# Pre Grade music

## USOE Fine Arts Rainbow Chart

Pre K - Page 1  Previously mastered grade level skills	Elements of Music with definitions	Experience/ Identify <i>Label, list, name, define, relate, recall and use music making tools</i>	Explore/ Contextualize <i>Discover, look at, investigate, experience and form ideas</i>	Apply/ Build Skills <i>Apply, construct, demonstrate, evaluate and practice</i>	Analyze/ Integrate <i>Compare, contrast, distinguish, examine, and incorporate.</i>	Research/ Create <i>Study, explore, seek, be creative, imagine and produce</i>	Refine/ Contribute <i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
	<p><b>SING</b></p> <p><b>Vocal Development:</b> care training and proper use of the child's voice</p> <p><b>Melody:</b> a sequence of simple pitches that move up, down, or repeat</p>	<p>Experience all sounds the voice can make including speaking, singing, and environmental imitation</p> <p>Experience simple songs appropriate for young voices</p> 	<p>Explore vocal sounds focusing on the full range of the child's voice</p> <p>Explore singing a variety of songs in a limited range</p>	<p>Practice using the body to represent high &amp; low vocal sounds</p> <p>Practice singing songs with attention to pitch matching</p>  CD1 #29 <a href="#">Hey, Hey Look at Me</a> lesson, singing	<p>Identify and talk about high &amp; low patterns in familiar songs</p>  CD1 #29 <a href="#">Hey, Hey Look at Me</a> lesson, singing <p>Recognize repeated pitch patterns in familiar songs</p>  CD2 #5 <a href="#">Lucy Locket</a> "Kitty Fisher found it" "just a ribbon round it"	<p>Create vocal characterization as part of a story or song</p>  CD2 #20 <a href="#">Old MacDonald Had a Farm</a> <p>Create simple actions or movement patterns to accompany familiar songs</p>  CD1 #35 <a href="#">If You're Happy</a> lesson, singing	<p>Engage in a variety of singing activities that nurture the natural development of the child's singing voice</p> <p>Strive for increased pitch accuracy using a natural singing voice</p>
	<p><b>PLAY</b></p> <p><b>Beat:</b> the underlying pulse of music</p>	<p>Experience feeling &amp; moving to a steady beat</p>  CD2 #45 <a href="#">Turkey in the Straw</a>	<p>Explore steady beat in a variety of songs</p>  CD2 #37 <a href="#">The Farmer in the Dell</a>	<p>Practice moving to the beat of chants, songs and rhymes</p>  CD2 #10 <a href="#">Mulberry Bush</a>	<p>Identify, talk about, and move to the steady beat in recorded music</p>	<p>Choose an instrument to play along with familiar songs or recorded music</p>	<p>Perform steady beat using body percussion or classroom instruments to accompany favorite songs</p>
	<p><b>LISTEN</b></p> <p><b>Form:</b> how music is organized</p> <p><b>Phrase:</b> a musical statement</p> <p><b>Expressive Elements</b></p> <p><b>Tempo:</b> the speed of the steady beat</p> <p><b>Dynamics:</b> degrees of loud and soft</p> <p><b>Timbre:</b> (tam'-ber) tone color, the unique sound made by an instrument or voice.</p>	<p>Experience phrases in simple songs</p> <p>Experience fast &amp; slow steady beat</p> <p>Experience loud &amp; soft in simple songs</p> <p>Experience difference in voices and instruments</p>	<p>Explore repeated phrases in a song</p>  CD1 #13 <a href="#">Charlie Over the Ocean</a> lesson, singing <p>Explore tempo changes in music activities</p> <p>Explore dynamics in classroom music activities</p> <p>Explore vocal &amp; instrumental sounds</p> 	<p>Practice responding to phrase patterns in music</p>  CD2 #40 <a href="#">This Old Man</a> lesson, playing <p>Practice singing songs in a variety of tempos.</p> <p>Practice singing songs experiencing a variety of dynamic changes</p> <p>Practice Identifying voices or instruments by sound</p>	<p>Identify same &amp; different patterns in music</p> <p>Identify changes in tempo in recorded music.</p> <p>Identify changes in dynamics in recorded music</p> <p>Analyze recorded music for voice or instrumental sound</p>	<p>Create movements to show same and different phrases in a song</p> <p>Create expressive by singing varying tempos</p> <p>Create expressive singing by varying dynamics</p> <p>Create mood or characterization by varying timbre</p>	<p>Listen to &amp; engage in a wide variety of music</p>  <p>Putamayo Kids, Sing Along with Putamayo <a href="http://www.putumayo.com">http://www.putumayo.com</a></p> <p>Facilitate students in their own musical experiences</p>

Pre K - Page 2		<b>Experience/ Identify</b>	<b>Explore/ Contextualize</b>	<b>Apply/ Build Skills</b>	<b>Analyze/ Integrate</b>	<b>Research/ Create</b>	<b>Refine/ Contribute</b>
Previously mastered grade level skills	Elements of Music with definitions	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
	<b>READING / WRITING</b> Icons: non- traditional symbols representing musical elements	Experience iconic representation of steady beat, Examples: 	Explore a variety of icons representing steady beat in songs	Respond with movement to icons representing steady beat	Analyze and talk about iconic representation of steady beat	Create icons representing steady beat in a familiar song	

### Resources

State Approved Music Resources K-6:  
<http://www.schools.utah.gov/curr/FineArt>

-  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.
  - Movement CD companion for USOE Songbook
  - DVD: *SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core* Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.
- Approved textbook series:
- MCMILLAN/MCGRAW-HILL** <http://www.mhschool.com/music/student/index.html>
  - PEARSON Ed. PUBLISHING** (previously Silver Burdett) [www.scottforesman.com](http://www.scottforesman.com)

### Professional Music Teaching Organizations

-  **UTAH MUSIC EDUCATORS ASSOCIATION (UMEA)** and Teachers of Elementary Classroom Music (TECM) [www.umea.us](http://www.umea.us)
-  **DALCROZE EURHYTHMICS**, Dalcroze Society of America: <http://www.dalcrozeusa.org/home.html>
-  **EDUCATION THROUGH MUSIC (ETM)** Richards Institute of Education and Research: <http://richardsinstitute.org/Default.aspx>
-  **KODALY**: Organization of American Kodaly Educators (OAKE) [www.oake.org](http://www.oake.org) Utah, UOAKE
-  **ORFF**: American Orff-Schulwerk Association (AOSA) [www.aosa.org](http://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](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