SPX Music Curriculum 2014-2015

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| **Kindergarten** | **Skills**  - develop students singing voice  - Identify the different types of voice  - develop students sense of pulse and rhythm  - Identify and demonstrate different body movements  - sing the pitches “sol, la, and mi”  -participate in song games with specific instructions  **Topics**  **Welcome/Lineup songs**  **Drumming/Instrument activities**  **Movement songs**  **Name activities**  **Halloween chant**  **Nutcracker dances**  **Snowman song**  **“I can” songs**  **Animal songs** |

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| **1st grade** | **Skills**  - continue to develop students singing voice  - Identify and perform the different types of voice  -sing alone and with others  - sing “sol, la, and mi” on pitch with piano  -identify and perform solfege hand signs  - develop students sense of pulse and rhythm  - Identify and demonstrate different body movements  -identify and perform rhythms “ta, titi, and rest”  -compose and perform rhythm patterns with “ta, titi, and rest”  - identify elements of music in listening examples  - identifying types of instrument in listening examples  -reflecting on listening examples  - musical vocabulary  -participate in song games with specific instructions  -perform songs on Orff instruments  **Topics**  **Welcome song with solfege hand signs**  **Rhythm friends**  **Drumming/Orff Instrument activities**  **Movement songs**  **Name activities**  **Halloween chant**  **Seasonal songs**  **Nutcracker dances**  **Hot Cross Buns, Acka Backa with Boomwhackers**  **Peter and the Wolf**  **Tubby the Tuba**  **Music stories** |

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| **2nd grade** | **Skills**  -develop students singing voice to performance level  -sing alone and with others  -sing solfege scale on pitch with piano  -identify and perform solfege hand signs  -identify basic rhythms in sheet music  - identify elements of music in listening examples  -learn and perform sign language while singing  -learn about a variety of cultures and songs from each country  - identifying types of instrument in listening examples  - musical vocabulary  -participate in song games with specific instructions  -perform songs on Orff instruments  **Topics**  **Vocal warm-up songs with solfege hand signs**  **Rhythm cards**  **“Polly Wolly Doodle”**  **“Give Me Oil in my Lamp” song books**  **“Jesus Loves Me”**  **Seasonal Songs**  **Music from Around the World** |

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| **3rd grade** | **Skills**  -identify and perform rhythms “ta, titi, rest, ta-ah, and half rest”  - identify elements of music in listening examples  -identify the notes of the staff: lines and spaces  -draw the music staff, treble clef, quarter notes, quarter rest, half notes, half rests.  -perform rhythms on drums and percussion instruments  - identifying types of instrument in listening examples  -reflecting on listening examples  - musical vocabulary  - continue performance of warm-up songs  -perform songs on Orff instruments  -learn, rehearse, create, and perform a class musical  **Topics**  **Warm-up songs with solfege hand signs**  **Rhythm trees**  **Music notation activities**  **Drumming/Orff Instrument activities**  **Cultural songs**  **Seasonal songs**  **Classroom musical** |

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| **4th grade** | **Skills**  -identify and perform simple rhythms  - identify elements of music in listening examples  -identify the notes of the staff: lines and spaces  -draw the music staff, treble clef, quarter notes, quarter rest, half notes, half rests.  -perform rhythms on drums and percussion instruments  - identifying types of instrument by families in listening examples  -sort and categorize instruments into families  -reflecting on cultural listening examples  - musical vocabulary  -perform songs on Orff instruments  **Topics**  **Rhythm cards**  **Music notation activities**  **Drumming activities**  **Orff Instrument activities**  **“Kum bah ya”**  **Music of Africa**  **Instrument Families**  **Seasonal songs** |