

# Falcon International School

## COURSE DESCRIPTION – Kindergarten and Prep

**Subject Area:** Music

**Course Title:** General Music Kinder and Prep

### Basic Assumptions for Music Education

- × **Singing, moving, and listening to music will be integrated through out the students' learning experiences.**
  - × **Musical concepts (e.g. melody, harmony, rhythm, form, etc) are not solely exclusive concept, but rather are learned simultaneously.**
  - × **Some musical components are sequential, and thus the students' progress relies on their proficiency of the basic elements.**
- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental reading, writing, and listening skills associated with music.

The content should include, but not be limited to, the following:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Free and choreographed movement used to express music
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture

The content areas listed above are from U.S. National Standards for Arts Education.

- B. Course Requirements.** These requirements include but are not limited to, the benchmarks set up by the standards of the U.S. National Standards of Music Education, AERO Standards of Music Education, and the Objectives of Ministry of Education of Costa Rica (MEP).

**After successfully completing the course, the student will:**

- 1. Sing, alone and with others, a varied repertoire of music:**
  - sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
  - sing expressively, with appropriate dynamics, phrasing, and interpretation
  - sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
  - sing ostinatos, partner songs, and rounds
  - sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
  
- 2. Perform on instruments, alone and with others, a varied repertoire of music.**
  - perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
  - perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
  - perform expressively a varied repertoire of music representing diverse genres and styles
  - echo short rhythms and melodic patterns
  - perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
  - perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts
  
- 3. Improvise melodies, variations, and accompaniments**
  - improvise "answers" in the same style to given rhythmic and melodic phrases
  - improvise simple rhythmic and melodic ostinato accompaniments
  - improvise simple rhythmic variations and simple melodic

embellishments on familiar melodies

- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)

#### **4. Compose and arrange music within specified guidelines**

- create and arrange music to accompany readings or dramatizations
- create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
- use a variety of sound sources when composing

#### **5. Reading and notating music**

- read whole, half, and quarter notes in 2/4, 3/4, and 4/4 meter signatures
- use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

#### **6. Listen to, analyze, and describe music**

- identify simple music forms when presented aurally
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to

specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

**7. Evaluate music and music performances**

- devise criteria for evaluating performances and compositions
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles

**8. Understand relationships between music, the other arts, and disciplines outside the arts.**

- identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)

**9. Understand music in relation to history and culture**

- identify by genre or style aural examples of music from various historical periods and cultures
- describe in simple terms how elements of music are used in music examples from various cultures of the world
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures
- demonstrate audience behavior appropriate for the context and style of music performed

**10. Move to music through free and choreographed movement**

- Demonstrate beat and responding to changes in tempo through movement
- Demonstrate changes in dynamics through movement