

## The Carey School Standards for Music Education 2007-2008

**Students will sing alone and with others, a varied repertoire of music.**

<p><b>a. Students will sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.</b></p>	<p><b>Kinder:</b> Students learn to sing, through echo singing, a variety of age appropriate songs, with limited range, such as <i>Rabbit Ain't Got, Ten in a Bed,</i> and <i>Animal Fair.</i></p> <p><b>Grade 1:</b> Students learn to sing, through echo singing, a variety of age appropriate songs, with an increasing vocal range, such as <i>Going on a Picnic,</i> and <i>Goin' to the Zoo.</i></p> <p><b>Grade 2:</b> Students learn to sing, through the use of written music, a variety of age appropriate songs with increasing vocal complexities, such as <i>Didn't It Rain!,</i> and <i>Fiddle-Dee-Dee.</i></p> <p><b>Grade 3:</b> Students learn to sing, through the use of written music, a variety of age appropriate songs with increasing vocal complexities, such as <i>One Day My Mother Went to the Market, Oh, Won't You Sit Down.</i></p> <p><b>Grade 4:</b> Students learn to sing, through the use of written music, a variety of age appropriate songs with increasing vocal complexities, such as <i>Sourwood Mountain,</i> and <i>Down the Ohio.</i></p> <p><b>Grade 5:</b> Students learn to sing, through the use of written music, a variety of age appropriate songs with increasing vocal complexities, such as <i>John Henry,</i> and <i>Blowin' in the Wind.</i></p>
<p><b>b. Students will sing expressively, with appropriate dynamics, phrasing, and interpretation.</b></p>	<p><b>Kinder:</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>You Could be My Friend,</i> and <i>Follow the Rainbow.</i></p> <p><b>Grade 1;</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>We Share the Rainbow,</i> and</p>

	<p><i>It's Raining.</i></p> <p><b>Grade 2:</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>Hush Little Baby</i>, and <i>Catch a Falling Star</i>.</p> <p><b>Grade 3:</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>I Wish You Music</i>, and <i>An Old Irish Blessing</i>.</p> <p><b>Grade 4:</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>Blue Skies</i>, and <i>All Things Shall Perish</i>.</p> <p><b>Grade 5:</b> Students learn to sing a variety of age appropriate songs stressing advanced interpretation, such as <i>I Wish You Music</i>, and <i>For Good</i>.</p>
<p><b>c. Students sing, from memory, a varied repertoire of songs representing different genres and styles.</b></p>	<p><b>Kinder:</b> Students sing, from memory, songs for the all-school choir performances, such as <i>Side by Side</i>, and <i>You Could Be My Friend</i>.</p> <p><b>Grade 1:</b> Students sing, from memory, songs for the all-school choir performances, such as <i>Sing</i>, and <i>You Make Me Smile</i>.</p> <p><b>Grade 2:</b> Students sing, from memory, songs for the all-school choir performances, such as <i>Brazzle Dazzle Day</i>, and <i>Catch a Falling Star</i>.</p> <p><b>Grade 3:</b> Students sing, from memory, songs for the all-school choir performances, such as <i>High Hopes</i>, and <i>Swingin' On a Star</i>.</p> <p><b>Grade 4:</b> Students sing, from memory, songs for the all-school choir performance, such as <i>Blue Skies</i>, and <i>Sunnyside of the Street</i>.</p> <p><b>Grade 5:</b> Students sing, from memory, songs for the all-school choir performance, such as <i>I Wish You Music</i>, and <i>Amblin' Down and Autumn Avenue</i>.</p>

<p>d. Students sing ostinatos, partner songs and rounds.</p>	<p><b>Kinder:</b> Students sing partner songs, ostinatos and rounds, such as <i>Side by Side</i>, and <i>Holidays are Coming!</i></p> <p><b>Grade 1:</b> Students sing partner songs, ostinatos and rounds, such as <i>Hanukkah is Here</i>, and <i>Up on the Housetop</i>.</p> <p><b>Grade 2:</b> Students sing partner songs, ostinatos and rounds, such as <i>I Want to be Happy</i>, and <i>The Frog</i>.</p> <p><b>Grade 3:</b> Students sing partner songs, ostinatos and rounds, such as <i>We Wish You a Swingin' Holiday</i>, <i>Swingin' On a Star</i>, and <i>Rhythm of Life</i>.</p> <p><b>Grade 4:</b> Students sing partner songs, ostinatos and rounds, such as <i>Swingin' Holiday</i>, <i>I Wish You Music</i>, and <i>Rhythm of Life</i>.</p> <p><b>Grade 5:</b> Students sing partner songs, ostinatos and rounds, such as <i>Swingin' Holiday</i>, <i>I Wish You Music</i>, and <i>Rhythm of Life</i>.</p>
<p>e. Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Kindergarten through Grade 5: Students perform in an all-school choir for Grandparents Day, Holiday Sing and The Operetta.</p>
<p><b>Students perform on instruments, alone and with others, a varied repertoire of music.</b></p>	
<p>a. Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</p>	<p><b>Kinder:</b> Students perform with rhythm sticks and rhythm instruments a steady beat using prerecorded music, (i.e. Simple Rhythm Stick Activities).</p> <p><b>Grade 1:</b> Students perform with rhythm stick a steady beat using prerecorded music, (i.e. Simple Rhythm Stick Activities),</p> <p><b>Grade 2:</b> Students perform on a variety or rhythm instruments and stick sound pieces, (i.e. Let's Go on a Safari).</p>

	<p><b>Grade 3:</b> Students perform on a variety of rhythm instruments and sticks sound pieces, (i.e. <i>Frankenstein</i>).</p> <p><b>Grade 4:</b> Students perform on a variety of rhythm instruments and sticks sound pieces, (i.e. <i>Let's Go On a Safari</i>).</p> <p><b>Grade 5:</b> Students perform on a variety of rhythm instruments and sticks sound pieces, (i.e. <i>Frankenstein</i>).</p>
<p><b>b. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</b></p>	<p><b>Kinder:</b> Students perform songs and accompaniments on Orff instruments, (i.e. <i>Are You Sleeping?/Creeping?</i>, and <i>It Rained on Anne</i>).</p> <p><b>Grade 1:</b> Students perform songs and accompaniments on Orff instruments, (i.e. <i>Reuben and Rachell</i>, and <i>If All the Raindrops</i>).</p> <p><b>Grade 2:</b> Students perform songs and accompaniments on Orff instruments and autoharps, (i.e. <i>The Frog</i>, and <i>Sweetly Sings the Donkey</i>).</p> <p><b>Grade 3:</b> Students perform songs and accompaniments on Orff instruments, autoharps, and soprano recorders, (i.e. <i>Jingle Bells</i>, and <i>Go Tell Aunt Rhody</i>).</p> <p><b>Grade 4:</b> Students perform songs and accompaniments on Orff instruments, autoharps and soprano recorders, (i.e. <i>Daybreak</i>, and <i>Let's Go on a Safari</i>).</p> <p><b>Grade 5:</b> Students perform songs and accompaniments on Orff instruments, autoharps and soprano recorders, (i.e. <i>Michael Finnegan</i>, and <i>On Halloween</i>).</p>
<p><b>c. Students perform, expressively, a varied repertoire of music representing diverse genres and styles.</b></p>	<p><b>Kindergarten through Grade 5:</b> Students perform a varied repertoire of music preparing for performances, as noted above, and play in ensembles, in class, using a variety of instruments. The selection of music includes diverse genres and styles.</p>

<p><b>d. Students echo short rhythms and melodic patterns.</b></p>	<p><b>Kinder:</b> Students echo clap rhythm patterns and echo sing a variety of songs, (i.e. <i>Eency Weency Spider</i>, and <i>Ten in a Bed</i>).</p> <p><b>Grade 1:</b> Students echo clap rhythm patterns and learn their song repertoire through echo singing.</p> <p><b>Grade 2- Grade 5:</b> Students echo clap rhythm patterns. Echo singing is used to teach difficult melody passages.</p>
<p><b>e. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to cues of a conductor.</b></p>	<p><b>Kindergarten through Grade 2:</b> Students play rhythm instruments and Orff instruments in ensembles, (i.e. a variety of Halloween songs and rain songs)</p> <p><b>Grade 3:</b> Students play rhythm instruments, Orff instruments and autoharps in ensembles taken from a variety of Orff inspired books.</p> <p><b>Grade 4 and 5:</b> Students play rhythm instruments, Orff instruments and autoharps in ensembles taken from a variety of Orff inspired books and recorder specific texts.</p>
<p><b>f. Students perform independent instrumental parts while other students sing or play contrasting parts.</b></p>	<p><b>Kinder:</b> Students play Orff instruments while others are singing, (i.e. <i>Sweetly Sings the Donkey</i>, and <i>It Rained on Anne</i>)</p> <p><b>Grade 1:</b> Students play Orff instruments while others are singing, (i.e. <i>Row, Row, Row Your Boat</i>, and <i>Are you Sleeping?</i>)</p> <p><b>Grade 2:</b> Students play Orff instruments, autoharp and rhythm instruments while others are singing, (i.e. Halloween songs).</p> <p><b>Grade 3 through Grade 5:</b> Students play Orff instruments, autoharp, rhythm instruments and soprano recorders while others are singing songs from Orff inspired books.</p>

Students read and notate music.	
<p>a. Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p>	<p><b>Kinder:</b> Students read and perform rhythm patterns that include quarter notes, eighth notes and quarter rests.</p> <p><b>Grade 1:</b> Students read and perform rhythm patterns using quarter notes, half notes, eighth notes and quarter rests in speech activities and chants.</p> <p><b>Grade 2:</b> Students read and perform rhythm patterns using quarter notes, half notes, eighth notes, quarter rests and half rests in speech activities, chants and rhythm in instruments.</p> <p><b>Grade 3 through Grade 5:</b> Students read and perform rhythm patterns using quarter notes, half notes, dotted half notes, whole notes and the corresponding rests in 2/4 3/4 and 4/4 meter in speech activities, chants and recorder playing.</p>
<p>b. Students use a system (that is, syllable, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</p>	<p><b>Kinder through Grade 1:</b> Students learn to read notes as line and space notes using the <i>Mary Helen Richards</i> system.</p> <p><b>Grade 2:</b> Students learn to read notes as line and space notes and begin to name the notes of the treble clef.</p> <p><b>Grade 3 through Grade 4:</b> Students learn letter names of the treble clef notes through recorder playing.</p> <p><b>Grade 5:</b> Students learn letter names of the treble clef notes through recorder playing and sight singing through the use of the <i>Sing at First Sight</i> series.</p>
<p>c. Students identify symbols and traditional terms of referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p>	<p><b>Kindergarten through Grade 5:</b> Students learn, through singing and listening to selected music, the use of the terms piano, forte and various tempo markings.</p>
<p>d. Students use standard</p>	<p><b>Kinder:</b> Students recognize standard notation</p>

<p>symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teachers.</p>	<p>plus the following music symbols: clef signs, repeat signs, da capo, del signo, sharp, flat, natural, meters signs, crescendo, decrescendo, coda, and fermata.</p> <p><b>Grade 1:</b> Students recognize the above noted music symbols and are able to define each one.</p> <p><b>Grade 2:</b> Students are able to recognize and define the above music symbols and are able to use them in music they are assigned to sing or play. Various games are used to reinforce and teach the symbols.</p> <p><b>Grade 3 through Grade 5:</b> Students are able to recognize and define the above music symbols and are able to use them in music they are assigned to sing or play. Various games are used to reinforce and teach the symbols.</p>
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**Students will listen to, analyze, and describe music.**

<p>a. Students identify simple music forms.</p>	<p><b>Kindergarten through Grade 1:</b> Students are able to identify AB form through the use of simple chorus and verse songs.</p> <p><b>Grade 2:</b> Students are able to identify AB and ABA form through songs they sing. Students are introduced to the term coda and are able to locate codas in songs they sing.</p> <p><b>Grade 3:</b> Students are able to identify AB and ABA form through songs they sing and play in recorder and Orff ensembles. Students are able to recognize codas in music that they sing.</p> <p><b>Grade 4 through Grade 5:</b> Students are able to identify AB and ABA form through songs they sing and play in recorder and Orff ensembles. They are able to use the coda and del signo signs in a variety of music used in performance preparation.</p>
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<p>b. Students demonstrate perceptual skills by moving, by answering questions about,</p>	<p><b>Kindergarten through Grade 2:</b> Students demonstrate an understanding of music through moving in game songs and in the use of the music</p>
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<p>and by describing aural examples of music of various styles representing diverse cultures.</p>	<p>studied in preparation for the Ballet and Symphony field trips. The students are able to discuss the music they listen to, describing returning themes and instrumentation.</p> <p><b>Grade 3 through Grade 5: Students demonstrate an understanding of music through moving in game songs and in choreography used in performance pieces. The music studied in preparation for the Ballet and Symphony field trips provides an opportunity to recognize and discuss a variety of styles, cultures and composers.</b></p>
<p>c. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</p>	<p><b>Kindergarten through Grade 5: Students are able to use music terminology to explain music, music notation, music instruments and voices, and music performances through their exposure to their performance music, the assemblies and field trips that are taken and through performing in groups with Orff instruments.</b></p>
<p>d. Students 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.</p>	<p><b>Kindergarten through Grade 5: Students listen to and identify the sounds of the instruments of the orchestra through videos and listening to a variety musical examples. Students are taken to the symphony and ballet and study each selection that will be performed prior to the event. The school participates in an opera program that brings professional opera singers to school. The students see a mini opera performed and are able to hear different adult voice styles. Throughout the year, the students hear a large selection of children's voices in recording provided through the Music K-8 publications.</b></p>
<p><b>Students evaluate music and music performances.</b></p>	
<p>a. Students devise criteria for evaluating performances and compositions.</p>	<p><b>Kindergarten through Grade 5: Students are engaged in discussions following units on ballet, symphony and opera, that encourage critical analysis of the performances they have been exposed to and express what they liked or disliked and why.</b></p>
<p>b. Students explain, using</p>	<p><b>Kindergarten through Grade 5: Students are</b></p>

<p>appropriate music terminology, their personal preferences for specific musical works and styles.</p>	<p>exposed to a variety of styles of music through professional performances, assemblies, recordings and performances by peers. Students are encouraged to use their musical knowledge to explain personal preferences, and why they liked or did not like certain pieces or performances.</p>
<p><b>Students understand relationships between music, the other arts, and disciplines outside the arts.</b></p>	
<p>a. Students identify similarities and differences in the meanings of common terms used in various arts.</p>	<p><b>Kindergarten through Grade 5:</b> Through participation in the field trip to the ballet, students have an opportunity to incorporate the arts through dance, costumes, scenery, drama and music. Additionally, the opera ala carte assembly is a chance for students to see how drama, costumes, sets and singing are brought together.</p>
<p><b>Students understand music in relation to history and culture.</b></p>	
<p>a. Students identify, by genre or style, aural examples of music from various historical periods and cultures.</p>	<p><b>Grade 3 through Grade 5:</b> Students participate in discussions concerning music, composers and history being presented at the Symphony and Ballet.</p>
<p>b. Students describe in simple terms how elements of music are used in music examples from various cultures of the world.</p>	<p><b>Kindergarten through Grade 5:</b> Students actively participate in units on music from around the world via the Silver Burdett Music Series.</p>
<p>c. Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>	<p><b>Kindergarten through Grade 5:</b> Students listen to a variety of styles of music, especially in preparation for the Symphony field trip, that encourage discussion of how music tells stories, is used in movies, evokes emotions and can set a mood.</p>
<p>e. Students demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p><b>Kindergarten through Grade 5:</b> Students are taught to be members of a good audience, regardless of the context or style.</p> <p><b>Kindergarten through Grade 5:</b> Students are expected to participate in assemblies brought to school and field trips.</p> <p><b>Kindergarten through Grade 5:</b> Students are</p>

	<p>expected to encourage performers by listening, applauding, and being respectful of the other audience members.</p> <p><b>Kindergarten through Grade 5: Students are encouraged to dress appropriately when taken to the Ballet and Symphony.</b></p>
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**The Carey School Standards for Pre-K Music Education  
2007-2008**

**Students will sing and play instruments.**

a. Students will use their voices expressively as they speak, chant and sing.	Students learn a variety of chants, such as “Mickey Mouse,” “I Have a Car,” and simple songs such “Alice,” and “The Wheels on the Bus” for expression as well as rhythm expression and singing correctly.
b. Students sing a variety of simple songs in various keys, meters, and genres, alone and with a group, becoming increasingly accurate in rhythm and pitch.	Students sing songs such as “Where Oh Where is Dear Little Mary,” “Head and Shoulders,” “Thumbkin,” and “Baby Birdie,” all of which encourage expanding singing ranges, as well as pitch and rhythm accuracy.
c. Students experiment with a variety of instruments and other sound sources.	Students play rhythm instruments to learn to keep a steady beat as well as to accompany songs, experimenting with the sounds that the instruments are capable of.
d. Students play simple melodies and accompaniments on instruments.	Students play bells and Orff instruments to accompany Halloween songs and a variety of rain songs, such as “The Ghost of John,” and “It Rained on Anne.”

**Students respond to music.**

a. Students identify the sources of a wide variety of sounds.	Students explore, through the use of rhythm instruments, what sources are capable of making what kind of sounds.
b. Students respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.	Students are exposed to a variety of recorded music, such as “In the Hall of the Mountain King,” and are encouraged to respond to tempos and dynamics to express what they hear and feel in the music.
c. Students participate freely in	Students participate in all activities, including

<p><b>music activities.</b></p>	<p><b>rhythm stick activities, ensembles using a variety of rhythm instruments, action songs and singing. Students also participate in all school performances.</b></p>
<p><b>Students understand music.</b></p>	
<p><b>a. Students use their own vocabulary and standard music vocabulary to describe voices, instruments, music notation, and music of various genres, styles, and periods from diverse cultures.</b></p>	<p><b>Students describe different voices, experiment with their own voices and play a variety of rhythm instruments with different timbres.</b></p>
<p><b>b. Students demonstrate an awareness of music as a part of daily life.</b></p>	<p><b>Students sing, play instruments and listen to music that demonstrates an awareness of music as a part of daily life.</b></p>