

DISTRICT 126 MUSIC CURRICULUM K-6

	<b>DURATION</b> (beat, meter, rhythm)	<b>DESIGN</b> (texture, form, structure)	<b>EXPRESSIVE QUALITIES</b> (dynamics, tempo, articulation)	<b>PITCH</b> (melody, harmony, tonality)	<b>TONE COLOR</b> (vocal, instrumental)	<b>CULTURAL CONTEXT</b> (style, background)
<b>K</b>	*Steady beat *Long and short	*Same and different *Question and answer	*Loud and Soft *Fast and Slow	*so mi *High and Low *Up and Down *Echo singing	*Non-pitched and pitched instruments *Different ways of using the voice: speaking, singing, calling, whispering	*Music of various cultures and countries
<b>1</b>	*Steady beat and no steady beat *Beats in groups of 3 and 4 *Quarter note, quarter rest, 2 eighth notes	*AB form *Accompaniments with body percussion and classroom instruments	*Expressive singing *Getting faster and getting slower	*la so mi *High, middle, low *Matching pitch	*High and low-pitched instruments *Percussion Family *Families of non-pitched instruments (drums, woods, metals, scrapers/shakers)	*Music of various cultures and countries *Styles of music *Music of various composers and artists
<b>2</b>	*Steady beat vs. rhythm of words *Beats in groups of 2, 3, and 4 *Half note, half rest *Tied notes: 2 quarters	*ABA form *Verse and refrain *Unaccompanied song *Spoken/played ostinato	*Getting louder and getting softer *forte, piano *Smooth and detached	*la so mi do *Same and different melodic phrases	*Brass family *Vocal expression	*Music of various cultures and countries *Styles of music *Music of various composers and artists
<b>3</b>	*Strong and weak beat *Meter signatures *4 sixteenth notes, whole note, whole rest, dotted half note *Tied notes: quarter and half note	*Call and response *Musical phrases *Repeat sign, measure, barline, double barline	*Crescendo and decrescendo *Tempo changes *Staccato, legato *Accents	*la so mi re do (pentatonic) *Treble clef lines and spaces *Steps, skips, leaps, repeated pitches	*Introduction of Soprano Recorder: B A G *Woodwind Family *Vocal technique	*Music of various cultures and countries *Styles of music *Music of various composers and artists
<b>4</b>	*Steady beat and upbeat *Beats in groups of 2, 3, 4 and 6 *Combinations of eighth and sixteenth notes, dotted quarter note, eighth note *Melodic rhythm	*ABC form *Rondo *Introduction/Coda *Fine *Improvisation	* <i>pp, p, mp, mf, f, ff</i> *Tempo markings and tempo changes	*high do, la, so, mi, re, low do *Letter names of the treble clef, lines and spaces *Melodic ostinato, partner songs, canon	*Soprano Recorder: B-A G-E *String Family *Vocal technique and correct use of the voice	*Music of various cultures and countries *Styles of music *Music of various composers and artists

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	<b>DURATION</b> (beat, meter, rhythm)	<b>DESIGN</b> (texture, form, structure)	<b>EXPRESSIVE QUALITIES</b> (dynamics, tempo, articulation)	<b>PITCH</b> (melody, harmony, tonality)	<b>TONE COLOR</b> (vocal, instrumental)	<b>CULTURAL CONTEXT</b> (style, background)
<b>5</b>	<ul style="list-style-type: none"> <li>*Steady beat, upbeat, downbeat</li> <li>*Meter signatures, compound meter</li> <li>*Melodic rhythm, syncopation</li> <li>*Triplets, dotted rhythms</li> </ul>	<ul style="list-style-type: none"> <li>*Theme and variations</li> <li>*1<sup>st</sup>/2<sup>nd</sup> endings</li> </ul>	<ul style="list-style-type: none"> <li>*Tempo markings and tempo changes</li> </ul>	<ul style="list-style-type: none"> <li>*Major scale ascending/descending using solfege</li> <li>*Ledger lines</li> <li>*Octave</li> <li>*Two-part singing and playing</li> </ul>	<ul style="list-style-type: none"> <li>*Soprano Recorder: D-C-B-A-G-E</li> <li>*All instrumental families of the orchestra</li> <li>*Vocal technique and correct use of the voice</li> </ul>	<ul style="list-style-type: none"> <li>*Music of various cultures and countries</li> <li>*Styles of music</li> <li>*Music of various composers and artists</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>*Steady beat, upbeat, downbeat, irregular beat</li> <li>*Meter signatures, compound meter, and complex meter</li> <li>*Note and rest values</li> </ul>	<ul style="list-style-type: none"> <li>*Blues form</li> <li>*Da capo al fine</li> <li>*Musical phrases, regular, irregular</li> </ul>	<ul style="list-style-type: none"> <li>*Tempo markings and tempo changes (largo, andante, moderato, allegro, vivace)</li> </ul>	<ul style="list-style-type: none"> <li>*Major scale ascending/descending using solfege, low so</li> <li>*Three-part singing and playing</li> <li>*Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>*Soprano Recorder: all diatonic pitches</li> <li>*Singing styles</li> <li>*Blues and jazz instrumentation</li> <li>*Correct vocal technique and use of the voice</li> </ul>	<ul style="list-style-type: none"> <li>*Music of various cultures and countries</li> <li>*Roots of American Blues and Jazz</li> <li>*Styles of American Blues and Jazz</li> <li>*Blues and Jazz composers and musicians</li> </ul>

**VOCABULARY**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>SYMBOLS/ TERMS</b>	Steady beat, long and short, loud and soft, fast and slow, high and low, up and down, so mi, speaking/singing/calling/whispering voices	Quarter note, quarter rest, 2 eighth notes, AB form, la so mi, percussion family, high, middle, low	Rhythm of words, half note, half rest, tie, ABA form, verse and refrain, ostinato, <i>f</i> (forte), <i>p</i> (piano), smooth and detached, la so mi do, brass family	4 sixteenth notes, whole note, whole rest, dotted half note, time signature, barline, double barline, treble clef, lines and spaces, repeat sign, call and response, phrase, crescendo and decrescendo, tempo, staccato and legato, la so mi re do (pentatonic), woodwind family, steps/skips/leaps/repeated pitches	Dotted quarter note, eighth note, ABC form, rondo, introduction/coda, fine, high do la so mi re low do, harmony, melodic ostinato, partner songs, canon, string family, <i>pp</i> (pianissimo), <i>mp</i> (mezzo piano), <i>mf</i> (mezzo forte), <i>ff</i> (fortissimo), improvisation	Compound meter, syncopation, triplets, theme and variations, 1 <sup>st</sup> /2 <sup>nd</sup> endings, solfege, ledger lines, octave, orchestra	Blues form, Da capo al fine, major scale ascending/descending and low so, sharp and flat, major and minor, largo, andante, moderato, allegro, vivace)

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DISTRICT 126 MUSIC CURRICULUM: DURATION (beat, meter, rhythm)

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>K</b>	*Steady beat *Long and short	*25A	*1, 2, 3, 6	<b>Sensory Elements:</b> *Echo a steady beat. *Identify long and short sounds.	*Steady beat *Heartbeat *Long and short	*Teacher observation *Student demonstration of beat to song	*Rhythm instruments *"Rhythmically Moving" CDs, etc.	*Gross motor skills *Math skills
<b>1</b>	*Steady beat and no steady beat *Beats in groups of 3 and 4 *Quarter note, quarter rest, 2 eighth notes	*25A, 26A	*1, 2, 3, 5, 6	<b>Sensory Elements:</b> *Echo a steady beat. *Identify long and short sounds. <b>Processes:</b> *Connect sound characteristics (long/short) to iconic notation.	*Steady beat *Rhythm of words *Quarter note, 2 eighth notes, quarter rest	*Teacher observation *Student demonstration of beat to song *Student demonstration on rhythms	*Rhythm instruments *"Rhythmically Moving" CDs, etc. *Rhythm cards	*Gross motor skills *Math skills
<b>2</b>	*Steady beat vs. rhythm of words *Beats in groups of 2, 3, and 4 *Half note, half rest *Tied notes: 2 quarters	*25A, 26A	*1, 2, 3, 4, 5, 6	<b>Sensory Elements:</b> *Echo a steady beat. <b>Processes:</b> *Interpret basic rhythmic notation	*Tie *Half note, half rest	*Teacher observation *Student demonstration on rhythms on instruments *Reading and writing rhythms with manipulatives	*Rhythm instruments *"Rhythmically Moving" CDs, etc. *Rhythm cards *Music manipulatives	*Gross motor skills *Math skills *Literacy skills
<b>3</b>	*Strong and weak beat *Meter signatures *4 sixteenth notes, whole note, whole rest, dotted half note *Tied notes: quarter and half note	*25A, 26A, 26B	*1, 2, 3, 4, 5, 6	<b>Sensory Elements:</b> *Echo a rhythm pattern. *Distinguish between long and short sounds. *Replicate the beat in a musical composition. <b>Processes:</b> *Echo, read, and/or write accurately rhythm patterns with half, quarter, and eighth notes and rests.	*4 sixteenth notes, whole note, whole rest, dotted half note	*Teacher observation *Student demonstration on rhythms on instruments *Reading and writing rhythms with manipulatives *Written assessments	*Rhythm instruments *"Rhythmically Moving" CDs, etc. *Rhythm cards *Music manipulatives *Recorders and books	*Gross motor skills *Fine motor skills *Math skills *Literacy skills

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	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
4	<ul style="list-style-type: none"> <li>*Steady beat and upbeat</li> <li>*Beats in groups of 2, 3, 4 and 6</li> <li>*Combinations of eighth and sixteenth notes, dotted quarter note, eighth note</li> <li>*Melodic rhythm</li> </ul>	*25A, 26A, 26B	*1, 2, 3, 4, 5, 6, 8, 9	<p><b>Sensory Elements:</b></p> <ul style="list-style-type: none"> <li>*Distinguish between the beat and the rhythm(s) of a given musical example.</li> </ul> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>*Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, eighth and sixteenth notes and rests.</li> <li>*Sing or play accurately simple rhythmic patterns from a written score</li> </ul>	*Dotted quarter note, eighth note	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration on rhythms on instruments</li> <li>*Reading and writing rhythms</li> <li>*Written assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Rhythm instruments</li> <li>*"Rhythmically Moving" CDs, etc.</li> <li>*Rhythm cards</li> <li>*Music manipulatives</li> <li>*Recorders and books</li> </ul>	<ul style="list-style-type: none"> <li>*Gross motor skills</li> <li>*Fine motor skills</li> <li>*Math skills</li> <li>*Literacy skills</li> </ul>
5	<ul style="list-style-type: none"> <li>*Steady beat, upbeat, downbeat</li> <li>*Meter signatures, compound meter</li> <li>*Melodic rhythm, syncopation</li> <li>*Triplets, dotted rhythms</li> </ul>	*25A, 26A, 26B	*1, 2, 3, 4, 5, 6, 8, 9	<p><b>Sensory Elements:</b></p> <ul style="list-style-type: none"> <li>*Distinguish between the beat and the rhythm(s) of a given musical example.</li> <li>*Identify the meter in a musical example</li> </ul> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>*Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, eighth and sixteenth notes and rests.</li> <li>*Sing or play accurately simple rhythmic patterns from a written score</li> </ul>	<ul style="list-style-type: none"> <li>*Compound meter</li> <li>*Syncopation</li> <li>*Triplets</li> <li>*Counting</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration on rhythms on instruments</li> <li>*Reading and writing rhythms</li> <li>*Written assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Rhythm instruments</li> <li>*"Rhythmically Moving" CDs, etc.</li> <li>*Rhythm cards</li> <li>*Music manipulatives</li> <li>*Recorders and books</li> </ul>	<ul style="list-style-type: none"> <li>*Gross motor skills</li> <li>*Fine motor skills</li> <li>*Math skills</li> <li>*Literacy skills</li> <li>*Writing skills</li> </ul>
6	<ul style="list-style-type: none"> <li>*Steady beat, upbeat, downbeat, irregular beat</li> <li>*Meter signatures, compound meter, and complex meter</li> <li>*Note and rest values</li> </ul>	*25A, 26A, 26B	*1, 2, 3, 4, 5, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <ul style="list-style-type: none"> <li>*Distinguish between the beat and the rhythm(s) of a given musical example.</li> <li>*Identify the meter in a musical example</li> </ul> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>*Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, eighth and sixteenth notes and rests.</li> <li>*Sing or play accurately simple rhythmic patterns from a written score</li> </ul>	<ul style="list-style-type: none"> <li>*Counting</li> <li>*All note and rest values</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration on rhythms on instruments</li> <li>*Reading and writing rhythms</li> <li>*Written assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Rhythm instruments</li> <li>*"Rhythmically Moving" CDs, etc.</li> <li>*Rhythm cards</li> <li>*Music manipulatives</li> <li>*Recorders and books</li> </ul>	<ul style="list-style-type: none"> <li>*Gross motor skills</li> <li>*Fine motor skills</li> <li>*Math skills</li> <li>*Literacy skills</li> <li>*Writing skills</li> </ul>

DISTRICT 126 MUSIC CURRICULUM K-6

**DISTRICT 126 MUSIC CURRICULUM: DESIGN (texture, form, structure)**

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CROSS-CURRICULAR CONNECTION
<b>K</b>	*Same and different *Question and answer	*25A	*1, 2, 3, 6	<b>Organizational Principles:</b> *Distinguish between same and different phrases or sections in a simple song	*Same vs. different *Question and answer	*Teacher Observation *Student demonstration through listening, singing, and playing	*Listening excerpts *Singing and rhythm games *Improvisational activities *Music manipulatives	*Patterning
<b>1</b>	*AB form *Accompaniments with body percussion and classroom instruments	*25A	*1, 2, 3, 6	<b>Organizational Principles:</b> *Distinguish between same and different phrases or sections in a simple song <b>Creating:</b> *Improvise “answers” in the same style to given rhythmic and melodic phrases	*AB form	*Teacher Observation *Student demonstration through listening, singing, and playing	*Listening excerpts *Singing and rhythm games *Improvisational activities *Music manipulatives	*Patterning *Letters *Reading
<b>2</b>	* ABA form *Verse and refrain *Unaccompanied song *Spoken/played ostinato	*25A, 26B	*1, 2, 3, 5, 6, 9	<b>Organizational Principles:</b> *Indicate the phrases or sections in simple AB and ABA songs <b>Creating:</b> *Improvise a rhythmic accompaniment for songs of various cultures	*ABA form *Verse and refrain *Call and Response *Ostinato	*Teacher Observation *Student demonstration through listening, singing, and playing	*Listening excerpts *Singing and rhythm games *Improvisational activities *Music manipulatives	*Patterning *Writing *Reading
<b>3</b>	*Call and response *Musical phrases *Repeat sign, measure, barline, double barline	*25A, 26B	*1, 2, 3, 5, 6, 9	<b>Organizational Principles:</b> *Identify simple music forms when presented aurally <b>Creating:</b> *Improvise rhythmic and melodic accompaniments for songs of various cultures	*Repeat Sign *Measure *Barline *Double Barline *Time Signature *Treble Clef *Lines and Spaces	*Teacher Observation *Student demonstration through listening, singing, and playing	*Listening excerpts *Singing and rhythm games *Improvisational activities *Recorders and books *Music manipulatives	*Patterning *Writing *Reading

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	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CROSS-CURRICULAR CONNECTION
4	<ul style="list-style-type: none"> <li>*ABC form</li> <li>*Rondo</li> <li>*Introduction/Coda</li> <li>*Fine</li> <li>*Improvisation</li> </ul>	*25A, 26B	*1, 2, 3, 4, 5, 6, 9	<p><b>Organizational Principles:</b> *Describe the repetition and contrast in form in a musical example</p> <p><b>Creating:</b> *Improvise rhythmic and melodic accompaniments for songs of various cultures</p>	<ul style="list-style-type: none"> <li>*ABC form</li> <li>*Rondo</li> <li>*Introduction/Coda</li> <li>*Fine</li> <li>*Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Student demonstration through listening, singing, and playing</li> </ul>	<ul style="list-style-type: none"> <li>*Listening excerpts</li> <li>*Singing and rhythm games</li> <li>*Improvisational activities</li> <li>*Recorders and books</li> <li>*Music manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>*Patterning</li> <li>*Writing</li> <li>*Reading</li> </ul>
5	<ul style="list-style-type: none"> <li>*Theme and variations</li> <li>*1st/2nd endings</li> </ul>	*25A, 26B	*1, 2, 3, 4, 5, 6, 9	<p><b>Organizational Principles:</b> *Identify simple music forms (e.g. imitation, theme, variation) when presented aurally</p> <p><b>Creating:</b> *Improvise simple rhythmic variations or simple melodic embellishments on familiar themes</p>	<ul style="list-style-type: none"> <li>*Theme and variations</li> <li>*1st/2nd endings</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Student demonstration through listening, singing, and playing</li> </ul>	<ul style="list-style-type: none"> <li>*Listening excerpts</li> <li>*Singing and rhythm games</li> <li>*Improvisational activities</li> <li>*Recorders and books</li> <li>*Music manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>*Patterning</li> <li>*Writing</li> <li>*Reading</li> </ul>
6	<ul style="list-style-type: none"> <li>*Blues form</li> <li>*Da capo al fine</li> <li>*Musical phrases, regular, irregular</li> </ul>	*25A, 26B	*1, 2, 3, 4, 5, 6, 9	<p><b>Organizational Principles:</b> *Identify simple music forms (e.g. imitation, theme, variation) when presented aurally</p> <p><b>Creating:</b> *Improvise simple rhythmic variations or simple melodic embellishments on familiar themes</p>	*Da capo al fine	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Student demonstration through listening, singing, and playing</li> </ul>	<ul style="list-style-type: none"> <li>*Listening excerpts</li> <li>*Singing and rhythm games</li> <li>*Improvisational activities</li> <li>*Recorders and books</li> <li>*Music manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>*Patterning</li> <li>*Writing</li> <li>*Reading</li> </ul>

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**DISTRICT 126 MUSIC CURRICULUM: EXPRESSIVE QUALITIES (dynamics, tempo, articulation)**

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>K</b>	*Loud and soft *Fast and slow	*25A	*1, 2, 6, 7	<b>Sensory Elements:</b> *Identify loud, soft, high, and low sounds. *Identify fast and slow music.	*Loud and soft *Fast and slow	*Teacher observation *Student demonstration of loud and soft, vocal and instrumental sounds *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills
<b>1</b>	*Expressive singing *Getting faster and getting slower	*25A	*1, 2, 3, 6, 7	<b>Sensory Elements:</b> *Imitate loud, soft, high and low sounds. *Identify fast and slow music.	*Getting faster *Getting slower *Expression	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression
<b>2</b>	*Getting louder and getting softer *Forte and piano *Smooth and detached	*25A	*1, 2, 3, 5, 6, 7	<b>Sensory Elements:</b> *Distinguish between loud and soft, high and low sounds. Imitate long and short sounds	*Forte and piano *Smooth and detached	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression
<b>3</b>	*Crescendo and decrescendo *Tempo changes *Staccato and legato *Accents	*25A	*1, 2, 3, 5, 6, 7	<b>Sensory Elements:</b> *Distinguish between loud and soft, high and low sounds. *Distinguish between fast and slow music. *Distinguish between long and short sounds.	*Crescendo and decrescendo *Tempo *Staccato and legato	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression

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	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
4	* <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> *Tempo markings and tempo changes	*25A	*1, 2, 3, 5, 6, 7	<b>Sensory Elements:</b> *Describe the tempo(s) and dynamic level(s) in a simple musical example.	* <i>pp</i> (pianissimo) * <i>mp</i> (mezzo piano) * <i>mf</i> (mezzo forte) * <i>ff</i> (fortissimo)	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression
5	*Tempo markings and tempo changes *Dynamic markings	*25A	*1, 2, 3, 4, 5, 6, 7	<b>Sensory Elements:</b> *Describe the tempo(s) and dynamic level(s) in a complex aural musical example.	*Dynamics	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression
6	*Tempo markings and tempo changes (largo, andante, moderato, allegro, vivace)	*25A	*1, 2, 3, 4, 5, 6, 7	<b>Sensory Elements:</b> *Describe the tempo(s) and dynamic level(s) in a complex aural musical example.	*Largo, andante, moderato, allegro, vivace	*Teacher observation *Student demonstration of singing with different expressions *Movement examples	*"Rhythmically Moving" CDs *Rhythm instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books	*PE gross motor skills *Reading with expression



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**DISTRICT 126 MUSIC CURRICULUM: PITCH (melody, harmony, tonality)**

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>K</b>	<ul style="list-style-type: none"> <li>*so mi</li> <li>*High and Low</li> <li>*Up and Down</li> <li>*Echo singing</li> </ul>	*26A, 26B	*1, 3, 6, 7	<p><b>Processes:</b> *Sing or play accurately simple pitch notation using a symbol system (e.g., icons, symbols, numbers, letters).</p> <p><b>Creating:</b> *Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines</p>	<ul style="list-style-type: none"> <li>*High and low</li> <li>*Up and down</li> <li>*so mi</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration through singing</li> </ul>	<ul style="list-style-type: none"> <li>*Orff Instruments</li> <li>*The Orff Source</li> <li>*As American As Apple Pie</li> <li>*John Feierabend Books</li> <li>*The American Methodology</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Poetry</li> <li>*Nursery Rhymes</li> <li>*Children’s Literature</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>*la so mi</li> <li>*High, middle, low</li> <li>*Matching pitch</li> </ul>	*26A, 26B	*1, 3, 6, 7	<p><b>Processes:</b> *Sing or play accurately simple pitch notation using a symbol system (e.g., icons, symbols, numbers, letters).</p> <p><b>Creating:</b> *Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines</p>	<ul style="list-style-type: none"> <li>*High, middle, low</li> <li>*la so mi</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration through singing</li> </ul>	<ul style="list-style-type: none"> <li>*Orff Instruments</li> <li>*The Orff Source</li> <li>*As American As Apple Pie</li> <li>*John Feierabend Books</li> <li>*The American Methodology</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Poetry</li> <li>*Nursery Rhymes</li> <li>*Children’s Literature</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>*la so mi do</li> <li>*Same and different melodic phrases</li> </ul>	*26A, 26B	*1, 3, 6, 7	<p><b>Processes:</b> *Sing or play accurately simple pitch notation using a symbol system (e.g., icons, symbols, numbers, letters).</p> <p><b>Creating:</b> *Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines</p>	* la so mi do	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Student demonstration through singing</li> </ul>	<ul style="list-style-type: none"> <li>*Orff Instruments</li> <li>*The Orff Source</li> <li>*As American As Apple Pie</li> <li>*John Feierabend Books</li> <li>*The American Methodology</li> </ul>	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Poetry</li> <li>*Nursery Rhymes</li> <li>*Children’s Literature</li> </ul>

DISTRICT 126 MUSIC CURRICULUM K-6

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
3	*la so mi re do (pentatonic) *Treble clef lines and spaces *Steps, skips, leaps, repeated pitches	*26A, 26B	*1, 2, 3, 4, 5, 6, 7	<b>Processes:</b> *Sing or play accurately simple pitch notation in the treble clef, using a symbol system (e.g., icons, symbols, numbers, letters). <b>Creating:</b> *Create short songs or instrumental pieces within specified guidelines	*Treble clef lines and spaces *Steps, skips, leaps, repeated pitches *la so mi re do (pentatonic)	*Teacher observation *Student demonstration through singing and playing *Student demonstration through written assessment	*Orff Instruments *The Orff Source *As American As Apple Pie *John Feierabend Books *The American Methodology *Recorder Karate	*Reading *Improvising *Composing
4	*high do, la, so, mi, re, low do *Letter names of the treble clef, lines and spaces *Melodic ostinato, partner songs, canon	*26A, 26B	*1, 2, 3, 4, 5, 6, 7	<b>Processes:</b> *Sing or play accurately simple rhythmic and melodic patterns from a written score. <b>Creating:</b> *Create short songs or instrumental pieces within specified guidelines	*Harmony *Melodic ostinato, partner songs, canon *high do la so mi re low do	*Teacher observation *Student demonstration through singing and playing *Student demonstration through written assessment	*Orff Instruments *The Orff Source *As American As Apple Pie *John Feierabend Books *The American Methodology *Recorder Karate	*Reading *Improvising *Composing
5	*Major scale ascending/descending using solfege *Ledger lines *Octave *Two-part singing and playing	*26A, 26B	*1, 2, 3, 4, 5, 6, 7	<b>Processes:</b> *Sing or play accurately simple rhythmic and melodic patterns from a written score. <b>Creating:</b> *Create short songs or instrumental pieces within specified guidelines	*Solfege *Ledger lines *Octave	*Teacher observation *Student demonstration through singing and playing *Student demonstration through written assessment	*Orff Instruments *The Orff Source *As American As Apple Pie *John Feierabend Books *The American Methodology *Recorder Karate	*Reading *Improvising *Composing
6	*Major scale ascending/descending using solfege, low so *Three-part singing and playing *Major vs. Minor	*26A, 26B	*1, 2, 3, 4, 5, 6, 7	<b>Processes:</b> *Sing or play melodies accurately and expressively from a written score in at least one clef. Sight read simple melodies and rhythms. <b>Creating:</b> *Create short songs or instrumental pieces within specified guidelines	*Major and minor *Major scale ascending/descending and low so	*Teacher observation *Student demonstration through singing and playing *Student demonstration through written assessment	*Orff Instruments *The Orff Source *As American As Apple Pie *John Feierabend Books *The American Methodology *Recorder Karate	*Reading *Improvising *Composing

DISTRICT 126 MUSIC CURRICULUM K-6

DISTRICT 126 MUSIC CURRICULUM: TONE COLOR (vocal, instrumental)

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>K</b>	<p>*Non-pitched and pitched instruments</p> <p>*Different ways of using the voice: speaking, singing, calling, whispering</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify tone colors (timbres) of voices and environmental sounds.</p> <p><b>Tools:</b></p> <p>*Identify voices of classmates.</p> <p>*Label environmental sounds.</p> <p><b>Processes:</b></p> <p>*Demonstrate differences between singing, speaking, calling, and whispering voices.</p> <p><b>Creating:</b></p> <p>*Create and perform appropriate music to augment stories.</p>	*Speaking/ singing/calling/ whispering voices	<p>*Teacher observation</p> <p>*Student demonstration of the different ways of using the voice</p> <p>*Student understanding of pitched vs. unpitched instruments</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/Delelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	*Reading with expression
<b>1</b>	<p>*High and low-pitched instruments</p> <p>*Percussion Family</p> <p>*Families of non-pitched instruments (drums, woods, metals, scrapers/shakers)</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify tone colors (timbres) of voices, environmental sounds, and classroom instruments.</p> <p><b>Tools:</b></p> <p>*Identify different types of voices (e.g. man and child).</p> <p>*Label environmental sounds.</p> <p>*Identify classroom instrument sounds.</p> <p>*Identify instruments visually.</p> <p><b>Processes:</b></p> <p>*Use appropriate vocal timbre and volume when singing classroom songs.</p> <p><b>Creating:</b></p> <p>*Create and perform appropriate music to augment stories.</p>	<p>*Percussion family</p> <p>*High, middle, low</p>	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of the Percussion family</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/Delelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p> <p>*Science behind sounds</p>
<b>2</b>	<p>*Brass family</p> <p>*Vocal expression</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify tone colors (timbres) of voices, environmental sounds, and classroom instruments.</p> <p><b>Tools:</b></p> <p>*Identify different types of voices (e.g. man and child).</p> <p>*Label environmental sounds.</p> <p>*Identify classroom instrument sounds.</p> <p>*Identify instruments visually.</p> <p><b>Processes:</b></p> <p>*Use appropriate vocal timbre and volume when singing classroom songs.</p> <p><b>Creating:</b></p> <p>*Create and perform appropriate music to augment stories.</p>	*Brass family	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of the Brass family</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/Delelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p> <p>*Science behind sounds</p>

DISTRICT 126 MUSIC CURRICULUM K-6

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>3</b>	<p>*Introduction of Soprano Recorder: B A G</p> <p>*Woodwind Family</p> <p>*Vocal technique</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Distinguish between same and different tone colors (timbres) of voices, classroom instruments, and environmental sounds.</p> <p><b>Tools:</b></p> <p>*Distinguish between the sounds of two different voices (e.g. man and child).</p> <p>*Distinguish between the sounds of two different environmental sounds (e.g. pencil sharpener and chalk board.</p> <p>*Distinguish between the sounds of two different classroom instruments (e.g. tambourine and drum).</p> <p><b>Processes:</b></p> <p>*Use appropriate vocal timbre and volume when singing classroom songs.</p> <p>*Use correct technique (e.g. holding mallets, striking drums) when playing classroom instruments.</p> <p><b>Creating:</b></p> <p>*Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.</p>	*Woodwind family	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of the Woodwind family</p> <p>*Recorder Karate belts</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/DeLelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p> <p>*Science behind sounds</p>
<b>4</b>	<p>*Soprano Recorder: B-A G-E</p> <p>*String Family</p> <p>*Vocal technique and correct use of the voice</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify tone colors (timbres) of a variety of musical instruments.</p> <p>*Distinguish between same and different tone colors (timbres) of voices, classroom instruments, and environmental sounds.</p> <p><b>Tools:</b></p> <p>*Distinguish between the sounds of two different voices (e.g. man and child).</p> <p>*Distinguish between the sounds of two different environmental sounds (e.g. pencil sharpener and chalk board.</p> <p>*Distinguish between the sounds of two different classroom instruments (e.g. tambourine and drum).</p> <p><b>Processes:</b></p> <p>*Use appropriate vocal timbre and volume when singing classroom songs.</p> <p>*Use correct technique (e.g. holding mallets, striking drums) when playing classroom instruments.</p> <p><b>Creating:</b></p> <p>*Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.</p>	*String family	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of the String family</p> <p>*Recorder Karate belts</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/DeLelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p> <p>*Science behind sounds</p>

DISTRICT 126 MUSIC CURRICULUM K-6

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
5	<p>*Soprano Recorder: D-C-B-A-G-E</p> <p>*All instrumental families of the orchestra</p> <p>*Vocal technique and correct use of the voice</p>	*25A, 26A, 26B	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify the tone colors (timbres) of the instruments and/or voices in an aural musical example.</p> <p><b>Tools:</b></p> <p>*Classify voices by range (e.g. soprano/alto).</p> <p>*Identify orchestral/band instruments from aural examples.</p> <p>*Describe how selected instruments produce their sound.</p> <p><b>Processes:</b></p> <p>*Demonstrate basic vocal and/or production techniques (e.g. breath support, posture, bowing).</p> <p>*Identify general grouping of instruments and voices (e.g. chorus, band, and/or orchestra).</p> <p><b>Creating:</b></p> <p>*Create short songs or instrumental pieces within specified guidelines.</p>	*Orchestra	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of the instruments of the orchestra</p> <p>*Recorder Karate belts</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/Delelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p> <p>*Science behind sounds</p>
6	<p>*Soprano Recorder: all diatonic pitches</p> <p>*Singing styles</p> <p>*Blues and jazz instrumentation</p> <p>*Correct vocal technique and use of the voice</p>	*25A, 26A	*1, 2, 4, 6, 7, 8, 9	<p><b>Sensory Elements:</b></p> <p>*Identify the tone colors (timbres) of the instruments and/or voices in an aural musical example.</p> <p>*Identify major and minor tonalities in musical examples.</p> <p>*Distinguish major and minor tonalities in aural musical examples.</p> <p><b>Tools:</b></p> <p>*Classify singers according to their vocal range.</p> <p>*Identify orchestral/band instruments from aural example.</p> <p>*Classify instruments according to how their sounds are produced (e.g. string, wind, percussion).</p> <p><b>Processes:</b></p> <p>*Use appropriate vocal timbre and volume when singing classroom songs.</p> <p>*Classify musical groups according to their instruments/voice (e.g. quartet, solo, band, orchestra).</p> <p><b>Creating:</b></p> <p>*Create short songs or instrumental pieces within specified guidelines.</p>	*Major vs. minor	<p>*Teacher observation</p> <p>*Student demonstration</p> <p>*Student understanding of various singing styles and genres</p> <p>*Recorder Karate belts</p>	<p>*"Rhythmically Moving" CDs</p> <p>*Classroom instruments</p> <p>*The Orff Source</p> <p>*As American As Apple Pie &amp; other Kriske/Delelles books</p> <p>*John Feierabend Books</p> <p>*The American Methodology</p>	<p>*Reading with expression</p>

DISTRICT 126 MUSIC CURRICULUM K-6

**DISTRICT 126 MUSIC CURRICULUM: CULTURAL CONTEXT (style, background)**

	CONCEPTS	ILLINOIS LEARNING STANDARDS	NATIONAL STANDARDS	PERFORMANCE DESCRIPTORS	VOCABULARY	METHOD FOR EVALUATING STUDENT WORK	ADDITIONAL MATERIALS	CURRICULAR CONNECTION
<b>K</b>	*Music of various cultures and countries	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing songs of various cultures in rhythm maintaining a steady tempo.	*Culture *Customs & Traditions  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.).	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature
<b>1</b>	*Music of various cultures and countries *Styles of music *Music of various composers and artists	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing songs of various cultures in rhythm maintaining a steady tempo.	*Culture *Customs & Traditions  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.).	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature
<b>2</b>	*Music of various cultures and countries *Styles of music *Music of various composers and artists	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing songs of various cultures in rhythm maintaining a steady tempo.	*Culture *Customs & Traditions *Continents & Countries  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.).	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature
<b>3</b>	*Music of various cultures and countries *Styles of music *Music of various composers and artists	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo.  <b>Creating:</b>	*Culture *Customs & Traditions *Continents & Countries  Examples: Hispanic Heritage Month, Black	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions,	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon	*PE dance unit *Art projects *Literature *Social Studies/Geography

DISTRICT 126 MUSIC CURRICULUM K-6

				*Improvise a rhythmic accompaniment for songs of various cultures.	History Month, Jazz Appreciation Month, and other cultural celebrations.	origin, etc.).	Books & CDs *John Feierabend Books *The American Methodology	
	<b>CONCEPTS</b>	<b>ILLINOIS LEARNING STANDARDS</b>	<b>NATIONAL STANDARDS</b>	<b>PERFORMANCE DESCRIPTORS</b>	<b>VOCABULARY</b>	<b>METHOD FOR EVALUATING STUDENT WORK</b>	<b>ADDITIONAL MATERIALS</b>	<b>CURRICULAR CONNECTION</b>
<b>4</b>	*Music of various cultures and countries *Styles of music *Music of various composers and artists	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo. <b>Creating:</b> *Improvise rhythmic and melodic accompaniments for songs of various cultures.	*Culture *Customs & Traditions *Continents & Countries  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.). *Written formal assessments	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature *Social Studies/Geography
<b>5</b>	*Music of various cultures and countries *Styles of music *Music of various composers and artists	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing or play music of various cultures that has a difficulty of 1 or 2 on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/diction. <b>Creating:</b> *Improvise rhythmic and melodic accompaniments for songs of various cultures.	*Culture *Customs & Traditions *Continents & Countries  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.). *Written formal assessments	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature *Social Studies/Geography
<b>6</b>	*Music of various cultures and countries *Roots of American Blues and Jazz *Styles of American Blues and Jazz *Blues and Jazz composers and musicians	*26B, 27B	*1, 2, 3, 6, 7, 8, 9	<b>Skills:</b> *Sing or play music of various cultures that has a difficulty of 1 or 2 on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/diction. <b>Creating:</b> *Improvise simple rhythmic variations or simple melodic embellishments on familiar themes.	*Culture *Customs & Traditions *Continents & Countries  Examples: Hispanic Heritage Month, Black History Month, Jazz Appreciation Month, and other cultural celebrations.	*Teacher observation *Student understanding of different cultures (e.g. customs, traditions, origin, etc.). *Written formal assessments	*"Rhythmically Moving" CDs *Classroom instruments *The Orff Source *As American As Apple Pie *Peter & Mary Alice Amidon Books & CDs *John Feierabend Books *The American Methodology	*PE dance unit *Art projects *Literature *Social Studies/Geography

DISTRICT 126 MUSIC CURRICULUM K-6

DISTRICT 126 GENERAL MUSIC RUBRIC

CLASS LIST		DURATION (beat, meter, rhythm)			DESIGN (texture/form)			EXPRESSIVE QUALITIES (dynamics, tempo, articulation)			PITCH (melody, harmony, tonality)			TONE COLOR (vocal, instrumental)			CULTURAL CONTEXT (style, background)		
GRADE	TRIMESTER	B	D	M	B	D	M	B	D	M	B	D	M	B	D	M	B	D	M
1.																			
2.																			
3.																			
4.																			
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