HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK

ELEMENT	KEY CONCEPTS	BENCHMARKS

…singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

Course/Subject: PreK and K Music		
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• Maintain a steady beat through moving, singing, chanting, and playing. • Create different ways to keep a steady beat through moving, chanting, and/or playing. • Identify and demonstrate long and short sounds and silences.
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Begin singing a melody in tune. • Demonstrate melodic contour through movement and singing. • Listen, analyze, and describe characteristics of a melody.
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Sing with or without accompaniment.
Form	• Form is the organization of musical ideas.	• Move to demonstrate same and different. • Create movements to demonstrate same and different. • Sing and perform same and different musical ideas.
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Move to demonstrate loud/soft and fast/slow music. • Sing and perform loud/soft and fast/slow music. • Create movements to demonstrate loud/soft and fast/ slow music.
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal,	• Identify the source of environmental sounds. • Identify adult, male, female, and child's voices.

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	environmental, acoustic and electronic music.	• Use and identify speaking, singing, calling, and whispering voices.
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Create movements to demonstrate the mood of music. • Sing and perform a varied repertoire of music representing genres and styles from diverse cultures.
Texture	• Texture is the layering of sounds.	• Identify group vs. solo performance. • Perform simple solo and group songs.
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.