

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



ELEMENT	KEY CONCEPTS	BENCHMARKS
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...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

Course/Subject: PreK and K Music		
Rhythm	<ul style="list-style-type: none"> <li>• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat.</li> <li>• Rhythmic durations can be notated with icons or specific music symbols.</li> <li>• Meter is the organization of the underlying pulse into groups of twos or threes.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a steady beat through moving, singing, chanting, and playing.</li> <li>• Create different ways to keep a steady beat through moving, chanting, and/or playing.</li> <li>• Identify and demonstrate long and short sounds and silences.</li> </ul>
Melody	<ul style="list-style-type: none"> <li>• Melody is the organization of pitch and duration and may have a tonal center.</li> <li>• Melodies can be notated with icons or specific musical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin singing a melody in tune.</li> <li>• Demonstrate melodic contour through movement and singing.</li> <li>• Listen, analyze, and describe characteristics of a melody.</li> </ul>
Harmony	<ul style="list-style-type: none"> <li>• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with or without accompaniment.</li> </ul>
Form	<ul style="list-style-type: none"> <li>• Form is the organization of musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Move to demonstrate same and different.</li> <li>• Create movements to demonstrate same and different.</li> <li>• Sing and perform same and different musical ideas.</li> </ul>
Expression	<ul style="list-style-type: none"> <li>• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Move to demonstrate loud/soft and fast/slow music.</li> <li>• Sing and perform loud/soft and fast/slow music.</li> <li>• Create movements to demonstrate loud/soft and fast/ slow music.</li> </ul>
Timbre	<ul style="list-style-type: none"> <li>• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the source of environmental sounds.</li> <li>• Identify adult, male, female, and child's voices.</li> </ul>

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	<p>environmental, acoustic and electronic music.</p>	<ul style="list-style-type: none"> <li>• Use and identify speaking, singing, calling, and whispering voices.</li> </ul>
<p>Style</p>	<ul style="list-style-type: none"> <li>• Styles of music reflect historic/cultural traditions and genres.</li> <li>• One piece of music may be performed in a variety of different styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Create movements to demonstrate the mood of music.</li> <li>• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures.</li> </ul>
<p>Texture</p>	<ul style="list-style-type: none"> <li>• Texture is the layering of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify group vs. solo performance.</li> <li>• Perform simple solo and group songs.</li> </ul>
<p>Etiquette</p>	<ul style="list-style-type: none"> <li>• At a performance, there are expectations for both performers and audience members.</li> <li>• Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate correct posture while performing.</li> <li>• Respond appropriately to the musical cues of a director.</li> <li>• Demonstrate active listening skills when listening to a performance.</li> <li>• Demonstrate proper handling of classroom instruments.</li> </ul>