



Minidoka County School District #331

"Empowering Students for Success"

Minidoka County School District Elementary Music Curriculum – March 2018

Kindergarten

Enduring Understanding Rhythm

- ☐ Rhythmic patterns exist everywhere in natural and cultural environments.

Guiding Questions

- ☐ Where can a steady beat be found?
- ☐ What is a beat?
- ☐ What is the difference between beat and rhythm?

Exit Skills

- ☐ Identify, demonstrate, and match a steady beat.
- ☐ Identify sound and no sound.

Melody

- ☐ Melody has direction
- ☐ Introduce how Melodies can be improvised

- ☐ Who can make melodies?
- ☐ Where are melodies found?
- ☐ What would a picture of a melody look like?

- ☐ Recognize the difference between high and low pitch.
- ☐ Echo sing

Harmony

- ☐ Introduce how combining two or more sounds creates harmony.

- ☐ What does unison sound like?
- ☐ What is the difference between the melody and not the melody?

- ☐ Recognize and demonstrate singing without accompaniment.

Texture

Form

- ☐ All music has structure
- ☐ Structure creates order in music.

- ☐ What are the parts of a song?
- ☐ What happens if we move around parts of a song?

- ☐ Align with text

Expressive Elements

- ☐ Music has a variety of expressive elements

- ☐ In what ways can a song be changed?

- ☐ Recognize and demonstrate loud and quiet, fast and slow.



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TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics.
- ☐ How can sounds be grouped together?
- ☐ Recognize and demonstrate speaking calling, whispering, and singing voices.
- ☐ Identify a number of classroom instruments by name and sound.

AESTHETICS

- ☐ Music communicates feelings.
- ☐ How does music make the listener feel?
- ☐ Identify aurally the emotional flavors of a song: happy, sad, angry and scared.
- ☐ Demonstrate the difference between happy/sad/angry/scared song physically.

PERFORMANCE

- ☐ Performance fosters personal growth and development.
- ☐ What should the audience see during a performance?
- ☐ Sing in groups
- ☐ Perform for others.
- ☐ What manners are expected from performers?
- ☐ What manners are expected from the audience?
- ☐ Participation in a performing group facilitates the development of lifetime coping skills: ability to work with others, problem solving, respect and analytical ability.
- ☐ How can preparing a musical work for performance develop problem-solving skills?



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First Grade

Enduring Understanding

Guiding Questions

Exit Skills

Rhythm

- ☐ Rhythmic patterns exist everywhere in natural and cultural environments.
- ☐ Individuals within a performing group share a common beat.

- ☐ Where can steady beat be found?
- ☐ Where can rhythmic patterns be found?
- ☐ How can rhythmic patterns be made?
- ☐ How can new rhythmic patterns be saved?
- ☐ How do groups stay together in a performance?
- ☐ Why is it important for musicians to share a common beat?

- ☐ Identify and demonstrate one sound, two sounds, and no sound on a beat (long and short).
- ☐ Visually identify icons for a quarter note, double eighth note, and quarter rest.
- ☐ Recognize and demonstrate the beat by performing as a group.

Melody

- ☐ Melody has direction.

- ☐ How are melodies made?
- ☐ Where are melodies found?
- ☐ What would a picture of a melody look like?

- ☐ Recognize aurally and demonstrate vocally and kinesthetically sol and mi pattern and do the solfege hand symbols for sol and mi.
- ☐ Recognize that melody moves upward, downward and stays the same.
- ☐ Recognize that stepwise motion follows a line-space-line pattern.

Harmony

- ☐ Combining two or more sounds creates harmony.
- ☐ Demonstrate how two sounds might create dissonance rather than harmony.

- ☐ What does unison sound like?
- ☐ What does harmony sound like?

- ☐ Recognize melody and harmony.

Texture

- ☐ Layers exist in music.

- ☐ How are layers created in music?

- ☐ Recognize the difference between accompanied and unaccompanied performance.



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Form

- ☐ All music has structure.
- ☐ How is music organized into sections?
- ☐ Recognize aurally same and different.
- ☐ Sing call and response songs.

Expressive Elements

- ☐ Music has a variety of expressive elements.
- ☐ In what ways can a song be changed?
- ☐ Recognize and demonstrate getting faster and slower.
- ☐ Recognize and demonstrate forte and piano.

TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics.
- ☐ How can sounds be grouped together?
- ☐ What distinguishes varied timbres?
- ☐ Classify common classroom instruments.
- ☐ Visually recognize families of the orchestra.

AESTHETICS

- ☐ Music communicates feelings.
- ☐ How does music make the listener feel?
- ☐ Identify aurally the emotional flavors of a song.

CULTURE

- ☐ Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples.
- ☐ What are different types of music used for?
- ☐ Experience cultural similarities and differences of music.
- ☐ Experience world tone colors.

PERFORMANCE

- ☐ Performance fosters personal growth and development.
- ☐ What should the audience see during a performance?
- ☐ Sing in groups responding to the cues of a conductor.
- ☐ What manners are expected from performers?
- ☐ Perform for others.
- ☐ What manners are expected from the audience?
- ☐ Demonstrate appropriate performance skills, i.e. correct posture, stage deportment, riser etiquette, and memorization.
- ☐ How can preparing a musical work for performance develop problem-solving skills?
- ☐ Demonstrate appropriate concert manners.



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Second Grade

Enduring Understanding

Guiding Questions

Exit Skills

Rhythm

- ☐ Rhythmic patterns exist everywhere in natural and cultural environments.

- ☐ Where can steady beat be found?
- ☐ Where can rhythmic patterns be found?
- ☐ How can rhythmic patterns be made?
- ☐ How can new rhythmic patterns be saved?

- ☐ Demonstrate rhythm and/or steady beat.
- ☐ Recognize aurally and visually quarter note, double eighth notes, half notes and whole notes and their corresponding rests.

- ☐ Individuals within a performing group share a common beat.

- ☐ How do groups stay together in a performance?
- ☐ Why is it important for musicians to share a common beat?

- ☐ Perform and create beat/simple patterns using said notation with rhythmic accuracy.

Melody

- ☐ Melody has direction.
- ☐ Melodies can be improvised.

- ☐ How are melodies made?
- ☐ Where are melodies found?
- ☐ What would a picture of a melody look like?

- ☐ Recognize kinesthetically and/or aurally and visually mi, so la.
- ☐ Demonstrate that melody moves up, down and stays the same

Harmony

- ☐ Combining two or more sounds creates harmony.

- ☐ What does unison sound like?
- ☐ What does harmony sound like?

- ☐ Recognize unison and harmony.

Texture

- ☐ Layers exist in music.

- ☐ How are layers created in music?

- ☐ Recognize aurally solo vs. many.

Form

- ☐ All music has structure.
- ☐ Structure creates order and clarity in music.

- ☐ How is music organized into sections?

- ☐ Recognize aurally and kinesthetically verse-refrain and AB songs.

Expressive Elements

- ☐ Music has a variety of expressive elements.

- ☐ In what ways can a song be changed?

- ☐ Recognize and demonstrate forte, piano,
- ☐ Recognize and demonstrate getting faster and slower.



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TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics.
- ☐ How can sounds be grouped together?
- ☐ What distinguishes varied timbres?
- ☐ Visually classify common pitched and unpitched classroom instruments by name and tone color.

AESTHETICS

- ☐ Music facilitates the communication of emotions and ideas.
- ☐ How does music make the listener feel?
- ☐ Use vocabulary to express the feelings and moods which music evokes.

CULTURE

- ☐ Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples.
- ☐ What are different types of music used for?
- ☐ Identify cultural similarities and differences of music, thru literature,
- ☐ Experience world tone colors.

PERFORMANCE

- ☐ Performance fosters personal growth and development.
- ☐ What should the audience see during a performance?
- ☐ Sing in groups, matching dynamic levels, and responding to the cues of a conductor.
- ☐ What manners are expected from performers?
- ☐ Perform for others.
- ☐ What manners are expected from the audience?
- ☐ Demonstrate appropriate performance skills, i.e. correct posture, stage deportment, riser etiquette, attentiveness, and memorization.
- ☐ How can preparing a musical work for performance develop problem-solving skills?
- ☐ Demonstrate appropriate concert manners.



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Third Grade

Enduring Understanding

Guiding Questions

Exit Skills

Rhythm

- ☐ Individuals within a performing group share a common beat.
- ☐ Manipulating rhythms creates patterns.
- ☐ Rhythmic patterns exist in ordered sets.

- ☐ How do groups stay together in a performance?
- ☐ Why is it important for musicians to share a common beat?
- ☐ How can beats be grouped?
- ☐ How does musical notation show groups of beats?
- ☐ Why does music have meter?

- ☐ Perform beat and simple patterns with rhythmic precision.
- ☐ Identify whole note, dotted half note, sixteenth notes, half rest, half note and whole rest.
- ☐ Recognize meter signatures, barlines and measures.
- ☐ Identify and demonstrate groups of two and groups of three (meter).

Melody

- ☐ Melody has direction.
- ☐ Melodies can be improvised.

- ☐ What patterns can be found in a melody?
- ☐ How are melodies saved?
- ☐ How can musical notation show melodic direction?

- ☐ Read, write, and create using mi-re-do on a staff.
- ☐ Recognize on the staff, stepwise motion and repeated pitches.

Harmony

- ☐ Combining two or more pitches creates harmony.

- ☐ What does notation of unison look like?
- ☐ What does notation of harmony look like?
- ☐ What are ways to create harmony?

- ☐ Sing simple partner songs, and/or rounds.

Texture

- ☐ Layers of sounds create interest within music.

- ☐ What is the difference between a soloist and a group? (vocal/instrumental)
- ☐ How are solos, duets, trios, quartets, or larger groups used to create interest within music.
- ☐ How is a round different from a single melody?

- ☐ Demonstrate simple ostinati by playing, singing, and/or moving.

Form

- ☐ All music has structure.
- ☐ Structure creates order and clarity in music.

- ☐ How are compositions organized?

- ☐ Recognize aurally and kinesthetically ABA form, introduction, interlude and coda.
- ☐ Recognize and identify repeat signs and double bars.



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Expressive Elements

- ☐ Music has a variety of expressive elements.
- ☐ Dynamics, tempo, articulation, and text express and enhance the message of music.
- ☐ The message of music elicits an emotional response.
- ☐ In what ways can a song be changed?
- ☐ How can expressive elements in music be indicated and demonstrated?
- ☐ How do expressive elements interact with other components of music to communicate an idea?
- ☐ Recognize expressive elements in music.
- ☐ Recognize and demonstrate staccato, legato, and marcato.

TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics.
- ☐ How can sounds be grouped together?
- ☐ Recognize aurally and visually different instruments of the orchestra.

AESTHETICS

- ☐ Music facilitates the communication of emotions and ideas. (1.2.1)
- ☐ How does music make the listener feel?
- ☐ Why do different people react differently to the same piece of music?
- ☐ Manipulate music to demonstrate emotions and ideas.

CULTURE

- ☐ Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples. (1.1.1, 1.2.1, 1.1.3)
- ☐ What makes music sound like it is from another culture?
- ☐ Experience cultural similarities and differences of music thru dance.
- ☐ Experience world tone colors.

PERFORMANCE

- ☐ Performance fosters personal growth and development. (2.2.3)
- ☐ What should the audience see during a performance?
- ☐ What manners are expected from performers?
- ☐ What manners are expected from the audience?
- ☐ Sing in groups blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- ☐ Participation in a performing group facilitates the development of lifetime coping skills: ability to work with others, problem solving, respect and analytical ability. (2.2.3, 3.2.2)
- ☐ How can preparing a musical work for performance develop problem-solving skills?
- ☐ Why are performances given?
- ☐ Perform for others.
- ☐ Demonstrate appropriate performance skills: posture, stage deportment, riser etiquette, attentiveness, and memorization and manners.
- ☐ Performance expectations are culturally derived and vary according to musical styles and environments. (1.1.1, 1.1.2, 1.1.3, 1.2.2, 2.2.1)
- ☐ What is appropriate for different types of performers?
- ☐ Discuss why should the behavior of an audience changes with different performance styles or environments?
- ☐ Demonstrate appropriate concert manners.



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- ☐ Self-evaluation is a critical component for improving an individual's or ensemble's performance. (2.2.1)
- ☐ Discuss using self-evaluation to improve one's performance
- ☐ Self-evaluate a performance during the year.



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Fourth Grade

Enduring Understanding

Guiding Questions

Exit Skills

Rhythm

- ❑ Individuals within a performing group share a common beat. (3.1.3)
- ❑ Manipulating rhythms creates patterns. (3.1.2)
- ❑ Rhythmic patterns exist in ordered sets. (3.1.2)

- ❑ How do groups stay together in a performance?
- ❑ Why is it important for musicians to share a common beat?
- ❑ How can beats be grouped?
- ❑ How does musical notation show groups of beats?
- ❑ Why does music have meter?

- ❑ Demonstrate common beat and grade appropriate rhythm patterns.
- ❑ Use traditional notation to create and improvise in 2/4, 3/4, and 4/4 meter, 6/8 meter.

Melody

- ❑ Melodies are organized into tonalities. (2.1.2)
- ❑ Melodies can be improvised. (3.1.1)

- ❑ What patterns can be found in a melody?
- ❑ How are melodies saved?
- ❑ How can musical notation show melodic direction?
- ❑ How do melodies built on different scale patterns affect feelings?

- ❑ Read, write, and create using an entire major scale.
- ❑ Recognize and demonstrate, a skip and a leap.
- ❑ Identify the pitch letter names of the lines and spaces on the treble clef staff.
- ❑ Recognize aurally and visually a major scale including fa and ti.

Harmony

- ❑ Combining two or more pitches creates harmony in different ways. (3.2.1)

- ❑ What does notation of unison look like?
- ❑ What does notation of harmony look like?
- ❑ What are ways to create harmony?

- ❑ Sing or play in two-part harmony.

Texture

- ❑ Layers of sound (texture) are associated with historical periods of music. (1.1.2)
- ❑ Layers of sounds create interest within music. (2.1.2)

- ❑ What is the difference between a soloist and a group? (vocal/instrumental)
- ❑ How are solos, duets, trios, quartets, or larger groups used to create interest within music.
- ❑ How is a round different from a single melody?

- ❑ Recognize aurally solo, small group, and large group.



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Form

- ☐ All music has structure. (2.1.2)
- ☐ Structure creates order and clarity in music. (2.1.4)
- ☐ Musical structure is caused by repetition and contrast of same and different parts. (2.1.2, 2.1.4)
- ☐ How are compositions organized?
- ☐ How are sections combined and modified to create musical compositions?
- ☐ What are the most common forms?
- ☐ Recognize aurally and kinesthetically first and second endings, coda and da capo.

Expressive Elements

- ☐ Music has a variety of expressive elements. (2.1.2)
- ☐ Dynamics, tempo, articulation, and text express and enhance the message of music. (2.1.4, 3.3.2)
- ☐ The message of music elicits an emotional response. (2.1.1, 3.3.2, 2.2.1)
- ☐ In what ways can a song be changed?
- ☐ How can expressive elements in music be indicated and demonstrated?
- ☐ How do expressive elements interact with other components of music to communicate an idea?
- ☐ Apply expressive elements in music.
- ☐ Recognize and demonstrate mezzo forte, mezzo piano, fortissimo, and pianissimo.

TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics. (2.1.3)
- ☐ Timbre reflects mood and culture. (1.1.1, 1.1.3)
- ☐ How can sounds be grouped together?
- ☐ What distinguishes varied timbres?
- ☐ Why do different timbres remind you of specific cultures?
- ☐ How are various timbres produced?
- ☐ Identify musicians from Idaho and their specific instruments.

AESTHETICS

- ☐ Combining musical elements creates aesthetics in music. (2.2.2, 3.3.2, 3.3.3)
- ☐ Music facilitates the communication of emotions and ideas. (3.3.2, 3.3.3, 2.1.1)
- ☐ How does music make the listener feel?
- ☐ Why do different people react differently to the same piece of music?
- ☐ What qualities in the music make the listener respond emotionally?
- ☐ Create music using expressive elements to demonstrate emotions and ideas.

CULTURE

- ☐ Musical cultures exhibit both change and continuity over time. (1.1.2, 1.1.3)
- ☐ Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples. (1.2.1, 1.2.2 2.2.1)
- ☐ Music is a product and reflection of the lives and experiences of people. (1.1.3, 1.1.4, 2.1.1, 2.2.1)
- ☐ Why are certain types of music used at certain times?
- ☐ Where in the world is this song from?
- ☐ What makes music sound like it is from another culture?
- ☐ Experience world tone colors.
- ☐ Identify various uses of music in their lives.
- ☐ Describe characteristics which make that music appropriate for that use.



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PERFORMANCE

- ☐ Performance fosters personal growth and development. (2.2.1, 1.1.4)
- ☐ Participation in a performing group facilitates the development of lifetime coping skills: ability to work with others, problem solving, respect and analytical ability. (2.2.1?)
- ☐ Performance expectations are culturally derived and vary according to musical styles and environments. (1.1.1, 2.1.4)
- ☐ Self-evaluation is a critical component for improving an individual's or ensemble's performance. (2.2.3)
- ☐ Learn the Idaho State Song.
- ☐ What should the audience see during a performance?
- ☐ What manners are expected from performers?
- ☐ What manners are expected from the audience?
- ☐ How can preparing a musical work for performance develop problem-solving skills?
- ☐ Why are performances given?
- ☐ What life skills are gained through performance?
- ☐ Why should the behavior of an audience change with different performance styles or environments?
- ☐ Why are certain types of music used at certain times?
- ☐ How does self-evaluation improve one's performance?
- ☐ Perform in groups blending timbres, matching dynamic levels, and responding to the cues of a conductor.
- ☐ Perform for others.
- ☐ Demonstrate appropriate performance skills, i.e. correct posture, stage deportment, riser etiquette, attentiveness, and memorization.
- ☐ Demonstrate appropriate concert manners.



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Fifth Grade -

Enduring Understanding

Guiding Questions

Exit Skills

Rhythm

- | | | |
|---|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Individuals within a performing group share a common beat. (3.1.3)<input type="checkbox"/> Manipulating rhythms creates patterns. (1.2.2, 3.1.3)<input type="checkbox"/> Rhythmic patterns exist in ordered sets. (2.1.2, 1.2.2) | <ul style="list-style-type: none"><input type="checkbox"/> How do groups stay together in a performance?<input type="checkbox"/> Why is it important for musicians to share a common beat?<input type="checkbox"/> How can beats be grouped?<input type="checkbox"/> How does musical notation show groups of beats?<input type="checkbox"/> Why does music have meter? | <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate common and grade appropriate rhythm patterns.<input type="checkbox"/> Recognize strong and weak beats (anacrusis).<input type="checkbox"/> Create and improvise the following: groups of four sixteenth notes, two sixteenths and eighth, eighth and two sixteenths.?<input type="checkbox"/> Recognize and demonstrate the following: four sixteenth notes, 2 sixteenths plus an eighth; eighth and two sixteenths. |
|---|---|--|

Melody

- | | | |
|--|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Melodies are organized into tonalities. (2.1.2)<input type="checkbox"/> Melodies can be improvised. (3.1.1, 3.3.1) | <ul style="list-style-type: none"><input type="checkbox"/> What patterns can be found in a melody?<input type="checkbox"/> How are melodies saved?<input type="checkbox"/> How can musical notation show melodic direction?<input type="checkbox"/> How do melodies built on different scale patterns affect feelings? | <ul style="list-style-type: none"><input type="checkbox"/> Recognize aurally major and minor tonalities. |
|--|---|--|

Harmony

- | | | |
|---|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Combining two or more pitches creates harmony in different ways. (2.1.2, 3.2.1, 3.2.2) | <ul style="list-style-type: none"><input type="checkbox"/> What does notation of unison look like?<input type="checkbox"/> What does notation of harmony look like?<input type="checkbox"/> What are ways to create harmony? | <ul style="list-style-type: none"><input type="checkbox"/> Sing two parts, (rounds, descants, countermelodies, and vocal ostinati).<input type="checkbox"/> Define and demonstrate a chord |
|---|--|---|

Texture

- | | | |
|---|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Layers of sound (texture) are associated with historical periods of music. (1.1.3) | <ul style="list-style-type: none"><input type="checkbox"/> What is the difference between a soloist and a group? (vocal/instrumental)<input type="checkbox"/> How are solos, duets, trios, quartets, or larger groups used to create interest within music.<input type="checkbox"/> How is a round different from a single melody? | <ul style="list-style-type: none"><input type="checkbox"/> Identify musical groupings (i.e. solo, duet, trios...) |
|---|--|---|



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Form

- ☐ All music has structure. (2.1.2)
- ☐ Musical structure is caused by repetition and contrast of same and different parts. (2.2.1)
- ☐ How are compositions organized?
- ☐ How are sections combined and modified to create musical compositions?
- ☐ What are the most common forms?
- ☐ Align with new text.

Expressive Elements

- ☐ Music has a variety of expressive elements. (2.1.1, 3.3.2, 3.1.2)
- ☐ Dynamics, tempo, articulation, and text express and enhance the message of music. (1.1.1, 3.1.2, 3.2.3)
- ☐ The message of music elicits an emotional response. (2.2.2, 3.2.2)
- ☐ In what ways can a song be changed?
- ☐ How can expressive elements in music be indicated and demonstrated?
- ☐ How do expressive elements interact with other components of music to communicate an idea?
- ☐ Describe and perform elements in music.
- ☐ Recognize various tempo markings: i.e. largo, adagio, andante, allegro, presto.

TIMBRE

- ☐ Sounds have distinguishing and recognizable characteristics. (2.1.3, 3.1.4)
- ☐ Timbre reflects mood and culture. (2.1.4)
- ☐ How can sounds be grouped together?
- ☐ What distinguishes varied timbres?
- ☐ Why do different timbres remind you of specific cultures?
- ☐ How are various timbres produced?
- ☐ Compare and contrast how sound is produced with various materials.
- ☐ Compare & contrast the characteristics of bands and orchestras and choirs.

AESTHETICS

- ☐ Combining musical elements creates aesthetics in music. (2.2.2)
- ☐ Music facilitates the communication of emotions and ideas. (2.1.1, 2.2.1)
- ☐ How does music make the listener feel?
- ☐ Why do different people react differently to the same piece of music?
- ☐ What qualities in the music make the listener respond emotionally?
- ☐ Use musical elements for expressive purposes.
- ☐ Create music to demonstrate emotions and ideas.

CULTURE

- ☐ Musical cultures exhibit both change and continuity over time. (1.1.1)
- ☐ Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples. (1.1.4, 2.2.1)
- ☐ Why are certain types of music used at certain times?
- ☐ Where in the world is this song from?
- ☐ What makes music sound like it is from another culture?
- ☐ How can empathy for another culture be gained by listening to their music?
- ☐ What part does music play in a changing culture?
- ☐ Compare and contrast similarities and differences between various world cultures and time periods.
- ☐ Identify various uses of music in their lives.



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- ☐ Music is a product and reflection of the lives and experiences of peoples. (1.2.1, 2.2.1)
- ☐ What musical traditions have remained constant throughout a culture's history?

PERFORMANCE

- ☐ Performance fosters personal growth and development. (2.2.3, 2.2.4)
- ☐ Participation in a performing group facilitates the development of lifetime coping skills: ability to work with others, problem solving, respect and analytical ability. (3.3.2, 3.3.3)
- ☐ Performance expectations are culturally derived and vary according to musical styles and environments. (1.1.1, 1.1.2, 1.1.3, 1.1.4)
- ☐ Self-evaluation is a critical component for improving an individual's or ensemble's performance. (2.2.3)
- ☐ Learn the Fifty Nifty Song.
- ☐ What should the audience see during a performance?
- ☐ What manners are expected from performers?
- ☐ What manners are expected from the audience?
- ☐ How can preparing a musical work for performance develop problem-solving skills?
- ☐ Why are performances given?
- ☐ What life skills are gained through performance?
- ☐ Why should the behavior of an audience change with different performance styles or environments?
- ☐ Why are certain types of music used at certain times?
- ☐ How does self-evaluation improve one's performance?
- ☐ Perform in groups blending timbres, matching dynamic levels, and responding to the cues of a conductor.
- ☐ Demonstrate appropriate performance skills, i.e. correct posture, stage deportment, riser etiquette, attentiveness, and memorization.
- ☐ Demonstrate appropriate concert manners.