

# GENERAL MUSIC

At Beall Elementary School



# WHO AM I?

- This is my 28<sup>th</sup> year of teaching, 25<sup>th</sup> in MCPS
- I taught at Beall from 2009-2012 and left to be a Consulting Teacher
- I am a French horn player
- In the summer, I teach the Level I Orff Schulwerk class at George Mason University. Orff Schulwerk is an approach to teaching general music that incorporates speech, movement, singing, instruments, and creating/improvising.
- I have one son who is a student at University of Maryland and is a hockey player

# WHAT DO WE DO

Think



Move



SING



Listen



Play  
Instruments



Chant/Speak

# WHAT ARE YOUR KIDS LEARNING?

The MCPS General Music curriculum has been writing to follow the National Core Arts Standards, which were first published in 2014.

In these standards, music education is broken up into 3 main skills with anchor standards for each:

- Performing
- Responding
- Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



# CONCEPTS + PROCESS = A SKILLFUL STUDENT WHO CAN PERFORM, PROCESS AND THINK ABOUT MUSIC

- Each grade level has a specific scope and sequence of concepts and skills which the students are learning
- In addition to concepts, the students are learning how to think, process, and analyze music by making personal connections to the music, explaining and justifying their opinions of the music, editing and refining compositions and performances, and identifying context of songs which we are learning.

# THE BIG PICTURE

**Rhythm  
Reading**

**Pitch  
Reading**

**Pitch  
Notating**

**Rhythm  
Notating**

**Tonality**

**Harmony  
Texture**

**Meter**

**Form**

**Dynamics**

**Tempo**

**Vocal  
Skills**

**Music  
Symbols**

**Articulation**

**Timbre**



# KINDERGARTEN

- Reading icons to represent pitch and rhythm
- Notating high and low pitches
- Feeling and demonstrating steady beat
- Identifying same and different musical forms
- Identifying musical opposites including loud/soft, fast/slow, long/short, high/low
- Exploring their voice and how to properly demonstrate different sounds
- 4 types of voices (whisper, talk, call, sing)





# FIRST GRADE

- Melodic contour (the shape of the melody)
- Pitches so, mi, and la
- Quarter notes, quarter rests, and 2 beamed eighth notes (ta, rest, ti-ti)
- Steady beat in simple vs. compound meter (marching vs. skipping)
- Labeling form as AB or ABA (same/different or same/different/same)
- Identifying musical opposites including loud/soft, fast/slow, long/short, high/low
- Playing the steady beat on various percussion instruments
- Matching singing pitch in a limited range
- Identifying different classroom instrument families (shakers/scrapers, woods, metals, drums)







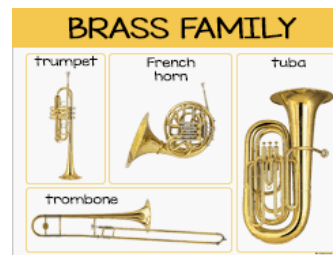
# SECOND GRADE



- Pitches do and re
- Notating a pentatonic scale
- Reading two tied quarter notes, half notes, half rests
- Identifying the strong and weak beats in compound and simple meter
- Playing a drone (first and fifth note) on xylophones to add harmony
- Question and Answer form and Rondo form
- Music vocabulary forte, piano, allegro, lento, decrescendo, crescendo, accelerando, ritardando
- Proper singing posture and breath support and singing within a limited range accurately
- Families of the orchestra

*p*

*f*





# THIRD GRADE

- Pitches high do, low la, low so, and absolute pitches of G, A, and B
- Notating the extended pentatonic scale and absolute pitches of G, A, and B
- Four beamed 16<sup>th</sup> notes, whole notes, and in compound meter dotted quarter note and three beamed eighth notes
- Simple meter in 4/4 and compound meter in 6/8
- Verse and refrain form
- Rhythmic ostinato and two-part rounds
- Music vocabulary pianissimo, fortissimo, largo, presto, legato, staccato
- Singing with pitch accuracy, proper breath support and posture within an octave range
- Specific orchestral instruments





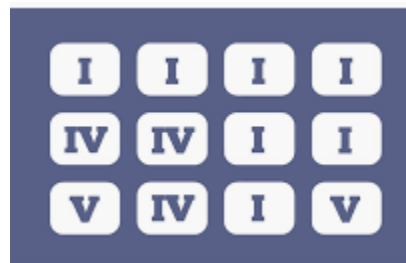
# FOURTH GRADE

- Pitch reading fa and ti and absolute pitches of C,D,E,F
- Notating fa and absolute pitches of C,D,E,F,G,A,B,C
- Reading and notating eighth-two-sixteenth notes and two-sixteenth-eighth rhythms in simple meter and quarter – eighth notes and dotted quarter rests in compound meter
- I-V chord tonality and major vs. minor tonality
- Meters including 2/4, 4/4, and 6/8
- Identifying repeating and contrasting phrases
- Melodic ostinato (repeating melodic patterns and three and four part rounds
- Music vocabulary mezzo piano and mezzo forte, coda, sharp, flat, and natural
- Singing with proper form and expression
- Instruments representing different cultures



# FIFTH GRADE

- Reading and notating the diatonic do-based major and la-based minor scales
- Reading syncopated rhythms
- I-IV-V chord progressions, diatonic major tonality and natural minor tonality
- Meter in 3 /4
- 12 bar blues form and theme and variations form
- Chordal accompaniments as harmony and singing partner songs
- Music vocabulary including andante and key signatures
- Appropriate vocal technique including breath support, posture, phrasing, expression
- Blues/jazz instruments





# WHAT ELSE?

- First and foremost, we learn to be kind
- We learn to collaborate
- We learn to think
- We learn to compromise
- We learn to refine
- We learn to make mistakes
- We learn to take risks
- We learn how to get along
- We HAVE FUN!


# WHAT DOES A GRADE MEAN?

- Students in K-1 receive P, I, or N.
  - **P** means a student is able to consistently demonstrate knowledge, a process, or a skill
  - **I** means a student is in progress but not yet consistent in demonstrating knowledge, a process, or a skill
  - **N** means a student has not yet demonstrated knowledge, a process, or skill
- Students in 2<sup>nd</sup> – 5<sup>th</sup> receive A, B, C, or D
  - **A** means a student is able to consistently or completely demonstrate knowledge, a process, or a skill
  - **B** means a student is frequently or partially able to demonstrate knowledge, a process, or a skill
  - **C** inconsistently demonstrates knowledge, a process, or a skill
  - **D** is not able to demonstrate knowledge, a process, or a skill yet



# THANK YOU!

- If you have any questions, please reach out to me  
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One of the most beautiful  
things we can give our  
child is music education.

Gloria Estefan