

GEARY COUNTY SCHOOLS



Learning For All • Whatever It Takes

Elementary Music Guidebook



Elementary Music Education Geary County USD 475

The elementary music curriculum for the students in USD 475 is based on the eleven National Standards of Music adopted in 2014. The anchor standards are:

1. *Generate and conceptualize artistic ideas and work.*
2. *Organize and develop artistic ideas and work.*
3. *Refine and complete artistic work.*
4. *Analyze, interpret, and select artistic work for presentation.*
5. *Develop and refine artistic work for presentation.*
6. *Convey meaning through the presentation of artistic work.*
7. *Perceive and analyze artistic work.*
8. *Interpret intent and meaning in artistic work.*
9. *Apply criteria to evaluate artistic work.*
10. *Synthesize and relate knowledge and personal experiences to make art.*
11. *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

Vision Statement

To inspire all students and teachers to achieve excellence and creative confidence in music in order to become independent, wise, and compassionate individuals throughout their lives.

Purpose Statement

The purpose of the Kansas Music Education Standards is to:

1. *Strengthen music education in Kansas as a core academic subject.*
2. *Bring music education in Kansas into alignment with the National Standards developed by the National Association for Music Educators and endorsed by the United States Department of Education.*
3. *Provide guidance to Kansas schools in order to achieve educational accountability requirements through music education.*
4. *Serve as a guide for Kansas schools in developing and revising Pre-K to 12 music education curriculum.*

Outcome Statement

Students will demonstrate a broad-based, well-grounded understanding of the nature, value, and meaning of music (adapted from the introduction to the *National Standards for Arts Education*, p. 19).

Geary County USD 475 Music Grade Card and Rubrics

5 th -1 st Grade Music Skills **Every child develops their musical skills at different rates**	Q1	Q2	Q3	Q4
Performing: Singing (sing expressively, on pitch, independently, and in a group)				
Performing: Instrumental: (play expressively rhythmic and melodic instruments independently and in a group)				
Music Literacy: (reading and notating)				
Responding to Music: (identify and analyze music elements)				
Creating Music: (compose and improvise music)				
Lifelong Learning: Behavior (Show respect to self, others, and materials within the classroom, listen and follow directions)				
Lifelong Learning: Effort (Show effort through classroom participation, use work time efficiently, and complete tasks)				
Skills may or may not be formally assessed every quarter				

Kindergarten Music **Kindergarten music is an experiential process designed to prepare children to become musical persons**	Q1	Q2	Q3	Q4
Lifelong Learning: Behavior (Show respect to self, others, and materials within the classroom, listen and follow directions)				
Lifelong Learning: Effort (Show effort through classroom participation, use work time efficiently, and complete tasks)				

Singing Performance Rubric

- 4 – Performer consistently sings the correct pitches in rhythm with proper breath control and expression. Performer knows the difference between a singing voice and a speaking voice.
- 3 – Performer sings the correct pitches and rhythm with proper breath control and expression most of the time. Performer knows the difference between singing and speaking voice.
- 2 – Performer sings in a limited range. Performer may not have a clear understanding between a singing voice and a speaking voice.
- 1 – Performer uses a speaking voice. Performer has not learned to match pitch yet.

Music Effort Rubric

- 4 – The student consistently participates, uses work time efficiently, and complete tasks.
- 3 – The student frequently participates, uses work time efficiently, and completes tasks
- 2 – The student sometimes chooses not to participate, use work time efficiently, or complete tasks.
- 1 – The student chooses not to participate, use work time efficiently, or complete tasks.

Recorder Performance Rubric

- 4 – Performer consistently plays with correct hand position, posture, fingerings, notes, tonguing, and rhythm. Song is played with a steady beat and with a clear tone.
- 3 – Performer plays most of the time with correct hand position, posture, fingerings, notes, tonguing, and rhythm. Most of the song is played with a steady beat and with a clear tone.
- 2 – Performer plays with several errors (hand position, posture notes and rhythm) but the song is recognizable.
- 1 – Performer plays with frequent errors (hand position, fingerings, notes, and rhythm) and the song is unrecognizable.

Mallet Performance Rubric

- 4 – Performer consistently uses appropriate mallet technique with mallets that bounce in the center of the bar. The song is performed with correct notes, rhythm, and steady beat.
- 3 – Performer plays most of the time using appropriate mallet technique with mallets that bounce in the center of the bar. Most of the song is performed with correct notes, rhythm, and steady beat.
- 2 – Performer may play with incorrect mallet technique. Several errors are made n notes and rhythm, but parts of the song are recognizable.
- 1 – Performer may play with incorrect mallet technique. Several errors are made in notes and rhythm and the song is unrecognizable.

Music Behavior Rubric

- 4 – The student consistently listens and follows directions while showing respect to self, others and materials.
- 3 – The student frequently listens and follows directions while showing respect to self, others, and materials.
- 2 – The student has difficulty showing respect to self, others, and materials. The student has difficulty listening and following directions at times.
- 1 – The student is disrespectful to self, others and materials. The student does not listen and/or follow directions.

Music Literacy Rubric

- 4 – Performer consistently exhibits a clear understanding and knowledge of musical notes and symbols using rhythmic and melodic patterns.
- 3 – Performer frequently exhibits a clear understanding and knowledge of musical notes and symbols using rhythmic and melodic patterns.
- 2 – Performer rarely exhibits a clear understanding and knowledge of musical notes and symbols using rhythmic and melodic patterns.
- 1 – Performer does not show a clear understanding of musical notes and symbols using rhythmic and melodic patterns

Creating Music Rubric

- 4 – Performer consistently improvises or creates a musical work (movement, melodic, rhythmic, etc.) following the set guidelines
- 3 – Performer frequently improvises or creates a musical work (movement, melodic, rhythmic, etc.) following the set guidelines
- 2 – Performer sometimes improvises or creates a musical work (movement, melodic, rhythmic, etc.) following the set guidelines.
- 1 – Performer does not improvise or create a musical work (movement, melodic, rhythmic, etc.) following the set guidelines.

Responding to Music Rubric

- 4 – Performer consistently uses a musical vocabulary to identify and/or evaluate music elements.
(form, timbre, instrument identification, expressive qualities, performances, etc.)
- 3 – Performer frequently uses a musical vocabulary to identify and/or evaluate music elements.
(form, timbre, instrument identification, expressive qualities, performances, etc.)
- 2 – Performer rarely uses a musical vocabulary to identify and/or evaluate music elements.
(form, timbre, instrument identification, expressive qualities, performances, etc.)
- 1 – Performer does not use a musical vocabulary to identify and/or evaluate music elements.
(form, timbre, instrument identification, expressive qualities, performances, etc.)