



Monticello Community Schools

**General Music Alignment to the 21st Century Universal Constructs
By K-8 Grade Span**

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none">• complex communication• collaboration• creativity• productivity and accountability	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <p>K-2</p> <ul style="list-style-type: none">• shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games (K, 1, 2)• develops pitch matching skills, alone and in groups (K, 1, 2)• creates expressive movement to accompany a song or recording (1, 2)• uses expressive speech and articulation to tell a story (1, 2)• practices creative movement alone and in groups (1, 2)• develops a movement vocabulary (2) <p>3-4</p> <ul style="list-style-type: none">• sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs. (3, 4)• uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns (3, 4)• incorporates movement or dance into a performance product to enhance the message of music (3)• accumulates additional movement vocabulary and skills through creative movement and folk dance (4) <p>5-8</p> <ul style="list-style-type: none">• performs music at a developmentally appropriate level of mastery• maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change• sings in two or more parts of harmony• communicates music effectively through creative movement and folk dance.

<ul style="list-style-type: none"> • complex communication • collaboration • creativity • productivity and accountability 	<p>2. Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <p>K-2</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group (K, 1, 2) • explores various levels of body percussion (claps, snaps, pats, stamps) (K, 1, 2) • performs steady beat and simple rhythmic patterns on unpitched percussion (K, 1, 2) <p>3-4</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F and G pentatonic keys in accompaniment, soloist, and improvisatory styles (3, 4) • demonstrates psychomotor/ coordination skills essential to all disciplines (3, 4) • performs rhythmic patterns using 2-4 levels of body percussion (3, 4) • plays unpitched percussion in a variety of styles (3, 4) • plays melodic music using a recorder or other instrument (3, 4) <p>5-8</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs, composes, and/or improvises using all levels of body percussion
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • flexibility and adaptability • productivity and accountability 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <p>K-2</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions (K) • organizes familiar rhythmic and melodic elements into original patterns, using speech and notation (K, 1, 2) • transfers creations to an instrument and/or voice (K, 1, 2) <p>3-4</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music (3, 4) • uses a variety of media, media including technological tools, to compose music utilizing basic musical terminology and compositional technique (3, 4) • composes and/or improvises movement sequences (4) <p>5-8</p> <ul style="list-style-type: none"> • improvises and/creates a simple melodic line • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music

<ul style="list-style-type: none"> • complex communication • collaboration • productivity and accountability 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <p>K-2</p> <ul style="list-style-type: none"> • uses an established notation system to read and notate simple rhythm patterns (K, 1, 2) • uses a staff to read and notate simple melodies with a controlled number of pitches (1, 2) • uses iconic (picture) notation to help tell a story, providing sounds that are appropriate to the icons (K, 1, 2) <p>3-4</p> <ul style="list-style-type: none"> • reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major and minor (3, 4) • reads, notates, and performs music using advanced rhythms in a variety of meters (4) <p>5-8</p> <ul style="list-style-type: none"> • manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas, development • reads and notates rhythms and melodies that are grade level appropriate
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • productivity and accountability 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <p>K-2</p> <ul style="list-style-type: none"> • creates a dance based on the form of a simple ABA musical example (K, 1) • compares and contrasts two performances of the same song, and is able to articulate how they are the same or different (K, 1, 2) • describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style---for example, is able to articulate why a song is a good lullaby (1, 2) • expresses preference for songs using musical terms (1, 2) <p>3-4</p> <ul style="list-style-type: none"> • identifies basic musical forms (such as AB, ABA, Rondo, Theme & Variations) by communicating through writing, drawing, and/or moving (3, 4) • communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology (3, 4) • aurally identifies specific rhythmic or melodic elements in recorded music (3, 4) • uses inner voice to silently sing and identify a piece of music (3, 4) • identifies vocal and instrumental timbres (3, 4) <p>5-8</p> <ul style="list-style-type: none"> • identifies specified musical concepts while listening to the music • listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals

<ul style="list-style-type: none"> • complex communication • flexibility and adaptability 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <p>K-2</p> <ul style="list-style-type: none"> • performs music from a variety of world cultures in an authentic manner (K, 1, 2) • performs music from different cultures, and is able to articulate how the songs are alike and different (K, 1, 2) • listens to music from various cultures: Mexico, Japan, Africa, etc. (K, 1, 2) • identifies the likely origin of the music, using musical terms (2) <p>3-4</p> <ul style="list-style-type: none"> • identifies basic genres and styles of music via listening and responding in verbal or written form (3, 4) • performs music from various time periods and many cultures, while exploring the history and cultural setting of each piece (3, 4) <p>5-8</p> <ul style="list-style-type: none"> • recognizes that the aesthetic effect of music is unique to all cultures • expresses awareness that historical musical trends have influenced contemporary music • listens to and recognizes songs, dances, and instruments from various cultures and regions
<ul style="list-style-type: none"> • critical thinking • creativity • flexibility and adaptability 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <p>K-2</p> <ul style="list-style-type: none"> • incorporates drama and visual arts into a performance (K, 1, 2) • incorporates iconic (picture) symbols and other discipline connections (K, 1, 2) <p>3-4</p> <ul style="list-style-type: none"> • communicates verbally how music is related to math, geography, and social studies (3, 4) • labels various styles of music with certain countries around the globe (3, 4) • describes various aspects of music production utilizing terms from physics and general science (3, 4) • utilizes technology to connect music and other disciplines (3, 4) • infuses all arts disciplines (visual arts, dance, music, drama) together into projects (3, 4) <p>5-8</p> <ul style="list-style-type: none"> • demonstrates knowledge of technology in the area of music • identifies musical concepts through computer assisted instructions • communicates ways that music can be integrated into the life of an adult or community • infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects.