Gabi Spurlock

Mid-term Project

MUSE 351

**Ages 1-2 (Pre-Kindergarten)**

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| Skill or concept: | What can be performed: |
| Singing (less than one - two) | Free vocalizationNothing regulated or setImitation of what they hear around them |
| (two) | Can imitate melodic passage more freelyBegins to use thirds and seconds in imitations |
| (three) | Begins to invent their own melodies and songsCan repeat nursery rhymes or chants with ease |
| Pitch (one - two) | Can tell when pitches are differentCapable of matching sustained pitchesCan loosely imitate sounds |
| (two- 4) | Recognizes familiar phrases or passagesMore clearly repeat familiar tunesMore attention to pitches than just hearing up or downGreater understanding of phrases (best shown in movement activities) |
| Movement (less than one - two) | At first, can respond with general movements but doesn't move with the beatCan make basic movement to rhythmsBegins to walk and runCan imitate clapping and more fine-motor skills |
| (two - four) | Becomes more comfortable with movements by repeating themCan come up with new movement patterns on their ownMuscles become capable of jumping, hopping, etc.Coordination is high enough for clapping games and songs |
| Rhythmic (less than one - two) | Can sway to their own pulse or rhythmBabbles in irregular patterns and rhythmsDances around to irregular patternsSings songs with irregular patterns of their own making |
| (two - four) | Makes up own songs and rhythms with recurring patternsCan imitate short, basic, rhythmic passages |
| Instruments (less than one - two) | Limited motor skills: |
|  | -Can shake rattles or jingle bells |
| (two) | Motor skills are developing but rhythmic accuracy lacks: |
|  | -Hand drums or rhythm sticks are possible instruments |
| (three - four) | Better rhythmic control: |
|  | -Mallet or striking includes: claves, woodblock, tambourine, gong, cowbell |
|  | -Shaking: tambourine, maracas |
|  | - Rubbing: sticks, woodblocks, blocks, guiro |

**Kindergarten - First grade:**

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| Skill or concept: | What can be performed: |
| Singing (kindergarten) | Notices the differences between singing and speakingCan perform different tone qualities from a light sound to a "playground" voiceImprovises own songs with up to a two octave rangeHas strong intonation within 5 pitches |
| (grade 1) | Begins to have stronger intonation within a wider range (c-b)Can potentially develop a head voiceExpressive motion with the voice becomes possible. |
| Pitch (kindergarten and grade 1) | Begins to understand the concept of pitch and melodyBest describes this by showing or modeling itBegins to notice the differences in tonality |
| Movement (kindergarten - grade 1) | Begins to clap rhythms with easeBegins gallopingCircle dances and line dances are fun and easy for their skillsFine motor skills strengthen for writing and drawingMay begin to skip and claps to music more easily |
| Rhythm (kindergarten) | Can feel and show a regular pulse by tappingCan pat and clap rhythm patterns and pulsesCan repeat short passages with moderate accuracy |
| (grade 1) | Able to identify tempos as faster or slowerIdentifies long versus short |
| Instruments(kindergarten and grade 1) | Feels the pulse more strongly and have better dexterity: |
|  | -Striking: Finger cymbals, Bongo Drum, Timpani, cymbals, triangle, keyboard |

**Grades 2 - 3**

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| Skill or concept: | What can be performed: |
| Singing (grade 2) | Can sing in tune for an octave range |
| (grade 3) | Sings in a wider range (b-e)Harmony songs are possible for performances(with ostinato or sustained pitches) |
| Pitch (grade2-3) | Understanding of pitch and melody can be described using words and less actionCan develop phrases more adeptly |
| Movement (grade 2) | Begins to develop stronger motor skills; skipping begins to developCan play rhythms on a number of instruments (with guidance |
| (grade 3) | Able to maintain steady beat by clapping, tapping, or walkingCapable of performing ostinato on instruments with guidanceSmall muscle movement is refined enough for recorder or keyboard skillsLine dances and circle dances can be more complex |
| Rhythm (grade 2) | Understands the difference between fast and slow temposAble to perform at faster and slower temposUnderstand and performs quarter notes, eighth notes, and half notes |
| (grade 3) | Able to perform dotted quarter note rhythmsUnderstands eighth note syncopationsUnderstands 2/4, 4/4, 3/4, and 6/8 meters |
| Instruments (grade 2-3) | Increase in Hand-eye coordination: |
|  | Finger Cymbals, Slit log drum, temple blocks, conga, goblet drum,double agogo bells, tone bells, xylophone, keyboard, recorder, autoharp |

**Grades 4-6**

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| Skill or concept: | What can be performed: |
| Singing (grade 4) | Sings in tune for wider range (a-e)Stronger resonanceSome boys may start experiencing voice changeWith proper instruction, phrasing can be implemented |
| (grade 5) | Sing in tune wider range (a-f) within an octave tessituraBecomes very aware of song textsPrefers songs with age appropriate topics (nothing mushy or for babies)Two-part songs are within their capabilities |
| (grade 6) | Sings in tune for wider range (g-g) with a c-c octave tessituraCan perform 3 part songs |
| Pitch (grade 4-6) | Aural skills have grown to identify difference between steps and leapsMost easily determines downward moving patternsCan pick up on melodic sequencesRecognizes scales and modes as early as 10 or 11 |
| Movement (grade 4-6) | Small muscle Coordination develops (for wind instruments)Enjoy physical activities (dancing may be a good activity for class)Canons or rounds can be performed; will need cues or simple entrancesAble to show two pieces of the music simultaneously (rhythm in hands, pulse in feet) |
| Rhythm (grade 4) | Understand sixteenth notes and can perform accuratelyBegins to understand and feel the pulse in compound meters |
| (grade 5-6) | Grasps dotted eighth and/or sixteenth note passagesFeels the uneven pulse in asymmetrical meters |
| Instruments (grades 4-6) | Greater control of fine motor skills,increased control of finger motion,control of breathing patterns: |
|  | - Xylophone, keyboard, recorder, guitar, and wind instruments  |