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 vocalization  Nothing regulated or set  Imitation of what they hear around them |
| (two) | Can imitate melodic passage more freely  Begins to use thirds and seconds in imitations |
| (three) | Begins to invent their own melodies and songs  Can repeat nursery rhymes or chants with ease |
| Pitch (one - two) | Can tell when pitches are different  Capable of matching sustained pitches  Can loosely imitate sounds |
| (two- 4) | Recognizes familiar phrases or passages  More clearly repeat familiar tunes  More attention to pitches than just hearing up or down  Greater 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 beat  Can make basic movement to rhythms  Begins to walk and run  Can imitate clapping and more fine-motor skills |
| (two - four) | Becomes more comfortable with movements by repeating them  Can come up with new movement patterns on their own  Muscles 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 rhythm  Babbles in irregular patterns and rhythms  Dances around to irregular patterns  Sings songs with irregular patterns of their own making |
| (two - four) | Makes up own songs and rhythms with recurring patterns  Can 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 speaking  Can perform different tone qualities from a light sound to a "playground" voice  Improvises own songs with up to a two octave range  Has strong intonation within 5 pitches |
| (grade 1) | Begins to have stronger intonation within a wider range (c-b)  Can potentially develop a head voice  Expressive motion with the voice becomes possible. |
| Pitch (kindergarten and grade 1) | Begins to understand the concept of pitch and melody  Best describes this by showing or modeling it  Begins to notice the differences in tonality |
| Movement (kindergarten - grade 1) | Begins to clap rhythms with ease  Begins galloping  Circle dances and line dances are fun and easy for their skills  Fine motor skills strengthen for writing and drawing  May begin to skip and claps to music more easily |
| Rhythm (kindergarten) | Can feel and show a regular pulse by tapping  Can pat and clap rhythm patterns and pulses  Can repeat short passages with moderate accuracy |
| (grade 1) | Able to identify tempos as faster or slower  Identifies 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 action  Can develop phrases more adeptly |
| Movement (grade 2) | Begins to develop stronger motor skills; skipping begins to develop  Can play rhythms on a number of instruments (with guidance |
| (grade 3) | Able to maintain steady beat by clapping, tapping, or walking  Capable of performing ostinato on instruments with guidance  Small muscle movement is refined enough for recorder or keyboard skills  Line dances and circle dances can be more complex |
| Rhythm (grade 2) | Understands the difference between fast and slow tempos  Able to perform at faster and slower tempos  Understand and performs quarter notes, eighth notes, and half notes |
| (grade 3) | Able to perform dotted quarter note rhythms  Understands eighth note syncopations  Understands 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 resonance  Some boys may start experiencing voice change  With proper instruction, phrasing can be implemented |
| (grade 5) | Sing in tune wider range (a-f) within an octave tessitura  Becomes very aware of song texts  Prefers 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 tessitura  Can perform 3 part songs |
| Pitch (grade 4-6) | Aural skills have grown to identify difference between steps and leaps  Most easily determines downward moving patterns  Can pick up on melodic sequences  Recognizes 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 entrances  Able to show two pieces of the music simultaneously (rhythm in hands, pulse in feet) |
| Rhythm (grade 4) | Understand sixteenth notes and can perform accurately  Begins to understand and feel the pulse in compound meters |
| (grade 5-6) | Grasps dotted eighth and/or sixteenth note passages  Feels 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 |