



# MUSIC

## Second Quarter



Music is created when we take sound and arrange it in a certain way to express our thoughts, feelings, and emotions. Through singing and playing instruments, students learn the basic elements of music and how to apply artistic processes. Students have the opportunity to connect through a shared experience, strive for excellence, build perseverance, develop confidence, and contribute to their school and community. The Arts represent a wide range of societal, cultural, and historical aspects and offer a well-rounded education that benefits students throughout their lives.

It is a pleasure to work with your student(s) in the music classroom!

**Mrs. Holcombe** holcombea@rainier.wednet.edu

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**K-12 Artistic Processes:** *Creating, Performing, Responding, Connecting*

**Basic Elements of Music:** *Rhythm, Pitch, Dynamics, Tempo, Melody, Harmony, Form, Timbre, Texture*

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### Report card grades are based on effort and participation:

- Listening, following directions, and staying on task
- Working well with others
- Putting forth best effort while singing or playing instruments
- Caring for the people and property in the music room

### Music Academic Content

**Demonstrate a steady beat and proper technique on pitched and unpitched instruments.**

*body percussion, handbells, boomwhackers (K-5), sleighbells (1), bucket drum (3), recorders (4), cups (5)*

**Recite the musical alphabet and play pitches of the 5 note C scale on boomwhackers and handbells.**

**Identify and perform short rhythmic patterns and music symbols written in standard notation.**

*quarter note (ta), quarter rest, paired eighth notes (ti-ti), half notes (ta-a), whole notes (ta-a-a-a) (K-5)  
sixteenth notes (ti-ka-ti-ka), measure, bar lines, double bar lines, repeat sign, time signature (2-5)*

**Recognize and demonstrate loud and soft dynamics to express a musical idea through singing, speaking, playing.**

*dynamics: pp, p, mp, mf, f, ff, < >, tongue twisters, cajon*

**Demonstrate proper singing technique. Match pitch when singing echo or songs in appropriate vocal range.**

*head vs chest voice, solfege do-so, rounds and partner songs*

**Develop and refine artistic techniques for presentation.**

*audience, riser, microphone, rehearsal and performance technique*

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

*daily listening examples (3-5)*

**Perform appropriately for an audience. Perform using facial expression, gestures, and body movements.**

*winter program, choreography, line dancing (4)*

*"Bringing people together is what music has always done best."*

Rob Sheffield