

# Marysville Public Schools

## Elementary Music

### Young 5's

#### Curriculum Pacing Guide

Weeks	Unit Block	CCE	Power Standards <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.)	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Identify and use steady beat and absence of beat</li><li>• Internalize and perform a simple, authentic melody</li><li>• Recognize expressive qualities, such as dynamics and tempo</li><li>• Experiment with timbre on classroom instruments</li><li>• Distinguish between singing and non-singing voice</li></ul>

**Marysville Public Schools**

**Elementary Music**

**Kindergarten**

**Curriculum Pacing Guide**

<b>Weeks</b>	<b>Unit Block</b>	<b>CCE</b>	<b>Power Standards</b> <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Identify and use steady beat and absence of beat</li><li>• Internalize and perform a simple, authentic melody</li><li>• Recognize expressive qualities, such as dynamics and tempo</li><li>• Experiment with timbre on classroom instruments</li><li>• Distinguish between singing and non-singing voice</li></ul>

# Marysville Public Schools

## Elementary Music

### 1<sup>st</sup> Grade

#### Curriculum Pacing Guide

Weeks	Unit Block	CCE	Power Standards <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.)	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Identify and use sound and silence</li><li>• Identify and use long and short sounds</li><li>• Identify and perform high and low pitch</li><li>• Identify contour and direction</li><li>• Understand how musicians use expressive qualities such as dynamics, tempo, and articulation</li><li>• Use voices to produce a healthy sound</li><li>• Identify pitched and non-pitched sounds</li></ul>

Marysville Public Schools

Elementary Music

2<sup>nd</sup> Grade

Curriculum Pacing Guide

Weeks	Unit Block	CCE	Power Standards <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Identify and use long and short sounds in a work that has as many as 3 different durations</li><li>• Make decisions about using pitched and non-pitched sounds</li><li>• Identify steps, skips (or leaps), and repeated tones</li><li>• Make decisions about using classroom instruments to create appropriate timbre</li><li>• Maintain a simple ostinato against a melody</li><li>• Identify phrases</li></ul>

**Marysville Public Schools**

**Elementary Music**

**3<sup>rd</sup> Grade**

**Curriculum Pacing Guide**

Weeks	Unit Block	CCE	<b>Power Standards</b> <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Identify meter as groups of 2 and groups of 3</li><li>• Internalize and perform authentic melodies from a variety of styles, genres, and cultural and historical contexts</li><li>• Use phrases as a vehicle for expression</li><li>• Differentiate among modalities (major and minor) and understand how they may be used as vehicles for expression</li><li>• Recognize that musicians use a breadth of expressive qualities as tools for musical expression</li><li>• Begin to recognize a variety of styles and genres in appropriate cultural and historical contexts</li></ul>

Marysville Public Schools

Elementary Music

4<sup>th</sup> Grade

Curriculum Pacing Guide

Weeks	Unit Block	CCE	Power Standards <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Distinguish between music that sounds metered and non-metered</li><li>• Identify and use tonal center (home tone)</li><li>• Hear, identify, and use home, away, and resting chords (I, IV, V)</li><li>• Recognize and understand how musicians use form as a organizational tool and as a vehicle for expression</li><li>• Recognize and use AB, ABA, Verse/Refrain, introduction, bridge, coda</li><li>• Recognize and use particular textures such as round, ostinato, partner song</li></ul>

# Marysville Public Schools

## Elementary Music

### 5<sup>th</sup> Grade

#### Curriculum Pacing Guide

Weeks	Unit Block	CCE	Power Standards <ul style="list-style-type: none"><li>- <i>Critical Content</i></li><li>- <i>Key Concepts</i></li></ul>
Grade Level Rotation (Gardens, Morton, Wash.	Spiraling	National Standards: 1,2,3,4,5,6,7,8  State Standards: 1,2,3,4,5	<ul style="list-style-type: none"><li>• Maintain a part in a polyrhythmic work</li><li>• Use contour and direction as a vehicle for expression</li><li>• Use voices to produce a healthy sound throughout their vocal range as it changes and develops</li><li>• Understand how musicians use a breadth of expressive qualities as tools for expression</li><li>• Recognize and understand how musicians use texture as an organizational tool and as a vehicle for expression</li></ul>