

**Glenwood Community  
School District  
Fine Arts Curriculum**

Our mission is to engage all students in a challenging, sequential, and differentiated fine arts curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality fine arts education that provides them with the skills and knowledge they need to be well informed citizens, to be prepared for college and careers.

A special thank you to the following individuals for their hard work and dedication who have served on the District Fine Arts Subject Area Committee.

**A special thank you to the District 6-12 Fine Arts Curriculum Committee:**

**Cale Yates   Lynda Eckheart   Jeff Yoachim   Amanda Pitzen**

**Megan Beery   Jennifer Buckingham   Kevin Kilpatrick   Dan Schoening**

**David Clark**

Glenwood Elementary School  
 Kindergarten General Music Curriculum  
 Approved Date – April 2018

Course ID: FA_M.K	<b>Course Purpose:</b> In Kindergarten music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.K.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.K.1.1	Perform using their voice in a variety of ways (sing, speak, whisper, call).	
	FA_M.K.1.2	Manipulate pitch through vocal exploration.	
	FA_M.K.1.3	Perform using their singing voice on a variety of musical literature.	
	FA_M.K.1.4	Improvise melodic phrases using their singing voice to express a question or idea.	
<b>FA_M.K.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.K.2.1	Perform the steady beat to a variety of musical styles and tempos.	
	FA_M.K.2.2	Distinguish between steady beat and no steady beat.	
	FA_M.K.2.3	Echo clap and play a variety of rhythms.	
	FA_M.K.2.4	Distinguish between fast and slow steady beats.	
<b>FA_M.K.3</b>	<b>The student will identify and interpret musical symbols, vocabulary, and techniques.</b>		
	FA_M.K.3.1	Identify different ways of using the voice such as sing, whisper, speak, and call.	
	FA_M.K.3.2	Identify unpitched percussion instruments by name.	
	FA_M.K.3.3	Distinguish between high and low pitch extremes.	
	FA_M.K.3.4	Distinguish between loud and quiet music.	
	FA_M.K.3.5	Distinguish between fast and slow tempos.	
<b>FA_M.K.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.K.4.1	Describe recorded or live performances using common grade level vocabulary.	
	FA_M.K.4.2	Perform and create movements expressively to a variety of musical styles.	
	FA_M.K.4.3	Create locomotor and non-locomotor movements to represent different musical styles.	
	FA_M.K.4.4	Perform group movements with awareness of self-space.	

Glenwood Elementary School  
 1<sup>st</sup> Grade General Music Curriculum  
 Approved Date – April 2018

Course ID: FA_M.1	<b>Course Purpose:</b> In 1st Grade music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.1.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.1.1.1	Perform using dynamics of <i>p</i> ( <i>piano</i> ) and <i>f</i> ( <i>forte</i> ).	
	FA_M.1.1.2	Manipulate pitch using visual connections (melodic contour lines).	
	FA_M.1.1.3	Match pitch while singing short melodic patterns.	
	FA_M.1.1.4	Improvise melodic phrases using sol-mi pitch combinations to express a question or idea.	
	FA_M.1.1.5	Perform a chord bordun on barred instruments to provide accompaniment.	
<b>FA_M.1.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.1.2.1	Distinguish between steady beat and rhythm.	
	FA_M.1.2.2	Perform rhythms using syllabification.	
	FA_M.1.2.3	Echo clap and play quarter notes/rests and paired eighth note rhythms.	
	FA_M.1.2.4	Compose rhythms using syllabic words and phrases to model quarter note/rests and paired eighth notes.	
<b>FA_M.1.3</b>	<b>The student will identify and interpret music symbols, vocabulary, and techniques.</b>		
	FA_M.1.3.1	Demonstrate appropriate singing posture.	
	FA_M.1.3.2	Classify orchestral instruments into families.	
	FA_M.1.3.3	Interpret to perform high and low pitch contours.	
	FA_M.1.3.4	Identify <i>p</i> ( <i>piano</i> ) and <i>f</i> ( <i>forte</i> ) dynamic symbols.	
	FA_M.1.3.5	Apply <i>adagio</i> and <i>allegro</i> tempos to a variety of musical literature.	
<b>FA_M.1.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.1.4.1	Describe recorded or live performances using common grade level vocabulary.	
	FA_M.1.4.2	Identify instrument families by listening to various musical examples.	
	FA_M.1.4.3	Create movements that correlate to lyrics from songs.	
	FA_M.1.4.4	Analyze and interpret musical form by performing simple circle dances.	

Glenwood Elementary School  
2<sup>nd</sup> Grade General Music Curriculum  
Approved Date – April 2018

Course ID: FA_M.2	<b>Course Purpose:</b> In 2nd Grade music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.2.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.2.1.1	Perform using dynamics of <i>mp</i> ( <i>mezzo piano</i> ) and <i>mf</i> ( <i>mezzo forte</i> ).	
	FA_M.2.1.2	Perform mi-sol-la pitch patterns as seen on a 2-line staff.	
	FA_M.2.1.3	Match pitch on echo and call-and-response style songs.	
	FA_M.2.1.4	Improvise a melodic phrase using sol-mi-la combinations to express a question or idea.	
	FA_M.2.1.5	Perform broken bordun patterns on barred instruments to provide accompaniment.	
<b>FA_M.2.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.2.2.1	Perform rhythms including quarter notes/rests and paired eighth notes.	
	FA_M.2.2.2	Write rhythms including quarter notes/rests and paired eighth notes.	
	FA_M.2.2.3	Perform ostinati including quarter notes/rests and paired eighth notes.	
	FA_M.2.2.4	Improvise a rhythmic phrase using quarter notes/rests and paired eighth notes.	
<b>FA_M.2.3</b>	<b>The student will identify and interpret musical symbols, vocabulary, and techniques.</b>		
	FA_M.2.3.1	Demonstrate appropriate singing posture and breathing.	
	FA_M.2.3.2	Identify ensemble types (solo, duet, trio, and quartet).	
	FA_M.2.3.3	Analyze melodic contour in order to understand aural pitch patterns.	
	FA_M.2.3.4	Identify the repeat sign, treble clef, bar line, and double bar line.	
	FA_M.2.3.5	Identify <i>mp</i> ( <i>mezzo piano</i> ) and <i>mf</i> ( <i>mezzo forte</i> ) dynamic symbols.	
	FA_M.2.3.6	Define the <i>moderato</i> tempo.	
<b>FA_M.2.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.2.4.1	Describe recorded or live performances using common grade level vocabulary.	
	FA_M.2.4.2	Examine and describe classical music and composers.	
	FA_M.2.4.3	Model personal expression using a variety of movement shapes and levels to interpret music.	
	FA_M.2.4.4	Analyze and interpret musical form by performing partner dances.	

Glenwood Elementary School  
3rd Grade General Music Curriculum  
Approved Date – April 2018

<b>Course ID:</b> FA_M.3	<b>Course Purpose:</b> In 3 <sup>rd</sup> Grade music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.3.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.3.1.1	Perform using <i>crescendos</i> and <i>decrescendos</i> .	
	FA_M.3.1.2	Perform pentatonic pitch patterns.	
	FA_M.3.1.3	Match pitch while singing rounds/canons.	
	FA_M.3.1.4	Improvise using a pentatonic scale in question/answer form.	
	FA_M.3.1.5	Perform level bordun patterns on barred instruments to provide accompaniment.	
<b>FA_M.3.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.3.2.1	Perform rhythms including half notes/rests, whole notes/rests.	
	FA_M.3.2.2	Create rhythms including half notes/rests, whole notes/rests.	
	FA_M.3.2.3	Will perform ostinati including half notes/rests, whole notes/rests.	
	FA_M.3.2.4	Improvise using half notes/rests, whole notes/rests.	
<b>FA_M.3.3</b>	<b>The student will identify and interpret musical symbols, vocabulary, and techniques.</b>		
	FA_M.3.3.1	Demonstrate appropriate singing posture, breathing, and dropped jaw.	
	FA_M.3.3.2	Classify UPP (unpitched percussion) instruments into families.	
	FA_M.3.3.3	Interpret 4/4 and 2/4 time signatures.	
	FA_M.3.3.4	Recognize <i>crescendo</i> and <i>decrescendo</i> dynamic symbols.	
	FA_M.3.3.5	Apply <i>largo</i> and <i>presto</i> tempos to a variety of musical literature.	
<b>FA_M.3.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.3.4.1	Evaluate music through the use of appropriate vocabulary and give accurate self-evaluations of individual and group performances.	
	FA_M.3.4.2	Examine and describe American music and composers.	
	FA_M.3.4.3	Model personal expression through mirroring to interpret music.	
	FA_M.3.4.4	Analyze and interpret musical form by performing longway set.	

Glenwood Elementary School  
4th Grade General Music Curriculum  
Approved Date – April 2018

Course ID: FA_M.4	<b>Course Purpose:</b> In 4th Grade music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.4.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.4.1.1	Perform using dynamics of <i>pp</i> ( <i>pianissimo</i> ) and <i>ff</i> ( <i>fortissimo</i> ).	
	FA_M.4.1.2	Perform pentatonic pitch patterns on a 5-line staff.	
	FA_M.4.1.3	Match pitch while singing with a simple accompaniment.	
	FA_M.4.1.4	Improvise melodic phrases on mi-re-do (B,A,G) using the recorder.	
	FA_M.4.1.5	Perform crossover bordun patterns on barred instruments to provide accompaniment.	
<b>FA_M.4.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.4.2.1	Perform rhythms including dotted notes and ties.	
	FA_M.4.2.2	Create rhythms including dotted notes and ties.	
	FA_M.4.2.3	Perform ostinati including dotted notes and ties.	
	FA_M.4.2.4	Improvise rhythmic phrases using dotted notes and ties.	
<b>FA_M.4.3</b>	<b>The student will identify and interpret musical symbols, vocabulary, and techniques.</b>		
	FA_M.4.3.1	Demonstrate appropriate singing posture, breathing, and dropped jaw.	
	FA_M.4.3.2	Classify orchestral instruments by timbre.	
	FA_M.4.3.3	Identify treble clef note names on the music staff.	
	FA_M.4.3.4	Recognize <i>pp</i> ( <i>pianissimo</i> ) and <i>ff</i> ( <i>fortissimo</i> ) dynamic symbols.	
	FA_M.4.3.5	Define the <i>andante</i> tempo.	
	FA_M.4.3.6	Interpret 3/4 time signature.	
<b>FA_M.4.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.4.4.1	Evaluate music through the use of appropriate vocabulary and give accurate self-evaluations of individual and group performances.	
	FA_M.4.4.2	Examine and describe jazz music and performers.	
	FA_M.4.4.3	Analyze and interpret musical form by performing partner circle dances.	
	FA_M.4.4.4	Perform hand clap games while collaborating with a partner.	

Glenwood Elementary School  
5th Grade General Music Curriculum  
Approved Date – April 2018

<b>Course ID:</b> FA_M.5	<b>Course Purpose:</b> In 5th Grade music, the student will express themselves through singing, instrument playing, and movement. The student will develop their musical skills by creating music and evaluating musical performances that highlight the elements of pitch, rhythm, tempo, dynamics, and expression.		
Course Outcomes	Outcome Components	Description	Iowa Core
<b>FA_M.5.1</b>	<b>The student will decode and produce pitch through singing and performing on instruments.</b>		
	FA_M.5.1.1	Apply and perform all previously learned dynamic markings.	
	FA_M.5.1.2	Perform diatonic pitch patterns on a 5-line staff.	
	FA_M.5.1.3	Perform an individual singing part in partner songs.	
	FA_M.5.1.4	Improvise melodic phrases using the pentatonic scale in question/answer form.	
	FA_M.5.1.5	Create an accompaniment on barred instruments using knowledge of borduns.	
<b>FA_M.5.2</b>	<b>The student will perform and create rhythms.</b>		
	FA_M.5.2.1	Perform rhythms including syncopation, and single eighth notes/rests.	
	FA_M.5.2.2	Create rhythms including syncopation, and single eighth notes/rests.	
	FA_M.5.2.3	Perform ostinati including syncopation, and single eighth notes/rests.	
	FA_M.5.2.4	Improvise rhythmic phrases using syncopation, and single eighth notes/rests.	
<b>FA_M.5.3</b>	<b>The student will identify and interpret musical symbols, vocabulary, and techniques.</b>		
	FA_M.5.3.1	Demonstrate appropriate singing posture, breathing, and dropped jaw.	
	FA_M.5.3.2	Identify voice types (soprano, alto, tenor, bass).	
	FA_M.5.3.3	Identify treble clef note names beyond the staff.	
	FA_M.5.3.4	Interpret 6/8 time signature.	
	FA_M.5.3.5	Identify <i>dal segno</i> , <i>D.S. al Coda</i> , <i>coda</i> , <i>first and second ending</i> markings.	
	FA_M.5.3.6	Define <i>accelerando</i> and <i>ritardando</i> tempo markings.	
<b>FA_M.5.4</b>	<b>The student will analyze and evaluate musical performances.</b>		
	FA_M.5.4.1	Evaluate music through the use of appropriate vocabulary and give accurate self-evaluations of individual and group performances.	
	FA_M.5.4.2	Examine and describe stage productions including musicals, operas, and plays.	
	FA_M.5.4.3	Create their own dance based on prior movement experiences.	