

Music on the Trail

Integrated Curriculum

National Standards in Music, Social Studies, History, Language Arts, and Science (Individual State Standards identified upon request)

Music Standards (The Kennedy Center Arts Edge)

<http://artsedge.kennedy-center.org/educators.aspx>

K-4 Music Standards

- ❖ Singing, alone and with others, a varied repertoire of music
 - Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
 - Students sing expressively, with appropriate dynamics, phrasing, and interpretation
 - Students sing ostinatos, partner songs, and rounds
 - Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

- ❖ Performing on instruments, alone and with others, a varied repertoire of music
 - Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
 - Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
 - Students perform expressively a varied repertoire of music representing diverse genres and styles
 - Students echo short rhythms and melodic patterns
 - Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
 - Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

- ❖ Improvising melodies, variations, and accompaniments
 - Students improvise "answers" in the same style to given rhythmic and melodic phrases
 - Students improvise simple rhythmic and melodic ostinato accompaniments
 - Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
 - Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), and body sounds (e.g., hands clapping, fingers snapping)

- ❖ Composing and arranging music within specified guidelines
 - Students create and arrange music to accompany readings or dramatizations
 - Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)

- ❖ Listening to, analyzing, and describing music
 - Students identify simple music forms when presented aurally
 - Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
 - Students use appropriate terminology in explaining music, music instruments and voices, and music performances
 - Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

- ❖ Evaluating music and music performances
 - Students devise criteria for evaluating performances and compositions
 - Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles

- ❖ Understanding relationships between music, the other arts, and disciplines outside the arts
 - Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)

- ❖ Understanding music in relation to history and culture
 - Students identify by genre or style aural examples of music from various historical periods and cultures
 - Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
 - Students demonstrate audience behavior appropriate for the context and style of music performed

5-8 Music Standards

- ❖ Singing, alone and with others, a varied repertoire of music
 - Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
 - Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
 - Students sing music written in two parts

- ❖ Performing on instruments, alone and with others, a varied repertoire of music
 - Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- ❖ Improvising melodies, variations, and accompaniments
 - Students improvise simple harmonic accompaniments
 - Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
 - Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
- ❖ Singing, alone and with others, a varied repertoire of music
 - Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
 - Students use a variety of traditional and nontraditional sound sources
- ❖ Listening to, analyzing, and describing music
 - Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology
 - Students analyze the uses of elements of music in aural examples representing diverse genres and cultures
 - Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
- ❖ Evaluating music and music performances
 - Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
 - Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
- ❖ Understanding relationships between music, the other arts, and disciplines outside the arts
 - Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)

History Standards (National Center for History in Schools)

<http://www.nchs.ucla.edu/history-standards/us-history-content-standards>

5-8 History Standards

- ❖ Expansion and Reform (1801-1861)
 - United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
 - How increasing immigration and the westward movement changed the lives of Americans

- ❖ The Development of the Industrial United States (1870-1900)
 - Massive immigration after 1870
 - Federal Indian policy

Social Studies Standards (National Council for the Social Studies Curriculum Standards)

<http://www.socialstudies.org/standards/strands>

- ❖ Culture (study of culture and cultural diversity)
 - Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
 - Experience language, stories, folktales, music, and artistic creations to see how they serve as expressions of culture and influence behavior
 - Compare ways in which people from different cultures think about and deal with their physical environment and social conditions
 - The importance of cultural unity and diversity within and across groups

- ❖ Time, Continuity, and Change (the ways human beings view themselves in and over time)
 - Compare and contrast different stories about past events, people, places, or situations, identifying how they contribute to our understanding of the past
 - Use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
 - Demonstrate and understanding that people in different times and places view the world differently

- ❖ People, Places and Environments
 - Interpret and use maps to better understand relative location and size
 - Locate and distinguish among varying landforms and geographic features such as mountains, plateaus, oceans, rivers
 - Describe physical system changes, such as seasons, climate and weather
 - Examine the interaction of human beings and their physical environment

- ❖ Individual Development and Identity
 - Describe unique features of nuclear and extended families

- Describe ways family, groups, and communities influence daily life
- ❖ Individuals, Groups, and Institutions
 - Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure on people, events and elements of culture
 - Identify and describe examples of tensions between and among individuals, groups, or institutions
 - Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so
- ❖ Production, Distribution, and Consumption
 - Give examples that show how scarcity and choice govern our economic decisions
 - Distinguish between needs and wants
 - Describe the relationship of price to supply and demand

Language Arts Standards (Common Core State Standards Initiative)
<http://www.corestandards.org/>

K-4 Language Arts Standards

- ❖ Key Ideas and Details
 - Ask and answer questions about key details in a text
 - Describe characters, settings, and major events in a story
- ❖ Craft and Structure
 - Identify words and phrases that suggest feelings or appeal to the senses
 - Determine the meaning of words and phrases as they are used in a text
- ❖ Integrations of Knowledge and Ideas
 - Use details to describe characters, settings, or events
- ❖ Range of Reading and Level of Text Complexity
 - With prompting and support, read prose and poetry of appropriate complexity

5-8 Language Arts Standards

- ❖ Key Ideas and Details
 - Ask and answer questions about key details in a text
 - Determine the theme of a story
 - Identify how particular elements of a story interact
- ❖ Craft and Structure
 - Determine the meaning of words and phrases as they are used in a text
 - Describe how a narrator's point of view influences how events are described
 - Analyze how a poem's form or structure contributes to its meaning
- ❖ Integrations of Knowledge and Ideas
 - Use details to describe characters, settings, or events
- ❖ Range of Reading and Level of Text Complexity
 - Comprehend literature at the high end of the complexity band

Science Standards (National Science Teachers Association)

<http://ngss.nsta.org/AccessStandardsByTopic.aspx>

K-5 Science Standards

- ❖ Interdependent Relationships in Ecosystems
 - Discuss the relationship between the needs of people and the places they live
 - Discuss adjustments people make to adapt the environment
 - Discuss solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
 - Make observations of plants and animals to compare the diversity of life in different habitats
 - Construct an argument that some animals form groups to help members survive
 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- ❖ Weather and Climate
 - Obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather
 - Describe climates in different regions of the world
 - Make observations of the effects of weathering or the rate of erosion from water, ice, wind, or vegetation
- ❖ Weather and Climate Patterns
- ❖ Energy
 - Describe how energy and fuels are derived from natural resources and how their uses affect the environment
- ❖ Forces and Interactions
 - Investigate the effects of balanced and unbalanced forces on the motion of an object

6-8 Science Standards

- ❖ Human Impacts
 - Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- ❖ Forces and Interactions
 - Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects
 - Gravitational interactions are attractive and depend on the masses of interacting objects

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Interdisciplinary Program Intersecting the Oregon Trail Experience with Folk and Art Music
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