



In Killingly, we believe music education is a fundamental element in a well-rounded education. Killingly's music standards align with the National Core Arts Standards for Music, adopted by the National Music Teachers Association and the State of Connecticut. These standards are based on the belief that performing, creating, responding to, and connecting to music are essential to a child's music education.

We provide our students with a fully immersive and interactive music education utilizing a diverse repertoire that represents cultures from around the world. We believe that singing, playing instruments, moving to music, and creating music are the best ways to develop and grow as a young musician. Students will begin their music education by learning to become "tuneful, beatful, and artful" in grades K and 1 through a curriculum called First Steps in Music. Its goal is referred to as "The Thirty Year Plan," which is best described by the curriculum's creator himself, John Feierabend:

"It should not be unreasonable to expect all adults to be able to clap their hands in time to the cheering at a sporting event. Dad should be able to sing 'Happy Birthday' to his son or daughter without hearing, 'Don't sing, Dad.' A couple should be able to dance in time to the music at their wedding. An audience member should possess sufficient sensitivities to be moved by a nuance in an orchestral performance. A mother or father should be able to soothe their infant with a lullaby and rock to the beat of that lullaby."

These efforts will continue in grades 2, 3, and 4 to continue to build a strong musical foundation. This foundation will naturally progress to music literacy, where students will be able to read and notate music. Our goal is to provide students with the resources and passion for music that they can use in the classroom and beyond.

National Core Arts Standards

Creating

- Improve rhythmic and melodic patterns and musical ideas for a specific purpose
- Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)
- Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas
- Interpret and apply personal, peer, and teacher feedback to revise personal music
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

Performing

- Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections
- Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation
- Demonstrate understanding of expressive qualities (such as dynamic and tempo) and how creators use them to convey expressive intent
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances
- Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music
- Perform music for a specific purpose with expression and technical accuracy
- Perform appropriately for the audience and purpose

Responding

- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes
- Describe how specific music concepts are used to support a specific purpose in music
- Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent
- Apply personal and expressive preferences in the evaluation of music for specific purposes

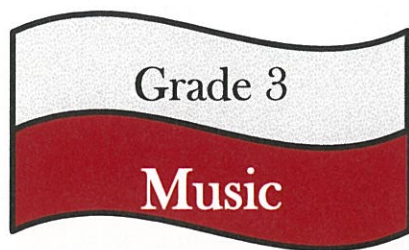
Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Additional Available Online Resources

For Parents





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Additional Available Online Resources For Parents



Creating

- Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter
- Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas
- Evaluate, refine, and document revision to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback
- Present the final version of personal created music to others, and describe connection to expressive intent

Performing

- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context
- Demonstrate understanding of the structure in music selected for performance
- When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation
- Describe how context (such as personal and social) can inform a performance
- Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)
- Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances
- Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges
- Perform music with expression and technical accuracy
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue

Responding

- Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes
- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)
- Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent
- Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context

Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other disciplines, varied contexts, and daily life



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Additional Available Online Resources For Parents



National Core Arts Standards

Creating

- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural)
- Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters
- Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time
- Present the final version of personal created music to others, and explain connection to expressive intent

Performing

- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance
- When analyzing selected music, read and perform using iconic and/or standard notation
- Explain how context (such as social and cultural) informs a performance
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities such as dynamics, tempo, and timbre
- Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances
- Rehearse to refine technical accuracy and expressive qualities, and address performance challenges
- Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre

Responding

- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
- Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural)
- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context

Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life