



The First Academy Lower School Fine Arts: Performing Arts

FINE ARTS: PERFORMING ARTS

VISION

TFA Performing Arts provides students a stage to reflect the glory of their Creator. Students become proficient in elements including: a) kinesiology, b) expression, c) stage presence, d) stage craft, e) oral communication, f) tone, g) pitch, h) rhythm, i) pace, and j) performance. Students are encouraged to develop a lifelong love of music through anticipation in performance and study.

STANDARDS

What a TFA student will know and be able to do in Music:

- Sing, alone and with others, a varied repertoire of music
- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music
- Improvise melodies, variations, and accompaniments
- Compose and arrange music within specific guidelines
- Understand music in relation to culture and history
- Listen to, analyze, and describe music
- Evaluate music and music performance
- Understand the relationship between music, the other arts, and disciplines outside the arts
- Understand the relationship between music and the world beyond the school setting
- Apply appropriate personal as well as Christ-centered evaluative criteria to music and musical performances that acknowledge music as an art form embracing diversity
- Apply appropriate etiquette as an audience member and/or performer
- Research and explain, using various technologies including print, electronic, and recordings, the relationship between music, history, and culture
- Use music as a personal and interpersonal expression to honor God (CHCA)

Kindergarten Topics:

High & low pitches, movement of pitches: low and soft, fast and slow, steady beat quarter notes, quarter rest, rhythm patterns, Carnival of animals-introduction to instruments

First Grade Topics:

- Rhythm: demonstrate pulse (individual/group); identify pulse as Ta or I; differentiate between sound/silence as Ta/Rest; experience fast/slow; identify fast/slow as TiTi/Ta; experience meter (2/4, 4/4, 6/8)
- Melody: differentiate between high/low; experience up/down; develop a repertoire of songs (folk/seasonal/multicultural/patriotic); experience SM/SML melodies; identify SM/SML scale tones and hand signals; demonstrate contour
- Harmony: develop proper mallet technique; demonstrate simple bordun (chord); experience ostinato
- Form: experience same/different; identify phrase; identify introduction; identify repeat sign; identify same/different as AB (ABA)
- Timbre: identify unpitched percussion; differentiate between vocal qualities (speak/sing/whisper/shout); demonstrate dynamics (loud/quiet); classify unpitched percussion (wood/metal/skin); identify four levels of body percussion (snap/clap/pat/stamp); classify pitched percussion (wood/metal)

Second Grade Topics:

- Rhythm: demonstrate quarter note/half note pulse; identify notes; label half note; identify rest; label half rest; define tempo; experience meter (2/4, 3/4, 4/4, 6/8); recognize time signature (2, 3, 4)
- Melody: demonstrate contour; demonstrate proper vocal technique; develop a repertoire of songs (folk/seasonal/multicultural/patriotic); experience MRD melodies; identify Do and Re scale tones and hand signals; perform MRD/SMRD/SMD/SMLD
- Harmony: develop proper mallet technique; demonstrate ostinato; experience major/minor; experience vocal ostinato; demonstrate simple bordun (broken); experience suspended pitch
- Form: demonstrate phrase; identify Coda; identify ABC; explore time/space/shape/force in movement; identify bar line/double bar/measure
- Timbre: identify forte/piano; identify pitched percussion (xylophone / metallophone / glockenspiel); demonstrate hand drum technique; identify accent

Third Grade Topics:

- Rhythm: demonstrate pulse (quarter note/half note/ dotted half note/ whole note); label whole note; label whole rest; label dotted half note; label sixteenth notes; experience question-answer technique (body percussion)
- Melody: demonstrate proper vocal technique; develop a repertoire of songs (folk/seasonal/multicultural/ patriotic); label staff; experience SLMRD melodies; identify D1; identify L1; experience SMRD L1 melodies; identify Fa scale tone and hand signal; identify S1; label treble clef lines and spaces
- Harmony: demonstrate proper mallet technique; experience ostinato; distinguish between Major/minor; demonstrate simple bordun (crossover); label canon/round; demonstrate score reading (two-part)
- Form: demonstrate phrase; identify interlude; experience extended form; label rondo
- Timbre: differentiate between crescendo and decrescendo; identify orchestral string family; identify orchestral percussion family; demonstrate accent on hand drum; identify fermata

Fourth and Fifth Grade Topics:

- Rhythm: demonstrate pulse; demonstrate question-answer (body percussion/unpitched/barred instruments/recorder); label eighth rest; experience accelerando/ritardando; label pick-up (anacrusis); visualize 6/8; demonstrate conduction in 3; identify triplet
- Melody: develop a repertoire of songs (folk/seasonal/multicultural/ patriotic); review treble clef lines and spaces; experience BAGEDC1 on soprano recorder; demonstrate question-answer on recorder (GM/em pentatonic); experience counter melody; identify Ti; identify ledger lines; experience scale; label sharp/flat
- Harmony: demonstrate proper mallet technique; experience canon/round; experience ostinato; demonstrate simple bordun (level); distinguish between Major/minor; demonstrate moving bordun; experience I-V
- Form: demonstrate phrase, experience rondo; identify A1; label D.C. al Fine; experience additive form; experience 12-bar blues
- Timbre: identify recorder family; identify orchestral woodwind family; identify orchestral brass family; identify pianissimo/fortissimo