

## **Music Curriculum Overview**

### **Comprehensive Goal**

-To develop the musical ability and understanding of students by using the three artistic processes of creating, performing and responding.

This will be accomplished through the following activities:

Singing-music of diverse cultures

Listening to music-classical, jazz, music of different cultures

Moving to music-dancing, movement games and movement improvisation

Playing Instruments-traditional and non-traditional percussion instruments, Orff mallet instruments, recorders

Major themes and concepts that will be addressed include but are not limited to the following:

-solfege-singing, aurally decoding and reading solfege syllables

-rhythm-clapping, aurally decoding and reading rhythm syllables

-steady beat

-form

-harmony

-proper singing habits-i.e. breath support, head vs. chest voice, understanding of phrasing, etc.

-texture

-timbre

### **Kindergarten**

Through singing, playing instruments and moving to music, children will explore musical concepts such as melody, rhythm, form and harmony.

Focus is on the following:

high/low

fast/slow

steady beat

rhythm

strong/weak beat

same/different

call and response

various tone qualities and sounds produced by individuals and groups

movement to music-dancing, movement games and movement improvisation

singing songs in unison

Playing instruments-using rhythm sticks and handheld drums

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

Through singing, playing, instruments and moving to music, children will explore musical concepts such as melody, rhythm, form and harmony.

Focus is on the following:

Solfege-so and mi syllables-singing, reading and aurally decoding

Rhythm vs. steady beat

Strong vs. weak beat

Playing instruments-playing percussion instruments, i.e. rhythm sticks, handheld drums, claves, etc.

Movement-dances, movement games and movement improvisation

Singing songs in unison, echo songs, call and response

### **2<sup>nd</sup> Grade**

Through singing, playing instruments, moving to music and listening to music children will explore concepts such as melody, rhythm, form, and harmony.

Focus is on the following:

Solfege-so, mi and la syllables-singing, reading and aurally decoding

Rhythm vs. steady beat-quarter note, eighth note, half note and rest rhythm syllables-clapping, reading and aurally decoding

Playing instruments-playing percussion instruments i.e. rhythm sticks, handheld drums, claves, etc.

Movement-dances, movement games and movement improvisation

Singing songs in unison, echo songs, call and response, speech pieces in canon, simple melodic ostinati

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

Through singing, playing instruments, moving to music and listening to music children will explore concepts such as melody, rhythm, form, harmony and timbre.

Focus is on the following:

Solfege-so, mi, la and do syllables-singing, reading and aurally decoding

Rhythm vs. steady beat-quarter note, eighth note, half note, dotted quarter note, whole note and rest rhythm syllables-clapping, reading and aurally decoding

Playing instruments- i.e. rhythm sticks, handheld drums, claves, Orff instruments, etc.

Beginning the recorder

Movement-dances and movement games

Singing songs in unison, echo songs, call and response, speech pieces in canon, melodic ostinati, rounds

## **4<sup>th</sup> Grade**

Through singing, playing instruments, moving to music and listening to music children will explore concepts such as melody, rhythm, form, harmony and timbre.

Focus is on the following:

Solfege-la, so, fa, mi, re, do and low so

Rhythm vs. steady beat- continuing quarter note, eighth note, half note and half rest, dotted quarter note, whole note and rest rhythm syllables-clapping, reading and aurally decoding

Introducing half and whole rest

Playing instruments- percussion instruments i.e. rhythm sticks, handheld drums, claves, triangles, tambourine, cymbal, gong, mallet Orff instruments

Continuing recorders

Movement-dances and movement games

Singing songs in unison, echo songs, call and response, rounds, partner songs, two-part harmony, melodic ostinati, descants

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

Through singing, playing instruments, moving to music and listening to music children will explore concepts such as melody, rhythm, form, harmony and timbre.

Focus is on the following:

Solfege-la, so, fa, mi, re, do, low so and low la

Rhythm vs. steady beat-sixteenth note syllables-clapping, reading and aurally decoding

Playing instruments- percussion instruments i.e. rhythm sticks, handheld drums, claves, triangles, tambourine, cymbal, gong, mallet Orff instruments

Continuing recorders

Meter-compound meter, mixed meter

Movement-dances

Singing songs in unison, echo songs, call and response, rounds, partner songs, two-part harmony, melodic ostinati, descants

## **6<sup>th</sup> Grade**

Through singing, playing instruments, moving to music and listening to music children will explore concepts such as melody, rhythm, form, harmony and timbre.

Focus is on the following:

Solfege-High do, ti, la, so, fa, mi, re, do, low and low la

Rhythm vs. steady beat-continuation of sixteenth note syllables-clapping, reading, and aurally decoding

Playing instruments- percussion instruments i.e. rhythm sticks, handheld drums, claves, triangles, tambourine, cymbal, gong, mallet Orff instruments

Continuing recorders  
Meter-compound meter, mixed meter  
Movement-dances  
Singing songs in unison, echo songs, call and response, rounds, partner songs, two-part harmony, melodic ostinati, descants

**Special performances throughout the year:**

Chapel services  
Grandparents Day  
Christmas Chapel  
Kindergarten Play  
Second Grade Play  
Sixth Grade Play  
Various performances of the Bluestars Choir  
Graduation

**Materials**

Instruments used:

Piano  
Keyboard  
Guitar  
Recorders  
Classroom percussion instruments- claves, tambourines, triangles, guiros, cowbells, agogo bells, etc.  
Orff mallet instruments

Selected Texts Used:

*Vocal Exploration Stories* by John Feierabend  
*Vocal Exploration Pathways* by John Feierabend  
*The Music Connection Series* for Grades 1-6, Silver-Burdett Ginn Publishing  
*The Book of Beginning Circle Games*, Compiled by John Feierabend  
*The Choral Warm-Up* by James Jordan, and Marilyn Shenenberger  
*Primary Dances and Singing Games* by Denise Gagne and Carmen Bryant  
*I'm Growing Up: Fingerplays, Action Songs, Singing Games and Stories for Young Children* edited by Mary Alice Amidon and Andy Davis  
*The Sounds of Rounds and Canons* by Ruth Boshkoff and Kathy Sorensen

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