

KINDERGARTEN MUSIC

The purpose of the Kindergarten Music curriculum is to feature activities and works that illustrate important musical concepts and terms, and to introduce important composers and works. In the Kindergarten classroom music is played for enjoyment, to accompany activities, and to expose children to a wide range of music.

Elements of Music

Students will:

- become familiar with basic elements of music
- recognize a steady beat and begin to play a steady beat
- recognize that some beats have accents (stress)
- move responsively to music
- recognize short and long sounds
- discriminate between fast and slow
- discriminate between obvious differences in pitch
- discriminate between loud and quiet
- recognize that some phrases are the same and some are different
- sing unaccompanied, accompanied, and in unison
- recognize the following instruments by sight and sound:
Guitar, piano, trumpet, flute, violin, drum

GRADE 1 MUSIC

The purpose of the Grade 1 music curriculum is to illustrate important musical concepts and terms, to introduce important composers and works, and to expose children to a wide range of music.

Elements of Music

Students will:

- recognize a steady beat, move to a steady beat, play a steady beat
- recognize accents
- move responsively to music
- recognize short and long sounds
- discriminate between fast and slow
- discriminate between obvious differences in pitch
- discriminate between loud and quiet
- understand that melody can move up and down
- hum the melody while listening to music
- echo short rhythms and melodic patterns
- play simple rhythms and melodies
- recognize like and unlike phrases
- recognize that music has timbre or tone color
- sing unaccompanied, accompanied, and in unison
- understand that music is written down in a special way
- become familiar with the following notation:
 - whole note
 - half note
 - quarter note
- know that a composer is someone who writes music
- know that the leader of the orchestra is called the conductor
- understand that opera combines music, singing, and acting
- understand that ballet combines music and movement, often to tell a story
- understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise

GRADE 2 MUSIC

The purpose of the Grade 2 music curriculum is to illustrate important musical concepts and terms, to introduce important composers and works, and to expose children to a wide range of music.

Students will:

- become familiar with basic elements of music
- recognize a steady beat, accents, and the downbeat
- play a steady beat
- move responsively to music
- recognize short and long sounds
- discriminate between fast and slow; gradually slowing down and getting faster
- discriminate between loud and quiet; gradually increasing and decreasing volume
- understand that melody can move up and down
- hum the melody while listening to music
- echo short rhythms and melodic patterns
- play simple rhythms and melodies
- recognize like and unlike phrases
- recognize timber (tone color)
- sing unaccompanied, accompanied, and in unison
- recognize verse and refrain
- recognize that musical notes have names
- recognize a scale as a series of notes
- sing the C major scale using “do, re, mi” etc.
- understand the following notation:
 - Staff
 - Treble clef
 - Names of lines and spaces in the treble clef
 - Whole note
 - Half note
 - Quarter note
 - Whole rest
 - Half rest
 - Quarter rest
- Review families of instruments
- Become familiar with instruments in the string family
- Become familiar with instruments in the percussion family
- Recognize that the piano and organ are keyboard instruments
- Listen to a variety of keyboard music

GRADE 3-5

MUSIC

The purpose of the third through fifth grade music curriculum is to feature works and activities that illustrate important musical concepts and terms and important composers and works.

Students will:

- become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.)
- recognize a steady beat, accents and the downbeat; play a steady beat
- move responsively to music
- recognize long and short sounds
- discriminate between fast and slow; gradually slowing and getting faster
- discriminate between differences in pitch: high and low
- discriminate between loud and quiet; gradually increasing and decreasing volume
- understand that melody can move up and down
- hum the melody while listening to music
- echo short rhythms and melodic patterns
- play simple rhythms and melodies
- sing unaccompanied, accompanied, and in unison
- recognize harmony; sing rounds
- recognize verse and refrain
- continue work with timbre and phrasing
- review names of musical notes; scale as a series of notes
- understand basic notation
- review families of instruments: strings, brass, woodwinds and percussion
- become familiar with important composers and their music

Materials

Refer to Core Knowledge Curriculum guide

Instruction

Listening to music

Playing instruments

Performing in musicals for peers and adults

The Middle School does not have a formal music program. The Core Knowledge Sequence developed by E.D. Hirsch offers the following outline for music to be integrated with the regular curriculum.

GRADE 6 MUSIC

Expression

Students will:

- develop the ability to express themselves musically and develop sensitivity to musical beauty and a basic understanding of musical form.
- review the elements of music: rhythm, melody, harmony, form, timbre, and musical understanding and expression.

Appreciation

Students will:

- listen to non-western music.
- listen to and analyze music from the Baroque period (Bach, Vivaldi and Handel).
- listen to and analyze music from the Classical period (Haydn, Mozart, and Beethoven).
- listen to and analyze music from the Romantic period (Beethoven, Berlioz, Schubert, Brahms, Schumann, Chopin, Wagner, and Tchaikovsky).
- listen to and analyze music from the Impressionists period (Debussy, Ravel)

GRADE7 MUSIC

Elements of Music

Students will:

- continue to develop the ability to express themselves musically and develop sensitivity to musical beauty and a basic understanding of musical form.
- review the elements of music: rhythm, melody, harmony, form, timbre, and musical understanding and expression.
- recognize frequently used Italian terms.

Appreciation

Students will:

- listen to and analyze classical music from the Romantic period (Brahms, Berlioz, Liszt, and Wagner).
- listen to and analyze classical music from the Nationalists period (Dvorak, Grieg and Tchaikovsky.)
- listen to and analyze music with American musical Traditions, including blues and jazz. They will listen to music by Scott Joplin, Louis Armstrong, Duke Ellington, Miles Davis and George Gershwin.

GRADE 8 MUSIC

Students will:

- review the orchestra and families of instruments.
- review musical terms and notation.
- become familiar with scales, instruments, and works from various lands.
- study the terms related to Opera.
- listen to the works of the following composers: Gioacchino Rossini and Guiseppe Verdi.
- discuss their knowledge of American Musical Theater and enjoy the music of the following composers: Irving Berlin, George M. Cohan, Cole Porter, Jerome Kern, Rodgers and Hammerstein, and Leonard Bernstein and Stephen Sondheim.
- examine rock and roll, Civil War and anti-Vietnam music.
- become familiar with composers and music related to national identity: Jean Sibelius, Bela Vartok, Joaquin Rodrigo, Claude Debussy, Igor Stravinsky and Aaron Copland.

This curriculum is taken directly from the Core Knowledge Sequence by E.D. Hirsch