

Lower School Course Outline Pre-Kindergarten

Subject: Music

Introduction:

Students in Pre-Kindergarten are exposed to a variety of musical experiences. They have the opportunity for independent and collaborative play with musical materials. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Pre-Kindergarten students will speak, chant and sing alone and with a group in various keys and meters. A variety of instruments are used to play and accompany simple melodies.

Improvising:

Students will sing improvised patterns and create simple accompaniments to songs, chants and stories.

Listening and Moving to Music:

Students will be exposed to a wide selection of music, differing in its tempo and tone. They will respond to music through movement. By feeling a pulse, beat, idea, or emotion, student bodies become instruments of expression.

Understanding Music:

Students will be introduced to basic music notation.

Materials:

Rhythm sticks and other instruments, music recordings, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the Pre-Kindergarten level.

Lower School Course Outline Kindergarten

Subject: Music

Introduction:

Students in Kindergarten are exposed to a variety of musical experiences. They have the opportunity for independent and collaborative play with musical materials. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing independently, on pitch and in rhythm, with a group in various keys and meters. Students will use a variety of instruments to play and accompany simple melodies and perform alone and in small ensembles on various rhythm instruments.

Improvising:

Children will create their own sung patterns and create simple accompaniments to songs, chants and stories.

Listening and Moving to Music:

Students will be exposed to a wide selection of music, differing in its tempo and tone. They will respond to music through movement. By feeling a pulse, beat, idea, or emotion, student bodies become instruments of expression.

Understanding Music:

Students will be introduced to basic music notation.

Materials:

Rhythm sticks and other instruments, music recordings, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the Kindergarten level.

Lower School Course Outline First Grade

Subject: Music

Introduction:

Students in First Grade are exposed to a variety of musical experiences. They have a hands-on introduction to the violin. Through their violin instruction they begin to pull together their basic musical knowledge and apply musical skills that they have learned. Violin class instruction also helps to develop fine motor skills, rhythmic and spatial reasoning skills. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing independently, on pitch and in rhythm, and begin to work on appropriate timbre, diction and posture. The first grade violin class is an introduction to the violin, learning its parts and how to hold the violin and bow in the correct way. Students will learn to play simple melodies on all four strings of the violin and other rhythmic and melodic instruments and will perform alone and in small ensembles.

Improvising:

Children will begin to improvise echoes in the same rhythmic and melodic style the instructor gives them. Students create rhythmic and tonal ostinati to accompany songs.

Listening and Moving to Music:

Students will be exposed to a wide selection of music, differing in its tempo and tone. They will respond to music through movement. By feeling a pulse, beat, idea, or emotion, student bodies become instruments of expression.

Understanding Music:

Students will apply their understanding of basic music notation through playing the violin and other rhythmic and melodic musical instruments. Students will find the notes for open strings D and A on the staff.

Materials:

Rhythmic sticks and other instruments, music recordings, student violins, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the first grade level.

Lower School Course Outline Second Grade

Subject: Music

Introduction:

Second Grade students begin to expand their knowledge of music notation (rhythm & pitch) and apply it to various rhythmic and melodic instruments. Violin class instruction helps to develop fine motor skills, rhythmic and spatial reasoning skills. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing expressively, with appropriate dynamics, phrasing, and interpretation. They will perform easy rhythmic, melodic and chordal patterns on rhythmic and melodic instruments. While maintaining emphasis on posture and position, students participate in more complex musical activities including singing in harmony and playing instruments in two parts. They learn and play the notes E, F-sharp, and G on the D-string in addition to the four notes already mastered in the first grade.

Improvising:

Students will improvise simple rhythmic and ostinato accompaniments.

Listening to Music:

Students will begin to demonstrate perceptual skills, moving and describing aural examples of music of various styles.

Understanding Music:

Students will begin reading rhythms in duple and triple meters, decode and read tonal patterns including “mi, re and do”. They apply their understanding to various rhythmic and melodic instruments.

Materials:

Rhythm sticks and other instruments, music recordings, student violins, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the second grade level.

Lower School Course Outline Third Grade

Subject: Music

Introduction:

Third grade students will expand their knowledge of music notation. They will apply their knowledge through singing and performing on various rhythmic and melodic instruments. Third graders will be introduced to the recorder in addition to their other music making experiences. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing a varied repertoire of songs from diverse cultures and using ostinatos, partner songs, and rounds. They will perform in-groups, blending instrumental timbres and matching dynamic levels.

Improvising:

Students will improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Listening to Music:

Students will begin to explore form in music.

Understanding Music:

Students will begin reading notation by learning all of the notes on the treble clef. Students continue to build upon their rhythmic reading skills in duple and triple meters.

Materials:

Rhythmic instruments, music recordings, student recorders, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the third grade level.

Lower School Course Outline Fourth Grade

Subject: Music

Introduction:

Fourth grade students further develop their skills in singing and playing both pitched and unpitched percussion instruments. Recorder instruction continues through fourth grade. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will learn to sing accurately and with good breath control throughout their singing ranges. Students play independent instrumental parts while other students sing or play contrasting parts.

Improvising & Composing:

Students will work on creating short musical pieces using improvised sound sources. In recorder class, they learn to play by ear through expressive improvisation games.

Listening to Music:

Students will learn to identify simple music forms when presented aurally.

Understanding Music:

Students will begin to use a system (that is, syllable, numbers, or letters) to read simple pitch notation in the treble clef in major keys. Students continue to build upon their rhythmic reading skills in duple and triple meters.

Materials:

Rhythmic instruments, music recordings, student recorders, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the fourth grade level.

Lower School Course Outline Fifth Grade

Subject: Music

Introduction:

Fifth grade students will be able to demonstrate their musical knowledge by participating in choral and instrumental ensembles. The winter and spring concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing accurately and with good breath control throughout their singing ranges, alone and in ensembles. Students will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Improvising & Composing:

Students will use standard notation to record write their musical ideas and the musical ideas of others.

Listening to Music:

Students will identify the sounds of a variety of instruments, including many orchestral and band instruments.

Understanding Music:

Students will continue to use a system (that is, syllable, numbers, or letters) to read simple pitch notation in the treble clef in major keys. Students continue to build upon their rhythmic reading skills in duple and triple meters.

Materials:

Rhythmic instruments, music recordings, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the fifth grade level.

Middle School Course Outline Sixth Grade

Subject: Music

Introduction:

Sixth grade students will begin exploring form, structure, and composition. Students will be introduced to the ukulele and learn basic tabulature, simple chords and strumming patterns. They will apply this knowledge to their vocal and instrumental performance experiences as well as relating it to other disciplines and cultures. The Middle School Spring Musical and concerts provide the opportunity for students to display their musical talent and knowledge.

Content:

Creating & Performing Music:

Students will begin to sing a repertoire of vocal literature with expression and technical accuracy. Students will perform music on several instruments including world drums, xylophones and ukuleles.

Improvising & Composing:

Students will create and arrange music using applications on their 1:1 ipads. Students will create music in groups, responding musically to each other's ideas.

Listening to Music:

Students will listen to the harmonic structure of music. Students will listen and move to various examples of jazz and classical music.

Understanding Music:

Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. Students will learn to read ukulele tabulature and chord charts.

Materials:

Rhythmic instruments, ukuleles, music recordings, and a keyboard or piano are necessary materials for music class.

Evaluation:

Teacher observations form the core of the evaluation process at the sixth grade level.

