

Elementary Vocal/Instrumental Music



Kindergarten students learn to make and respond to music through age-appropriate songs, dances, and activities. Basic instruction includes:

Exploring their singing voices and other sounds; keeping a steady beat utilizing physical movement, dances, games, and rhythm instruments; learning a variety of traditional songs; and creating cultural awareness through songs, instruments, and ethnic dances.

First Grade students are exposed to the enjoyment of making and performing music while developing basic musical concepts and skills. The curriculum is organized to include many opportunities for singing, listening, playing instruments, creating, and moving to music. Emphasis is on the total involvement of students as music specialists focus on age-appropriate, hands-on musical experiences and activities. First graders are introduced to the elements of music, including melody, harmony, form, rhythm, texture, timbre, expressive qualities, and style. They explore the expressive qualities of their voices, learn beginning music reading and vocabulary, and, in simple ways, how to listen to and analyze a variety of music. Through exposure to a wide variety of musical styles, beginning attitudes and values about music are formulated. A public performance is often a highlight of a first grader's formal experience with music education.

Second Grade and Third Grade students continue to build upon their musical knowledge-base as more complex songs, musical notation, and vocabulary are presented by the music specialist. Students actively demonstrate their awareness of the elements of music through their successful use of dynamics, tone color, melody, and harmony in the songs they sing and, in the accompaniments and compositions they create. Students deepen their understanding of the world around them and hone their critical-thinking skills by tracing a song's geographic, historical and cultural roots, as well as listening to, analyzing, interpreting, and responding to a variety of songs and musical works. Exposure to a variety of music allows students to formulate attitudes and values about music. A public performance is often an outcome of the third-grade curriculum.

Fourth Grade students continue to build upon their past information-base as they refine their understanding of musical elements and concepts. Musical literacy is stressed as students learn to read and sing standard musical notation, to analyze, move to, and to create more complex songs. A strong correlation is made among the songs, instruments, and ethnic dances and their geographic, historical and cultural roots.

Fifth Grade students are introduced to instrumental music. This specialized music program focuses on the development of fundamental skills and concepts of playing a wind, percussion, or string instrument. Students learn instrument care, playing position, tone quality, music literacy, and vocabulary as they address the challenges of performing in a group ensemble. Stressed are concepts that will encourage students to play with confidence, enthusiasm, and enjoyment all the while fostering a sense of creativity, self-discipline, and personal achievement.

In consultation with an instrumental music specialist, all students are given the opportunity to participate in either the elementary orchestra or band program. Instruments offered in the orchestra program include violin, viola, cello or string bass. Band instruments offered include flute, trombone, clarinet, saxophone, trumpet, French horn, baritone or percussion.