



## BPS MUSIC PROGRAM

### Early Childhood and Elementary School (EC-Grade 5)

At BPS, we believe that music is a basic expression of human culture and every student should have access to a balanced, comprehensive, and sequential program of study in music. that encourages learners to formulate and express ideas, perceptions and feelings. Learning music is an active process that will require our learners to work independently and collaboratively in small groups to ask questions, compare and contrast musical compositions and reflect about their learning through problem solving and critical thinking.

The learning standards of our Music Program have been adopted from National Standards for Music Education (NSfME) and National Core Arts Standards (NCAS). Learners will have the opportunity to develop their musical literacy skills and music appreciation through the fundamental music processes that involve Creating, Performing and Responding to music.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
	Learners will understand that...	Learners will be able to...	Integrity
MUSIC LITERACY	That learning to read and notate music gives them a skill with which to explore music independently and with others.	<p><b>Reading and notate music</b></p> <p>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures</p> <p>b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</p> <p>c. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p> <p>d. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p>	<p>Resilience</p> <p>Reflection</p> <p>Empathy</p> <p>Playfulness</p>

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
CREATING	That the elements of music include: rhythm, melody, harmony, timbre, form, texture and dynamics	<p><b>Improvise melodies, variations, and accompaniments</b></p> <ul style="list-style-type: none"> <li>a. Improvise "answers" in the same style to given rhythmic and melodic phrases</li> <li>b. Improvise simple rhythmic and melodic ostinato accompaniments</li> <li>c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</li> <li>d. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</li> </ul> <p><b>Compose and arrange music within specified guidelines</b></p> <ul style="list-style-type: none"> <li>a. Create and arrange music to accompany readings or dramatizations</li> <li>b. Create and arrange short songs and instrumental pieces within</li> <li>c. Use a variety of sound sources when composing</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
PERFORMING	That singing, playing instruments and moving to music enable them to acquire musical skills and knowledge	<p><b>Sing, alone and with others, a varied repertoire of music</b></p> <ul style="list-style-type: none"> <li>a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo</li> <li>b. Sing expressively, with appropriate dynamics, phrasing, and interpretation</li> <li>c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</li> <li>d. Sing ostinatos, partner songs, and rounds</li> <li>e. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</li> </ul> <p><b>Perform on instruments, alone and with others, a varied repertoire of music</b></p> <ul style="list-style-type: none"> <li>a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> <li>c. Perform expressively a varied repertoire of music representing diverse genres and styles</li> <li>d. echo short rhythms and melodic patterns</li> <li>e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>f. Perform independent instrumental part while other students sing or play contrasting parts</li> </ul>	

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RESPONDING	<ul style="list-style-type: none"> <li>• That music is a basic expression of human culture</li> <li>• That listening to, analyzing, and evaluating music are important building blocks of musical learning.</li> </ul>	<p><b>Listen to, analyze, and describe music</b></p> <ul style="list-style-type: none"> <li>a. Identify simple music forms when presented aurally</li> <li>b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</li> <li>c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</li> <li>d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</li> <li>e. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</li> </ul> <p><b>Evaluate music and music performances</b></p> <ul style="list-style-type: none"> <li>a. Devise criteria for evaluating performances and compositions</li> <li>b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles</li> </ul> <p><b>Understand relationships between music, the other arts, and disciplines outside the arts</b></p> <ul style="list-style-type: none"> <li>a. Identify similarities and differences in the meanings of common terms used in the various arts</li> <li>b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</li> </ul> <p><b>Understand music in relation to history and culture</b></p> <ul style="list-style-type: none"> <li>a. Identify by genre or style aural examples of music from various historical periods and cultures</li> <li>b. Describe in simple terms how elements of music are used in music examples from various cultures of the world</li> <li>c. Identify various uses of music in</li> </ul>	