



Music
Joanna Price
Curriculum Overview

PreK

- Musical contrasts (high/low, fast/slow,etc)
- Movement
 - Students stay actively engaged
 - Teaches method of remembering lyrics
 - Whole brain learning
 - Gets the wiggles out
- Singing together and in small groups or solos
- Learning patterns and rhythm through literature
- Learning about instruments, sound, performing, and movement through play and exploration

Kindergarten

- Exploring 4 voices (whispering, talking, singing, shouting)
- Movement
 - Show understanding of steady beat
 - Gives students a choice
 - Promotes creativity and improvisation
 - Makes aural concepts more concrete and visual
- Singing
 - Matching pitch
 - Comfortable singing together and alone
- Musical concepts
 - Same vs. different
 - Rhythm vs. steady beat
 - Play and speak rhythmic notation
 - Science of sound
- Units include
 - Rhythmic notation
 - The Nutcracker/ballet
 - Instrument Families
 -

Second Grade

- Music Theory
 - Notes on the staff
 - Musical vocabulary
 - Symbol identification
 - Scales, Solfege, and Curwen hand signals
- Performance (edited a bit for Covid-19 protocols)
 - Matching pitch
 - Dynamics
 - Listening and blending
- Practice skills
 - Learning various ways to memorize lyrics
 - Effectively practicing instrumental music
 - Building stamina
- Music History
 - Studying musicians, instruments and key identifying factors in various musical genres
 - Irish music unit

Third Grade

- Music Theory
 - Combining rhythm and notes
 - Translating lyrics to notation
 - Syncopation and off beats
- Elements of music
 - Rhythm
 - Melody
 - Harmony
 - Timbre
 - Pitch
 - Texture
- Music history
 - Building on musical genre studies from previous year including country/bluegrass, Broadway, hip hop, jazz, blues, etc.
 - Multicultural music
 - Developing appreciation for diversity