

Music Program Summary

Each age group below has a particular theme and set of activities we focus on throughout the year.

PK-K: **Experiencing Music**

Two 30 min. classes / week

- Using a singing voice
- Playing handheld rhythm instruments
- Responding to music with movement
- Improvising original music
- Hearing/seeing a variety of musical performances
- Learning musical etiquette

1-2: **Cultivating Music Literacy**

Two 30 min. classes / week

- Using music vocabulary words
- Recognizing musical symbols
- Identifying specific musicians and works
- Becoming oriented to the piano keyboard
- Planning out original music

3-4: **Becoming Musically Independent**

One 30 min. class + One 30 min group rehearsal + One 30 min lesson*

- Learning a string/wind instrument at home
- Reading standard music notation
- Writing music down for others to play
- Developing self-management skills
- Listening critically

5-6: **Contextualizing Music**

One 30 min. class + One 30 min group rehearsal + One 30 min lesson

- Evaluating the quality of musical performances
- Connecting music to history and culture
- Differentiating musical genres and traditions
- Participating in musical activities outside/beyond school
- Finding ways to explore more music

*4th grade only

Specific Curricular Resources and Content:

Pre-K and K:

- *First Steps in Music* (Feierabend), and supplemental books
- Mallet Percussion – Orff-Schulwerk

Grades 1 and 2:

- *First Steps in Music* (Feierabend), and corresponding supplemental books
- Piano/keyboard skills – *Faber Piano Adventures* skill books, et. al.
- Bucket Drumming – *The Bucket Book* (Birrow), et. al.

Grades 3 and 4:

- Ukulele (Gr. 3) – *Uke Can Do It 2!: Classroom Ukulele Method* (Tamberino)
- Wind Instruments (Gr. 4) – *Essential Elements* (multiple authors)

Grades 5 and 6:

- Wind/Percussion Instruments – *Essential Elements* (multiple authors)
- Modern Band – *Little Kids Rock*
- FI School Music Library / Student Music Share (local network, fs1 server)

Outcomes by Grade (cumulative)

PK-K

Performance

- Respond to conductor cues for starting, stopping, and volume
- Perform in sections based on similarities between instruments in a group performance
- Identify conductors and describe their role
- Improvise short solo rhythmic passages using unpitched instruments
- Improvise solo vocal melodies for ordinary sentences, names, and words
- Improvise short solo rhythmic passages using unpitched instruments
- Play classroom percussion instruments using proper technique, controlling volume
- Sing call and response (echo) songs
- Sing English language folk songs
- Sing unison songs
- Distinguish singing voice from speaking, whispering, shouting
- Sing passages using so and mi with Curwen hand signs
- Sing at different volumes

Response

- Imitate short rhythmic patterns by ear
- Identify sound of flute, clarinet, trumpet, saxophone, trombone by name
- Illustrate or match contour lines representing melodic contours
- Identify titles for folk songs by their melody
- Distinguish between Western and non-Western music
- Identify classroom instruments by name and sound
- Use movement to show the beat in specific body parts and with full body movement
- Express changes in pitch and volume with body movements in the same direction (up/down)
- Identify images of flute, clarinet, trumpet, saxophone, trombone by name

Creation

Writing & Research

- Identify composers and describe their role in music making

1-2

Performance

- Arrange an existing rhythm across two or more different instruments
- Compose and perform short rhythmic passages for percussion using quarter note/rest and paired eighth notes
- Demonstrate the relationship between pitch and physical aspects of instruments
- Classify instruments, including homemade instruments and found objects, according to how they produce sound
- Respond to conductor cues for beat, tempo, and changes therein
- Control voice volume in relation to those around when singing in a group (Blend)
- Improvise short solo passages using pitched instruments
- Play percussion instruments while singing
- Use body percussion sounds to perform rhythmic patterns, including clapping, patting, stomping, snapping
- Maintain a steady beat(with body or instrument) when the beat is not always heard
- Identify the letters used in the musical alphabet
- Perform rhythms from notation including quarter notes, eighth notes in pairs, and quarter rests
- Sing songs explicitly related to New York City or State
- Sing American patriotic songs
- Sing and identify the national anthem
- Perform folk and classical melodies on a pitched instrument
- Sing a major scale using solfege and Curwen hand signs
- Distinguish head voice from chest voice

Response

- Identify sound of ukulele, piano, electric guitar, electric bass, snare drum, toms, bass drum, and cymbals by name
- Identify familiar songs by name by hearing either the tune (melody) or accompaniment independent of each other
- Distinguish between music of different continents
- Identify different parts of a simple-structured piece of music (i.e. ABA form)
- Evaluate own performance from a recording
- Describe elements of a good live music performance
- Describe and perform basic roles of a conductor with regard to tempo and volume control
- Describe changes in rhythm, tempo, volume, and pitch using correct terminology
- Identify images of ukulele, piano, electric guitar, electric bass, snare drum, toms, bass drum and cymbals by name

Creation

- Arrange an existing rhythm across two or more different instruments
- Compose and perform short rhythmic passages for percussion using quarter note/rest and paired eighth notes
- Demonstrate the relationship between pitch and physical aspects of instruments
- Classify instruments, including homemade instruments and found objects, according to how they produce sound

Writing & Research

- Identify titles and composers of famous classical works

3-4

Performance

- Follow the conductor while reading music
- Conduct 2-4, 3-4, and 4-4 beat patterns to music
- Improvise within a particular scale or mode on a chromatic instrument
- Play pitched instruments while singing
- Demonstrate good posture and position and breathing when playing wind instruments
- Demonstrate tonguing and slurring on a wind instrument
- Demonstrate crescendo and decrescendo dynamics on a wind instrument
- Perform major scale(s) on a pitched instrument
- Perform rhythmic and melodic music including whole notes/rests, dotted half notes, and half notes/rests
- Read treble and/or bass staff pitches
- Identify time signatures and describe their meaning
- Identify and respond to accidentals and key signatures
- Describe the relationships between simple note values (eighth, quarter, half, whole)
- Identify time signatures, clef signs, measures, and barlines by name
- Sing songs which help identify the sounds of diatonic intervals
- Sing rounds or partner songs
- Perform contemporary popular music on a pitched instrument
- Demonstrate proper breathing, position, and posture for good vocal technique

Response

- Identify the national anthem and other patriotic songs by name
- Differentiate between melody and accompaniment, using correct terms for both
- Differentiate the sound of various diatonic intervals
- Identify sound of violin, viola, cello, contrabass, tuba, horn, oboe, piccolo, and bassoon by name
- Identify and define chords as distinct from melodic lines
- Compare and contrast different performances of the same piece using musical terms
- Compare and contrast different treatments of the same subject or idea in music
- Identify appropriate settings for different kinds of music
- Differentiate between macro and micro beats using body movement
- Identify images of violin, viola, cello, contrabass, tuba, horn, piccolo, oboe, and bassoon by name

Creation

- Arrange an original rhythm across several instruments or body percussion sounds
- Compose and perform short rhythmic compositions in 4-4 time for classroom instruments or body percussion
- Compose and perform short melodic compositions in 4-4- time for ukulele or mallet instruments

Writing & Research

- Identify musicians and popular songs associated with New York
- Describe the origins of music
- Give examples of composers in multiple genres
- Define genre and name specific examples
- Refer to the parts of long-form works (symphony, opera, album) using correct terms

5-6

Performance

- Improvise a melodic solo in the context of a larger piece
- Identify half-steps and whole-steps on the piano keyboard
- Demonstrate staccato, tenuto, and accent articulations on a wind instrument
- Perform music using individual eighth rests/notes, dotted quarter notes, grouped sixteenth notes
- Identify and respond to basic dynamic markings including p, mp, mf, f, crescendo, and decrescendo
- Identify and respond to articulation markings including staccato, slur, accent, fermata, and phrase
- Sing in 2-part harmony

Response

- Identify sound of organ, mandolin, banjo, and harp by name
- Distinguish between different meters through listening
- Distinguish between swung and straight rhythms
- Identify performances of common musical genres by name, based on key features
- Distinguish between the sound of major and minor harmonies
- Accurately describe the form of a piece of music using letters (i.e. ABA)
- Identify the title and composer of works in various genres upon hearing the music
- Compare and contrast features of music and formal languages
- Evaluate music for originality and develop criteria
- Describe qualities of, and participate in, good music criticism
- Identify image of organ, mandolin, banjo, and harp by name

Creation

- Use samples to create a new piece of music with its own form
- Arrange an existing rhythm for several instruments or body percussion
- Outline a process for writing music including basic compositional decisions and devices
- Use software to create a multi-track recording

Writing & Research

- Use proper grammar when citing short- and long-form works of music
- Identify genres of music created in New York
- Identify different periods in the development of Western art music (incl. medieval, renaissance, baroque, classical, romantic, modern)
- Identify musical genres that originated in the United States
- Identify music related to sociopolitical movements in America