

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 create their own notation and 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 the basic music notation of the music alphabet and music staff.

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 notation 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 the basic music notation of note and rest values.

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.

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:

Student will apply their understanding of basic music notation through playing the violin and other rhythmic and melodic musical instruments. They are introduced to the musical staff and treble clef. Students learn to differentiate between space notes and line notes, read quarter notes and rest, and 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 theory and note-reading activities. 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 music notation (whole notes, half notes, dotted half notes, quarter notes and rests) and learn to read all notes on the treble clef staff. 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. 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 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. Building on a foundation of good violin playing position, students learn notes on the A-string and E-string.

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 – various meters and simple pitch in both treble and bass clef. They learn to read not only the notes within the treble clef staff but also notes on ledger lines above and below the staff.

Materials:

Rhythmic 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 third grade level.

Lower School Course Outline Fourth Grade

Subject: Music

Introduction:

Fourth grade students will be introduced to the recorder in addition to their experiences with percussion instruments. As they learn to play the recorder, they are able to apply their knowledge of music notation and musical form. 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.

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. Recorder class instruction continues throughout fifth grade. 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. In recorder class, they learn to play by ear through expressive improvisation games.

Listening to Music:

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

Understanding Music:

Students will play simple melodies in both treble and bass clef staves.

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 fifth grade level.

Middle School Course Outline

Sixth Grade

Subject: Music

Introduction:

Sixth grade students will begin exploring form, structure, and composition. 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. They will perform on one instrument accurately and independently, alone and in a small or large ensemble.

Improvising & Composing:

Students will create and arrange music to accompany readings or dramatizations.

Listening to Music:

Students will describe specific events in a given aural example.

Understanding Music:

Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

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 sixth grade level.