

Music Curriculum Guide

Pre-Kindergarten (3 and 4 Year Olds)

Course Description: Music and movement is presented in a dynamic and memorable format incorporating dance, singing, mirroring the instructor's movements, creative movement, and connecting with one's own body.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Develop language through song and word play;
- Develop motor skills through movement and motions connected to words and song;
- Create an atmosphere of creativity through ad lib songs;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Stimulate brain development through dance incorporating cross lateral movement;
- Connect to culture at large through traditional songs and nursery rhymes;
- Learn to follow a beat;
- Learn to follow a melody line;
- Learn timing, rhythm and pitch.

Instructional Methods/Strategies: Simple songs, folk songs, nursery rhymes, and instrumental music performed live on keyboard and guitar in a dynamic high energy presentation with movement, prescribed gestures, call and response song style, and improvisational lyrics to describe the wonder of the world, the magic of imagination, and whatever else these children are inspired to sing about! Rhythm sticks and bells are taught through listening to and then mirroring the teacher. There is opportunity for choreographed parts and creative expression on instruments also.

Kindergarten

Course Description: Music and Movement is presented in a dynamic memorable format incorporating dance, singing, mirroring the instructor's movements, creative movement and connecting with one's own body. Monthly seasonal themes inform song choices. Mimicking pitch, tone, rhythm and creating musical patterns are introduced as basic music elements. The students receive training to be able to rhyme in meter. Percussion instruments are used for teaching rhythmic patterns and basic beats. Bell choir is introduced with a numbered scale. Students will also begin to apply these skills within music production software on iPads and laptops.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Further develop language through song and word play;
- Further develop motor skills through movement and motions connected to words and song;
- Create an atmosphere of creativity through ad lib songs;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Stimulate brain development through dance incorporating cross lateral movement;
- Connect to culture at large through traditional songs, nursery rhymes and age appropriate popular songs;
- Learn to identify beats in a song;
- Learn a numbered scale in bell choir;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Participate in a full scale musical in a professional venue with speaking parts, costumes, choreographed dancing, and singing.

Instructional Methods/Strategies: Traditional songs and folk songs, age appropriate popular music and instrumental music performed live on keyboard and guitar in a dynamic high energy presentation with movement, choreographed motion, call and response song style, and improvisational lyrics to describe the wonder of the world, the magic of imagination, and whatever else these children are inspired to sing about! We will use music production software to allow students to express themselves creatively and apply musical concepts. Rhythm sticks are taught through listening to and then mirroring the teacher. There is opportunity for choreographed parts and creative expression on instruments also. The scale is introduced through a numbered scale on hand bells, and children play recognizable melodies on bells.

First Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Students receive training in pitch, tone, and rhythm. A lettered scale is introduced, and children work with individual xylophones to play melodies and basic chords (ensemble work). Bells are used to create chord pads and melodies in ensemble work with the rest of the school. A full musical is staged and performed, of which students have an integral part. Performance training is taught in a low stress environment with ample practice time to promote ease on stage.

Goals/Objectives:

- Engage natural musical interest
- Encourage individual and group participation
- Spark the imagination
- Foster development of language
- Further develop motor skills through movement and motions connected to words and song
- Create an atmosphere of creativity through simple improvisation
- Boost confidence in front of a group
- Increase memory
- Promote processing and thinking skills
- Promote wellbeing by producing endorphins through enjoyment and fun
- Connect to culture at large through traditional songs, folk songs, and age appropriate popular songs
- Perform rhythmic beats
- Follow a melody line by singing correctly
- Further develop timing, rhythm and pitch
- Ensemble work with bells and Orff Xylophones
- Perform in a full scale musical in a professional venue with speaking parts, costumes, choreographed dancing and singing

Instructional Methods/Strategies: Traditional songs, folk songs, songs from musical theater shows, age appropriate popular music and instrumental music are learned vocally. Energy, movement, choreographed motion presentation, etc. are also incorporated. These are songs that engage memory and enhance creativity, as well as broaden students' awareness of different cultures and time periods. Rhythm sticks, bells, and xylophones are taught through listening to and then mirroring the teacher. Notes are written as a lettered scale. Bell choir introduces notes on the staff. Participation in the school wide musical incorporates singing, dancing, and acting.

Second Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Students receive training in pitch, tone, and rhythm. A lettered scale is introduced, and children work with individual xylophones to play melodies and basic chords (ensemble work). Bells are used to create chord pads and melodies in ensemble work with the rest of the school. A full musical is staged and performed, of which students have an integral part. Performance training is taught in a low stress environment with ample practice time to promote ease on stage.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Foster development of language;
- Further develop motor skills through movement and motions connected to words and song;
- Create an atmosphere of creativity through simple improvisation;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs, folk songs, and age appropriate popular songs;
- Perform rhythmic beats;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with bells and Orff Xylophones;
- Perform in a full scale musical in a professional venue with speaking parts, costumes, choreographed dancing, and singing.

Instructional Methods/Strategies: Traditional songs, folk songs, songs from musical theater shows, age appropriate popular music and instrumental music are learned vocally. Energy, movement, choreographed motion presentation, etc. are also incorporated. These are songs that engage memory and enhance creativity, as well as broaden students' awareness of different cultures and time periods. Rhythm sticks, bells, and xylophones are taught through listening to and then mirroring the teacher. Notes are written as a lettered scale. Bell choir introduces notes on the staff. Participation in the school wide musical incorporates singing, dancing, and acting.

Third Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Students receive training in pitch, tone, and rhythm. A lettered scale is introduced, and children work with individual xylophones to play melodies and basic chords (ensemble work). Bells are used to create chord pads and melodies in ensemble work with the rest of the school. A full musical is staged and performed, of which students have an integral part. Performance training is taught in a low stress environment with ample practice time to promote ease on stage.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Foster development of language;
- Further develop motor skills through movement and motions connected to words and song;
- Create an atmosphere of creativity through simple improvisation;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs, folk songs, and age appropriate popular songs;
- Perform rhythmic beats;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with bells and Orff Xylophones;
- Perform in a full scale musical in a professional venue with speaking parts, costumes, choreographed dancing, and singing.

Instructional Methods/Strategies: Traditional songs, folk songs, songs from musical theater shows, age appropriate popular music and instrumental music are learned vocally. Energy, movement, choreographed motion presentation, etc. are also incorporated. These are songs that engage memory and enhance creativity, as well as broaden students' awareness of different cultures and time periods. Rhythm sticks, bells, and xylophones are taught through listening to and then mirroring the teacher. Notes are written as a lettered scale. Bell choir introduces notes on the staff. Participation in the school wide musical incorporates singing, dancing, and acting.

Fourth Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Instrumental performance is demonstrated, taught, and perfected towards stage performances. Students are part of a larger instrumental and vocal performance ensemble. Students also participate in an annual musical with singing, dancing, and acting. Songs are learned by ear and through note reading. Harmony and multiple singing parts are introduced.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Foster development of language;
- Further develop motor skills through choreography;
- Create environment for improvisation on instruments and vocally;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs and age appropriate popular songs;
- The history and study of musical time periods, composers, pieces, and genres;
- Play instruments through note reading;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with Keyboard, xylophones, bell choir and singing;
- Perform in a full-scale musical in a professional venue with speaking parts, costumes, choreographed dancing, and singing.

Instructional Methods/Strategies: Traditional songs, folk songs, songs from musical theater shows, age appropriate popular music and instrumental music are learned vocally. Energy, movement, choreographed motion presentation, etc. are also incorporated. These are songs that engage memory and enhance creativity, as well as broaden students' awareness of different cultures and time periods. Rhythm sticks, bells, and xylophones are taught through listening to and then mirroring the teacher. Notes are written as a lettered scale. Bell choir introduces notes on the staff. Participation in the school wide musical incorporates singing, dancing, and acting.

Fifth Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Instrumental performance is demonstrated, taught, and perfected towards stage performances. Students are part of a larger instrumental and vocal performance ensemble. Students also participate in an annual musical with singing, dancing, and acting. Songs are learned by ear and through note reading. Harmony and multiple singing parts are introduced.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Foster development of language;
- Further develop motor skills through choreography;
- Create environment for improvisation on instruments and vocally;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs and age appropriate popular songs;
- The history and study of musical time periods, composers, pieces and genres;
- Play instruments through note reading;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with keyboard, xylophones, bell choir, and singing;
- Perform in a full-scale musical in a professional venue with speaking parts, costumes, choreographed dancing, and singing.

Instructional Methods/Strategies: Traditional songs, folk songs, songs from musical theater shows, age appropriate popular music and instrumental music are learned vocally. Energy, movement, choreographed motion presentation, etc. are also incorporated. These are songs that engage memory and enhance creativity, as well as broaden students' awareness of different cultures and time periods. Rhythm sticks, bells, and xylophones are taught through listening to and then mirroring the teacher. Notes are written as a lettered scale. Bell choir introduces notes on the staff. Participation in the school wide musical incorporates singing, dancing, and acting.

Sixth Grade

Course Description: Music and Movement is presented in a dynamic, memorable format that incorporates dance, singing, choreography, and creative movement. Instrumental performance is demonstrated, taught, and perfected towards stage performances. 6th graders begin to learn how to play different instruments with other students within an ensemble. These ensemble pieces become the instrumental portion of school wide performances. They also participate in an annual musical with singing, dancing, and acting, or by providing technical support to the musical. Students learn how to play written arrangements on bass, guitar, keyboard and drums on their laptops first, and then on actual instruments. Songs are learned by ear and through note reading. Harmony, descants and multiple singing parts and learned, perfected, and performed.

Goals/Objectives:

- Learn guitar;
- Learn keyboard;
- Learn drums;
- Learn about how to utilize, care for, set up, and break down musical equipment;
- Create environment for improvisation on instruments and vocally;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs and age appropriate (and school appropriate) popular songs;
- Play instruments through note reading;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm, and pitch;
- Ensemble work with bells and Orff Xylophones.

Instructional Methods/Strategies: Instrumental instruction begins immediately to prepare for first stage performance on Veteran's Day, 12 weeks after school begins. Purposeful instruction of arranged music for ensemble is first learned on laptops, and then transferred to real life instruments (guitar, keyboard, bass, drums) through note reading, listening, then executing. There is opportunity for creativity in choreographed parts and creative expression on instruments. Participation in the school wide musical incorporates singing, dancing, and acting.

Seventh Grade

Course Description: Instrumental performance is demonstrated, taught, and perfected towards stage performances. Seventh graders begin to learn how to play different instruments with other students within an ensemble. These ensemble pieces become the instrumental portion of school wide performances. They also participate in an annual musical with singing, dancing, and acting, or by providing technical support to the musical. Students learn how to play written arrangements on bass, guitar, keyboard and drums on their laptop first, and then on actual instruments. Songs are learned by ear and through note reading. Harmony, descants and multiple singing parts are learned, perfected, and performed.

Goals/Objectives:

- Learn guitar;
- Learn keyboard;
- Learn drums;
- Learn about how to utilize, care for, set up and break down musical equipment;
- Create environment for improvisation on instruments and vocally;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs and age appropriate (and school appropriate) popular songs;
- Play instruments through note reading;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with bells and Orff Xylophones.

Instructional Methods/Strategies: Instrumental instruction begins immediately to prepare for first stage performance on Veteran's Day, 12 weeks after school begins. Purposeful instruction of arranged music for ensemble is first learned on laptops. It is then transferred to real life instruments (guitar, keyboard, bass, drums) through note reading, listening, then executing. There is opportunity for creativity in choreographed parts and creative expression on instruments. Participation in the school wide musical incorporates singing, dancing, and acting.

Eighth Grade

Course Description: Instrumental performance is demonstrated, taught, and perfected towards stage performances. Students are part of a larger instrumental and vocal performance ensemble. Students also participate in an annual musical with singing, dancing, and acting. Songs are learned by ear and through note reading. Harmony and multiple singing parts are introduced.

Goals/Objectives:

- Engage natural musical interest;
- Encourage individual and group participation;
- Spark the imagination;
- Foster development of language;
- Further develop motor skills through choreography;
- Create environment for improvisation on instruments and vocally;
- Boost confidence in front of a group;
- Increase memory;
- Promote processing and thinking skills;
- Promote wellbeing by producing endorphins through enjoyment and fun;
- Connect to culture at large through traditional songs and age appropriate popular songs;
- Study the history of musical time periods, composers, pieces and genres;
- Play instruments through note reading;
- Follow a melody line by singing correctly;
- Further develop timing, rhythm and pitch;
- Ensemble work with Keyboard, xylophones, bell choir and singing;
- Perform in a full-scale musical in a professional venue with speaking parts, costumes, choreographed dancing and singing.

Instructional Methods/Strategies: Instrumental instruction begins immediately to prepare for first stage performance on Veteran's Day, 12 weeks after school begins. Purposeful instruction of arranged music for ensemble is first learned on laptops. It is then transferred to real life instruments (guitar, keyboard, bass, drums) through note reading, listening, then executing. There is opportunity for creativity in choreographed parts and creative expression on instruments. Participation in the school wide musical incorporates singing, dancing, and acting.