

Fairfield School District

General Music Curriculum

Kindergarten through Sixth Grade



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Philosophy

Experience with and knowledge of music is a vital part of a complete education. Music is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in music is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in music is critical to their personal success. Music education provides personal, intellectual, and social development for each individual. Teaching music within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of music education. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Interdisciplinary Connections

Performing Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Music history has global implications, and is connected to people, places, and events of the past. The study of music focuses on deep understanding of concepts that enable students to think critically and systematically through singing, playing, listening, and movement.

Visual Arts, performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation.

Integration of the Technology Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st century skills through NJSL 9

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

Integration of 21st century Life and Career skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the music field, exploration of technology career options, school performances as well as outside competitions eg. Dorney Park.

Assessments

- Performance singing and playing in solo and in group setting
- Written evaluations
- Aural identification
- Group projects and presentations
- Observation of skill development
- Audio / Visual recording

Resources

- CDs
- Textbooks
- Song collections
- Posters
- Handouts
- SMART boards
- Videos / DVDs
- Ipads / Internet websites
- Music journals and magazines
- Professional associations and organizations (MENC, NJMEA, ACDA, AOSA, NJMTA)

Goals- After completing all levels of this program, a student will be able to:

- Sing, alone or With others, varied repertoire of music.
- Perform on instruments, alone or with others, varied repertoire of music
- Improvise melodies, variations and accompaniment.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

Standards- Elementary General Music are based on the New Jersey Student Learning Standards for Performing Arts.

- I.1 All students will develop, apply, and reflect upon knowledge of the process of critique.
- I.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society.
- I.3 All students will demonstrate an understanding of the elements and principles of music.
- I.4 All students will use aesthetic knowledge in the creation of and in response to music

Instructional Strategies

- Teacher modeling (eg. Echo-singing)
- Singing, playing, moving, and listening
- Solo performances within a class setting
- Teacher, peer and individual critique of performance
- Singing and movement games
- Visual aids
- Lecture and demonstration
- Field trips
- Critiques

Opportunities to differentiate & accommodate

- Information provided in smaller increments
- Provide preferential seating
- Use of special tools and resources
- Use of visual and supportive material
- Systematic assessment and feedback
- Practice and reinforcement
- Per student's IEP.

Primary Pacing Chart

Grade	September	October	November	December	January
K	Circle Games	Steady Beat	Thanksgiving Play	Holiday Songs	Instrumental Exploration
1	Circle Games	Steady beat and rest (ta -)	Singing games and Thanksgiving	Holiday Songs	Introduction of “sol-mi”
2	Patriotic songs and singing games	Intro to dynamics / beat vs. rhythm	American Indian music & Thanksgiving songs	Holiday songs	Review pitch, melody, and sol-la-mi
3	Patriotic songs and singing games	Intro to recorder and woodwind family	Playing B-A-G on recorder	Holiday songs	Playing B-A on the staff

Grade	February	March	April	May	June
K	Loud vs. soft	High vs. low	Fast vs. slow	Short vs. long	Review of singing games
1	More work with sol-mi	Introduction to La	Continued work with La	Animal songs / camp songs	Review of songs
2	Introduction to do-re-ti and high do	Introduction to staff and G-clef	Introduction to note names: FACE /BGBDF	Verse and Refrain	Review of songs and games
3	Playing G on the staff	Playing C & D	Playing E & F	End of the year concert songs	3rd grade concert and song review

Intermediate Pacing Chart

Grade	September	October	November	December	January
4	Patriotic songs and games	Rhythm patterns / Halloween	Veteran's and Thanksgiving songs	Holiday songs	Instrument families
5	Patriotic songs	Instruments of orchestra and marching band	Veteran's and Thanksgiving songs	Holiday songs	Time signature: 2/4, 3/4, 4/4
6	Patriotic songs and voice expression	Form review: AB, ABA Rondo theme and variation	Veteran's and Thanksgiving songs	Holiday songs	Dynamics

Grade	February	March	April	May	June
4	Unison vs. harmony 50s music	Rounds, partner songs, ostinatos, descants	Prepare songs about New Jersey	Grade 4 Spring concert	Review of songs
5	Time signature: 6/8 and 2/2	Note review, scales, The Piano	Major vs. minor	Broadway music history	Review of songs
6	Tempo	Classical music history	Jazz music	Rock History	Review of songs

Kindergarten

- I. Singing
 - A. Development of singing
 - 1. Pitch - echo singing
 - 2. Singing vs. speaking voice
 - 3. High vs. Low
 - B. Development of expression
 - 1. Dynamics — introduce loud and soft
 - 2. Tempo — introduce fast and slow
 - 3. Mood — how does the music make you feel?
 - C. Opportunity to sing a variety of song selections
 - 1. Folks songs
 - 2. Seasonal and holiday songs
 - D. Ability to sing as a group
 - 1. Staying together
 - 2. Listening to each other
 - 3. Stalling and stopping together
- II. Playing
 - A. Ability to follow directions
 - 1. Proper playing position
 - 2. Maintain a steady beat
 - B. Exploring sounds
 - 1. How the sound is produced
- III. Listening
 - A. Identifying sounds
 - 1. Loud vs. soft
 - 2. Fast vs. slow
 - 3. High vs. low
 - 4. Short vs. Long
- IV. Moving

A. Moving

1. Move to the steady beat
2. Move to show expressive elements
3. Use of locomotor skills (Both gross & fine motor skills)
4. Improvise movements in singing games and circle dance

Grade One

I. Singing (Kodaly)

- A. Development of singing
 - 1. Pitch - echo singing
 - 2. Rhythm — ta, ti-ti, and rest
 - B. Development of expression
 - 1. Dynamics — introduce loud and soft
 - 2. Mood — Happy, sad, angry
 - 3. Tempo —fast and slow
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs from various cultures
 - 3. Folks songs
 - 4. Seasonal and holiday songs
 - D. Ability to sing as a group
 - 1. Staying together
 - 2. Listening to each other
 - 3. Staffing and stopping together
- II. Playing
- A. Ability to follow directions
 - 1. Proper use of the instruments
 - 2. Maintain a steady beat
 - 3. Read and perform- ta, ti-ti, and rest
 - B. Exploring sounds
 - 1. Echoing rhythmic patterns
- III. Listening to music
- A. Gaining an understanding of the various types of music (genres)
 - 1. Partner songs
 - 2. Identifying instruments by sight & sound
- IV. Movement
- A. Continuing to develop
 - 1. Move to the steady beat
 - 2. Move to show expression

3. Use Of locomotor skills (Both gross & fine motor skills)
4. Improvise movements in singing games and circle dances

V. Discovering the relationship between music and other subject areas

A. Art

1. Creative expression

B. Language Arts

1. Understanding lyrics
2. Poetry/Nursery Rhymes

C. Social Studies

1. Song, games, dances and instruments from other various culture

Grade Two

- I. Singing
 - A. Development of Singing
 - 1. Pitch - using Kodaly hand signals
 - 2. Rhythm - introduction to reading note values (whole, half, quarter, eighth notes & rests)
 - B. Development of expression
 - 1. Dynamics — piano & forte
 - 2. Mood — Happy, sad, angry
 - C. Opportunity to sing a variety of song selections
 - 1. Songs for different seasons and holidays (half, quarter, & eighth notes & rests)
 - 2. Differentiate singing & choral speech
 - D. Ability to sing as a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Ability to follow directions
 - 1. Proper use of the instruments
 - 2. Maintaining a steady beat
 - 3. Read and perform — ta, ti-ti, and rest
 - 4. Responding to the conductor's cues
 - B. Ability to play in small ensembles
 - 1. Creating melodic and rhythmic instrumental pieces
 - 2. Improvising
- III. Listening to music
 - A. Sounds of the instruments

1. Identifying instruments by sound
2. Grouping classroom instruments by type (wood, metal, rattle, membrane)

IV Movement

- A. Continuing to respond to aural cues
 1. Demonstrate rhythmic ostinatos
 2. Move to express various mood settings
 3. Simple dance motions

V. Discovering the relationship between music and other subject areas

- A. Art and Visual Art
 1. Creative expression
- B. Language Arts
 1. Understanding lyrics
 2. Poetry
- C. Social Studies
 1. Music from different historical periods
 2. Songs, games, and instruments from other various cultures

Grade Three

- I. Singing
 - A. Development of singing
 - 1. Pitch - melodic notation
 - 2. Rhythm — to reading (whole, half, dotted half, quarter, & eighth notes & rests)
 - 3. Posture and breathing — proper singing position
 - B. Development of expression
 - 1. Dynamics — pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo
 - 2. Mood — Interpreting mood & style
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - D. Ability to sing as a soloist or in a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Recorder
 - 1. Learning proper playing position and breathing
 - 2. Ability to play appropriate time and on cue
 - 3. Ability to read notes on the treble staff
 - 4. Ability to use both hands (both holding and playing notes)
 - B. Classroom instruments
 - 1. Improvising
 - 2. Continue Rhythmic reading
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - B. Music Vocabulary
 - 1. Building a list of musical terms which will assist students in evaluation music
 - C. Form

1. Verse and refrain

IV. Movement

A. Respond to music of various styles

- 1 Folk Dancers
2. Circle dances
3. Body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Music from different historical periods
- 2 Songs from other various cultures

B. Math

1. Becoming aware of the correlation between math and music (formulas)
- 2 Applying fractions to understand note values

Grade Four

- I. Singing
 - A. Development of singing
 - 1. Pitch - following melodic notation
 - 2. Rhythm - Introduction to reading note values (whole, half, dotted half, quarter, eighth, and sixteenth notes & rests)
 - 3. Posture and breathing - proper singing position
 - B. Development of expression
 - 1. Allow students to participate in interpreting music
 - 2. Mood — Interpreting mood & style
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
 - D. Ability to sing as a soloist or in a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Playing rhythmic, melodic, and harmonic patterns
 - B. Improvising
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - 2. Associating style with period in history
 - B. Form
 - 1. Recognizing AB, ABA, and Rondo
 - C. Harmonizing
 - 1. Rounds

2. Partner songs
3. Ostinatos
4. Decant/ Counter melodies

IV. Movement

- A. Expressive motions
 1. Folk Dancers
 2. Circle dances
 3. Body percussion
 4. Creating and using body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history

B. Art

1. Responding to music through use of colors and drawing
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (Various rhythm patterns and formulas)

D. Technology

1. Implementing programs & hardware into various lessons plans

Grade Five

I. Singing

- A. Development of singing - emphasis on technical accuracy melodic notation

1. Pitch - following melodic notation
 2. Rhythm - introduction to reading note values (whole, half, quarter, eighth and sixteenth notes & rests, syncopation)
 3. Posture and breathing— proper singing position and breath control
- B. Development of expression
1. Allow students to participate in interpreting music
 2. Mood — Interpreting mood & style
- C. Opportunity to sing a variety of song selections
1. Songs from different time periods
 2. Songs for different seasons and holidays
 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
- D. Ability to sing as a soloist or in a group
1. Call and response
 2. Multi-verse songs to allow small groups to sing a single verse
 3. Responding to the conductor's cues
- E. Vocal Techniques
1. Using vocal exercises to develop & expand vocal range
- II. Playing
1. Playing rhythmic, melodic, and harmonic patterns
 2. Improvising in an individual or group setting
 3. Ability to create and perform in a group
 4. Ability to create a musical instrument using non traditional instruments
 5. Ability to arrange a musical piece
- III. Understanding Music
- A. Music History
1. Learning about composers from various time periods
 2. Associating style with period in history
- B. Form
1. Recognizing AB, ABA, and Rondo form
 2. Analyzing form when listening to music
- IV. Movement
- A. Expressive motions

- I. Contemporary dances
2. Body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history.

B. Art

1. Responding to music through use of colors and drawings
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)

D. Technology

1. Implementing programs & hardware into various lessons plans

Grade Six

- I. Singing
 - A. Development of singing
 - 1. Pitch - following melodic notation
 - 2. Rhythm - Introduction to reading note values
(quarter, eighth, & rests, syncopation, and dotted rhythms)
 - 3. Posture and breathing — proper singing position and breath control
 - B. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
 - C. Vocal Techniques
 - 1. Using vocal exercises to develop & expand vocal range
- II. Playing
 - 1. Improvising in an individual or group setting
 - 2. Ability to create and perform in a group
 - 3. Recognizing — intervals, scales, and chords
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - 2. Associating style with period in history
 - B. Form
 - 1. Recognizing AB, ABA, and Rondo form
 - 2. Analyzing form when listening to music
 - C. Dynamics
 - 1. Ability to use the proper dynamic level in a musical piece
 - D. Texture
 - 1. Ability to distinguish between a thin or thick texture of a musical piece
 - E. Styles
 - 1. Understanding the differences in musical groups (eg. Concert, marching, jazz etc.)
- V. Movement
 - A. Expressive motions

1. Contemporary dances
2. Body percussion

VI. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history

B. Art

1. Responding to music through use of colors and drawings
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)