

Prairie Hill School District

Music Curriculum

A child's musical experiences in Kindergarten mark the beginning of a life long journey in the study of, the enjoyment of, and the making of music. The general music teachers in the Prairie Hill School District encourage the children to explore and experience music through movement, singing, playing instruments, and improvisation. The ultimate goal is to help the students deepen their understanding of music through conceptual experiences, to bring them in touch with a variety of ways to experience music, and as a result, to increase their enjoyment of and sensitivity to music as an art. When the students reach middle school, all of their early preparations pay off as they join grade level chorus, and band programs.

Kindergarten

Kindergarten students engage in musical concepts by singing, moving to music, listening to music, and creating music. Both pitched and unpitched percussion instruments are introduced to enjoy the music-making process before notation is introduced. Students will learn to sing and create simple rhythmic and melodic patterns. Kindergarten students present a holiday concert and a graduation concert each year.

Selected Goals: Music skills

- Rhythm, beat, tempo, pitch, and tone
- Celebrating seasons and holidays through music
- Telling stories with music, and discussing how music is used every day

1st Grade

First graders participate in twice-a-week 30 minute classes designed to continue the concepts introduced in Kindergarten. Students will continue to use pitched and unpitched instruments to create more complex rhythmic and melodic patterns independently. The students experience music from a variety of cultures and historical eras through singing, dance and listening. 1st grade students present a holiday concert each year.

Selected Goals: Music skills

- Match pitch when singing
- Maintain a steady beat
- Identify same/different phrases
- Develop an understanding of musical form
- Rhythm: sing/play using quarter notes, eighth notes, quarter note rests
- Play classroom instruments with proper technique (xylophones, metallophones, glockenspiels, and non pitched instruments.)

2nd Grade

Second grade will continue to build upon the concepts introduced in 1st grade. There is a strong focus on developing active listening skills as the students learn to differentiate between different musical styles and genres. Music reading from middle C to G is introduced. Students will play simple songs using pitched instruments such as xylophones, metallophones, glockenspiels, piano, and keyboard. Second grade present a holiday concert each year.

Selected Goals: Music skills

- Match pitch when singing
- Maintain a steady beat
- Identify same/different phrases
- Canons, and 2 part harmony is introduced
- Rhythm: sing/play using quarter notes, eighth notes, quarter note rests, whole notes, half notes, notate using simplified iconic notation
- Play classroom instruments with proper technique (xylophones, metallophones, glockenspiels, and non

pitched instruments.

- Sing in different languages
- Dramatize stories with music and movement

The following National Content Standards for Music Education are integrated into the music lesson plans for third and fourth grade students using the Macmillian “Music and You” **1988 instructional series**.

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

THIRD GRADE –

Each of the units in the curriculum includes the following objectives:

- Dynamics – Recognizing and singing loud and soft, relating those ideas to piano/forte.
- Tone Color – Identifying a variety of musical sounds, using instruments to create uncommon sounds for classroom performance or a tonal story.
- Tempo – Identify various tempos; tempo changes within a composition. Identify tempo as *speed of the beat*. Use tempo as an expression.
- Duration/Rhythm – Identify and differentiate between duple and triple meter. Move to simple rhythms and meters. Identify and use a fermata. Practice notating in a simple composition.
- Pitch – Identify high/low sounds, sing a scale, and recognize beginning intervals. Play simple tunes on bells.
- Texture – Sing and hear melody; recognize chordal and melodic accompaniment. Sing and hear melodies with simple instrumental and vocal accompaniment. Sing rounds and canons.
- Form – Identify same and different sections. Identify simple form such as call and response. Introduce interludes, musical introductions, coda and phrases.
- Style – Discover a variety of music such as American, folk, Native American, ballad and spiritual.

Third grade classes also focus on:

- cross-curricular activities such as relating music to art, (Sorcerer’s Apprentice, Carnival of the Animals)
- understanding that pictures can suggest mood and stories, (Death Valley Suite)
- learning songs and related folk dances
- creating sound effects to tell a story
- using ethnic songs to reinforce internalization of steady beat
- singing foreign language songs
- studying the Underground Railroad and how songs (spirituals) were an integral part of the history of Black Americans
- composing lyrics, melodies and illustrating a Spring Song

FOURTH GRADE –

Each of the units in the curriculum includes the following objectives:

- Dynamics – Terms and balance of melody and accompaniment
- Tone Colors – Identifying specific sounds of instruments and voices.
- Tempo-Listening to and identifying various tempos. Using correct identification terms; using tempos to create an expressive effect.
- Duration/Rhythm – Identifying long/short sounds; strong and weak beats. Identifying and using whole, half, quarter and eighth notes and rests. Use of traditional meter signatures.
- Pitch – Identify upward/downward melodic movement; identify and review letter names of the lines and spaces of the staff.
- Form –Identify phrases, sections, and form in songs and listening selections.
- Style – Sing and hear a variety of musical styles including American folk songs, holiday songs, and ethnic music, patriotic, jazz, orchestral and pop.

Fourth grade classes also focus on:

- learning the families of the orchestra and band
- internalization of syncopated rhythms
- bell playing in relation to placement of notes on the staff
- Activities that reinforce note names and the different kinds of notes, rests and their duration.
- Learning to play the recorder in preparation for middle school instrumental music

FIFTH GRADE

Fifth Grade General Music is designed to launch each student forward to Middle School where they will continue to choose from a wide variety of options offered by the district. In fifth grade the level of instruction increases dramatically. Students begin to learn the basics of choral discipline in preparation for elective participation in the middle school chorus programs. The students develop advanced skills in two and three part harmonies in addition to countermelodies and chordal harmonies. Students perform in one concert per year.

MIDDLE SCHOOL

The middle school program, grades 6 – 8, is comprised of elective participation in two choirs: introductory choir in grade 6 and the 7th and 8th grade choir. The sophistication and maturity of instructional content has evolved to a level which extremely challenging to both neophyte and experienced choir members. Members are exposed to a wide range of music from classical to pop, from jazz to hip hop. The goal of the choir programs is to take advantage of the six years of early music instruction and develop age appropriate musical expertise for every student. Rigor and creativity are the tools to build excellence among the choir members and performance is the assessment. Vocal quality is certainly important, but commitment, responsibility and desire are the required outcomes. The students are required to perform in two major concerts per year in addition to any performances arranged during the school day.