

Music Curriculum



(aligned to the most recent 2009 New Jersey Core Curriculum Content Standards)

Grades K-8
Hillsdale Public Schools
Hillsdale, NJ

(revised November 2012)

Introduction

The New Jersey Core Curriculum Content Standards for Performing and Visual Arts Education are composed of four key components. These are: ***the creative process, history and culture, skills and performance, and aesthetic responses and critique.*** Effective music learning should take place visually, aurally, and kinesthetically, so that all students in all grades can benefit from a thorough musical experience. Lessons that incorporate all of these aspects are the most beneficial for all students.

The Creative Process: Students will use their knowledge of musical elements (rhythm, melody, harmony, timbre, and form) to create their own music.

History and Culture: The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future, and of the arts as a form of human expression.

Skills and Performance: Students will develop a repertoire of perceptual, physical, and technical skills used in making music. These skills should coincide with the actual physical development of the child.

Aesthetic responses and critique: Students should be given the tools needed in order to understand and evaluate music and musical performances in a constructive or academic manner. This is a higher level of thinking that will help lead students to develop a better sense of aesthetics and lead to both artistic and personal growth. When we listen to music, our experience is very subjective, but we need the knowledge and skills to be able to appreciate and understand all the music we hear every day, throughout our lives.

Integration of the Visual and Performing Arts

The New Jersey Core Curriculum Content Standards require an integration of dance, music, theater, and visual arts as an important part of the students' visual and performing arts education. Elements of dance, as well as theater, are incorporated in our music, visual arts, videography, and physical education curriculums as well as in various other academic areas. In addition, Hillsdale offers extra-curricular activities that include every aspect of the Visual and Performing Arts Curriculum. For example, the annual George G. White middle school musical provides students the opportunity to participate in all aspects of a musical theater production. Students may elect to audition to become a part of the main or supporting cast, the dancers, or the Pit Chorus. They are also given the opportunity to join crews such as Set Design, Scenery Painting, Costumes or Make-up. Other available crews, which also include important elements of physical science, include Lighting and Sound Design. Students interested in learning about play directing may apply to become a Stage Manager. Other students may express an interest in becoming a part of the Stage Crew or Prop Managers. Some students may be interested in simply participating as Ushers or Usherettes. Whatever the student elects to become a part of will provide them with an invaluable experience which integrates all academic areas. The students also come to feel the importance of being a part of a "**TEAM**", working together to achieve a common and most rewarding goal.

Philosophy

All children are born with the love of music. From infancy to kindergarten and beyond, all humans respond to organized sound. A comprehensive curriculum must organize all of the various musical elements in a sequential manner based on the natural development of a child. In the younger child, there should be an emphasis on movement and the development of pitch through singing, while the older child is ready for intellectual understanding. At all levels we believe there are four important skills that should be simultaneously involved in music learning.

- Performing (playing, singing)
- Listening
- Movement
- Creating

These are the keys to understanding music.

“Music education fosters creativity, teaches effective communication, provides basic tools for a critical assessment of the world around us and encourages the abiding values of self-discipline and commitment.

Music and the arts have been recognized as unique to human capabilities and creativity, as a means of self-discovery and self-expression and as a fundamental part of civilization itself.”(1)

(1)SOUNDPOST, Music Educators National Conference, Volume 7,
Number 1 Fall 1990

NJ State Core Curriculum Content Standards:

All musical activities are designed to satisfy all four Core Curriculum Standards for the arts. This curriculum will give the students an understanding of:

1.1 The Creative Process : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture : All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Goals for K-12 Music Education:

The professional music staff who comprise the Pascack Valley Regional District Music Articulation Committee feel that a truly comprehensive K-12 Music Curriculum should provide students with the opportunity to:

- develop an aesthetic responsiveness.
- acquire an understanding and knowledge of the world's cultural heritage.
- develop self-esteem, self-expression, and creative ability.
- develop an appreciation and ability to use music as a form of lifelong enjoyment or occupation.
- contribute to the personal growth of the individual and the individual's role as a member of society.

National Music Standards K-4

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard:

Students will:

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- b. sing expressively, with appropriate dynamics, phrasing, and interpretation
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- d. sing ostinatos, partner songs, and rounds
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standards:

Students will:

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- c. perform expressively a varied repertoire of music representing diverse genres and styles
- d. echo short rhythms and melodic patterns
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- f. perform independent instrumental parts while other students sing or play contrasting parts

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standards:

Students will:

- a. improvise "answers" in the same style to given rhythmic and melodic phrases
- b. improvise simple rhythmic and melodic ostinato accompaniments
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, & sounds produced by electronic means

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standards:

Students will:

- a. create and arrange music to accompany readings or dramatizations
- b. create and arrange short songs and instrumental pieces within specified guidelines
- c. use a variety of sound sources when composing

5. Content Standard: Reading and notating music

Achievement Standard:

Students will:

- a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- b. use a system (that is: syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

Students will:

- a. identify simple music forms when presented aurally
- b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

7. Content Standard: Evaluating music and music performances

Achievement Standard:

Students will:

- a. devise criteria for evaluating performances and compositions
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

Students will:

- a. identify similarities and differences in the meanings of common terms used in the various arts
- b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

Students will:

- a. identify by genre or style aural examples of music from various historical periods and cultures
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- d. identify and describe roles of musicians in various music settings and cultures
- e. demonstrate audience behavior appropriate for the context and style of music performed

National Music Standards 5-8

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard:

Students will:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts (students who participate in a choral ensemble)
- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:

Students will:

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

Students who participate in an instrumental ensemble or class:

- e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard:

Students will:

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard:

Students will:

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

5. Content Standard: Reading and notating music

Achievement Standard:

Students will:

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $2/4$, $3/4$, $4/4$, $6/8$, $3/8$, and *alla breve* meter signatures
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- d. use standard notation to record their musical ideas and the musical ideas of others

Students who participate in a choral or instrumental ensemble or class

- e. sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

Students will:

- a. describe specific music events in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

7. Content Standard: Evaluating music and music performances

Achievement Standard:

Students will:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

Students will:

- a. compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

Students will:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, the functions music serves, role of musicians, and conditions under which music is typically performed

Objectives for K-8 Classroom (General) Music

The students will:

- develop and refine listening skills and concentration.
- develop aesthetic awareness to a variety of musical styles.
- develop an understanding of the elements of music.
- demonstrate an increasing ability to recognize, understand and interpret musical terms and symbols.
- apply age appropriate vocal and instrumental musical experiences which further enhance their musical growth.
- develop an understanding of how music is part of life and reflects the human experiences.
- develop an understanding of how music is part of life and reflects the human experiences.
- explore the historic and cultural significance of music from any periods and styles.
- develop awareness to other people through exploration of various musical traditions.
- explore the diverse music-related careers other than performance, both vocational and avocational.

In grades K-4 classes meet for one 40-minute period per week. In grade 5 classes meet for one 45-minute period per week for half the year. In grades 6-8 classes are cycled for approximately four weeks, meeting daily.

Currently, grades 3 and 4 meet an additional 40 minutes every other week for chorus. Grade 5 meets two out of every three weeks for chorus. Grades 6-8 chorus is a once-a-week rotating pull-out program.

Kindergarten

Rhythm

1. Beat-steady beat
2. Duration-long and short sounds
3. Performance-Echo patterns of long and short sounds
4. Quarter, Eighth, and rest rhythms

Melody

1. High and Low sounds
2. Upward and downward motion
3. Phrases
4. Solfege- sol, mi, la

Harmony

1. Accompaniment and no accompaniment

Tone Color

1. Environmental sounds
2. Vocal sounds
3. Instrumental sounds

Form

1. Introduction
2. Call and Response (clapping, singing)

Expression

1. Style
2. Dynamics
3. Tempo
4. Mood

Skills

1. Singing

- Voice and mouth sounds
- Produce high and low sounds
- Match pitch within individual's range
- Grade appropriate songs

2. Movement

- Locomotor (walking, running, skipping or jumping)
- Dramatization (movements to dramatize song or story)
- Finger and singing games
- Explore movements (high-low, fast-slow or long-short)
- Eurhythmics (move in rhythm to music)

3. Playing Classroom Instruments

- Play steady beats
- Play grade appropriate rhythmic patterns
- Play grade appropriate melodic patterns
- Discover how instruments work
- Add and/or create accompaniments for songs

4. Listening

- Hear and/or identify differing styles
- Respond to steady or non-steady beat
- Respond to loud-soft or fast-slow
- Respond to phrases
- Identify long, short, high, or low sounds
- Identify long or short sounds
- Recognize repeated patterns when they occur
- Recognize and respond to differing tone colors (vocal, instrumental, mechanical or environmental)

5. Creating

- Explore range of sound producing possibilities
- Create rhythmic accompaniment for class songs
- Use sound effects where appropriate
- Create movement and/or dramatization for a song

Grade One

Rhythm

1. Beat-steady beat
2. Beat vs. rhythm
3. Quarter note, eighth note, and rest rhythms

Melody

1. High and Low sounds
2. Upward and downward motion
3. Phrases
4. Solfege- sol, mi, la, do, re
5. Diatonic and pentatonic scale

Harmony

1. Accompaniment and no accompaniment
2. Ostinato

Tone Color

1. Environmental sounds
2. Vocal sounds
3. Instrumental sounds

Form

1. Introduction
2. Phrases
3. Repetition- contrast (verse-refrain or solo- chorus)
4. Rounds

Expression

1. Style

- Explore different musical cultures

2. Dynamics

- Loud or soft
- Getting louder or softer (Crescendo and Decrescendo)
- Basic names for different volume levels

3. Tempo

- Fast and slow
- Getting faster and slower

4. Moods created by differing styles

5. Identify or recognize songs, chants, and rhymes

Skills

1. Singing

- Voice and mouth sounds
- Speaking and singing voices
- Produce high and low sounds
- Expand vocal range as possible
- Singing in tune
- Singing with expression
- Posture breathing and diction
- Grade appropriate songs from diverse cultures

2. Movement

- Locomotor (galloping and hopping)
- Dramatization (movements to dramatize song or story)
- More complex finger and singing games
- Respond to long and sort sound as well as silence
- Eurhythmics (move in rhythm to music and phrases)
- Respond to contrasting sections as in AB song
- Perform dance, games and action songs from diverse cultures

3. Playing Classroom Instruments

- Play steady beats using bilateral and alternate movement
- Play grade appropriate rhythmic patterns
- Play simple melodies on barred instrument
- Discover how instruments work

4. Listening

- Hear and/or identify differing styles
- Respond to steady or non-steady beat
- Respond to loud-soft or fast-slow
- Hear high-low and upward-downward
- Respond to melodic shape
- Respond to phrases
- Identify long, short, high, or low sounds
- Identify long or short sounds
- Recognize repeated patterns when they occur
- Recognize and respond to differing tone colors (vocal, instrumental, mechanical or environmental)

5. Creating

- Organize simple sound pieces
- Create introductions
- Create rhythmic accompaniment
- Create original verses

Grade Two

Rhythm

1. Beat-steady beat and no beat
2. Quarter note, eighth note, rest rhythms and half-note
3. Meter in 2 (strong and weak beat)
4. Notation of learned rhythms

Melody

1. Higher and Lower pitches
2. Melodic contour
3. Phrases
4. Solfege- (diatonic and pentatonic scale)

Harmony

1. Accompaniment and no accompaniment
2. Ostinato
3. Two or more pitches sounding simultaneously (in the form of a round)

Tone Color

1. Environmental sounds
2. Vocal sounds
3. Instrumental sounds

Form

1. Introduction / coda
2. Phrases
3. Repetition- contrast (verse-refrain or solo- chorus)
4. AB or ABA form

Expression

1. Style

- Explore different musical cultures

2. Dynamics

- Loud or soft
- Getting louder or softer (Crescendo and Decrescendo)
- Getting louder or softer suddenly
- Basic names for different volume levels or changes

3. Tempo

- Fast and slow
- Getting faster and slower

4. Moods created by differing styles

5. Identify or recognize songs, chants, and rhymes

Skills

1. Singing

- Explore various uses of the voice
- Singing in tune
- Sing familiar melodies independently
- Maintain simple ostinatos
- Increase control of expressive singing
- Sing alone or with groups
- Echo sing melodic patterns
- Grade appropriate songs from diverse cultures

2. Movement

- Locomotor (continue as appropriate)
- Dramatization (movements to dramatize song or story)
- Maintain steady beat
- Respond to long and sort sound as well as silence
- Eurhythmics (move in rhythm to music and phrases)
- Respond to repetition and contrasting sections as in AB/ABA song
- Perform dance, games and action songs from diverse cultures
- Create dramatizations and movements

3. Playing Classroom Instruments

- Play using steady beat and strong beat
- Play written melodies on barred instrument

4. Listening

- Hear music of diverse cultures and styles
- Recognize steady or non-steady beat
- Recognize loud-soft or fast-slow
- Recognize high-low and upward-downward
- Recognize melodic shape
- Hear chord changes
- Recognize phrases, patterns, ostinatos, etc.
- Recognize vocal tone colors
- Recognize instrumental tone colors
- Recognize melody or non-melody
- Introduce famous classical and current composers and their work

5. Creating

- Organize simple rhythmic patterns
- Improvise on the pentatonic scale
- Create simple pieces
- Create simple notation systems
- Create rhythmic accompaniment and melodic accompaniments
- Create original verses

Grade Three

Rhythm

1. Beat-steady beat and no beat
2. Quarter note, eighth note, rest rhythms and half-note
3. Meter in 2,3, and 4 (strong and weak beat)
4. Notation of learned rhythms

Melody

1. Higher and Lower pitches
2. Melodic contour
3. Phrases
4. Solfege- (diatonic and pentatonic scale)

Harmony

1. Major verses minor
2. Texture
3. Melody and countermelody
4. Choral harmony

Tone Color

1. Environmental sounds
2. Recognize vocal tone colors (man, woman, child and chorus)
3. Recognize instruments by sound (individual and ensemble)

Form

1. Introduction / coda
2. Phrase
3. Repeat sign
4. AB or ABA and rondo form
5. D.C. al fine
6. D.S. al fine
7. Repetition-contrast (verse-refrain or solo chorus)

Expression

1. Style- Explore different musical cultures
2. Dynamics as an expressive choice
3. Relations of melody and timbre to style
4. Moods created by differing styles

Skills

1. Singing

- Expand vocal range
- Singing in tune
- Increase control of expressive singing
- Increase control of expressive singing
- Sing alone or with groups (required chorus)
- Echo sing melodic patterns
- Grade appropriate songs from diverse cultures

2. Movement

- Perform Locomotor and non-locomotor movements simultaneously
- Hand jives and street games
- Perform folk dances and popular line dances
- Respond to long and sort sound as well as silence
- Eurhythmics (move to show rhythm and form)
- Perform dramatizations

3. Playing Classroom Instruments

- Percussion
- Instruments in combination
- Use expression in playing
- Recorders
- Barred instruments

4. Listening

- Hear and recognize music of diverse cultures and styles
- Identify steady or non-steady beat in terms of 2's and 3's
- Recognize loud-soft or fast-slow
- Recognize high-low and upward-downward
- Recognize melodic shape
- Hear chord changes
- Identify notated ostinatos and other melodic themes
- Identify AB, ABA or rondo forms
- Listen to program and non-program (absolute) music
- Identify individual instruments, families of instruments or ensembles
- Use inner hearing to recognize songs by rhythm or melody alone
- Continue exploration of music by classical and current composers

5. Creating

- Create vocal and instrumental accompaniments
- Create original melodies
- Create compositions reflecting conceptual understanding
- Create musical settings for poems and stories

Grade Four

Rhythm

1. Beat-steady beat and no beat
2. Quarter note, eighth note, rest rhythms, half-note, whole note, and dotted half note
3. Meter in 2,3, and 4 (strong and weak beat)
4. Notation of learned rhythms

Melody

1. Melodic direction
2. Melodic contour
3. Solfege- (diatonic and pentatonic scale)

Harmony

1. Major or minor
2. Texture
3. Chord progressions

Tone Color

1. Small ensembles (duet, trio, or quartet)
2. Voice types (soprano, alto, tenor, and bass)
3. Large Ensembles (chorus band and orchestra)
4. Families of instruments (string, woodwind, et.al.)
5. Individual instruments (usual and unusual)

Form

1. Introduction / coda
2. Phrase
3. Repeat sign
4. AB or ABA, rondo form and ballad form
5. D.C. al fine
6. D.S. al fine
7. Repetition-contrast (verse-refrain or solo chorus)

Expression

1. Style- Explore different musical cultures
2. Effects of culture on music
3. Dynamics as an expressive choice
4. Relationship of melody and timbre to style
5. Moods created by differing styles

Skills

1. Singing

- Expand vocal range
- Singing in tune
- Sing in unison across a wide range
- Increase confidence in solo singing
- Increase control of expressive singing sensitive to choral blend
- Sing alone or with groups (required chorus)
- 2 and 3 part rounds and canons
- Sing 2 part harmony
- Grade appropriate songs from diverse cultures

2. Movement

- Perform complex Locomotor and non-locomotor movements
- Move to complex rhythm patterns
- Learn and perform conducting patterns
- Perform folk dances and popular line dances

3. Listening

- Hear and recognize music of diverse cultures and styles
- Identify steady or non-steady beat in terms of 2's, 3's and 4's
- Recognize loud-soft or fast-slow
- Recognize low and upward-downward
- Recognize melodic shape
- Hear chord changes
- Identify notated ostinatos and other melodic themes
- Identify AB, ABA or rondo forms
- Identify vocal and instrumental tone colors
- Listen to program and non-program (absolute) music
- Use inner hearing to recognize songs by rhythm or melody alone
- Continue exploration of music by classical and current composers

4. Creating

- Create vocal and instrumental accompaniments
- Create original melodies
- Create original lyrics to a given melody
- Create musical settings for poems and stories

Grade Five

Rhythm

Continued practice and recognition of:

1. Beat

- steady beat and no beat
- Off-beat
- Rests
- Fermata

2. Meter

- In 2,3,4,5, and 6
- Strong/weak beats in duple, triple and compound meters
- Meter signatures
- Conducting patterns

3. Notation of learned rhythms

- Echo-clap and identify Kodaly rhythmic symbols
 - a. Writing rhythms
 - b. Rhythmic dictation
 - c. Reading rhythms
- Identification and application of quarter, eighth, half, whole, dotted half, sixteenth notes and triplets
- Syncopation/no syncopation

Melody

1. Range/register

2. Melodic contour

- Stepwise/skipping motion/leaps
- Octaves
- Singing melodic intervals (3rd/6th)
- Repeats

3. Solfege

- Using Kodaly syllables (do, re, mi, etc) and accompanying hand signs for simple sight reading/ echo-singing
- Experiencing melodic rhythm, sequence, imitation and ostinato

4. Scales

- Major/Minor
- Introduction of other scales (e.g. pentatonic, whole tone, etc.)

Harmony

1. Tonal center (do)

2. Texture

- Thick/thin
- Unison/chordal
- Rounds/partner songs
- Descants

Tone Color

1. Small ensembles (duet, trio, quartet, chamber groups)
2. Voice types (soprano, alto, tenor, baritone and bass)
3. Large Ensembles (chorus, band, and orchestra)
4. Families of instruments (string, woodwinds, brass, percussion)
5. Individual instruments (usual and unusual)

Form

1. Introduction, coda, interlude

2. Song forms

- Call and Response
- Verse and refrain (AB or ABA)

Sectional forms

- Rondo
- Theme and variations

Expression

1. Style

- Explore different cultures through music
- Moods created by differing styles
- Relationships of the musical elements of style

2. Tempo (allegro, andante, moderato, etc.)

3. Dynamics (piano, forte, etc.)

Skills

1. Continue to develop listening, movement and performing skills as outlined in the earlier grades as in appropriate to each individual's abilities and development.

Musical skills are developed by practicing and perfecting previously taught techniques.

2. Continue to have students react to music, move to the beat, and play games with songs.

3. Critiquing a performance/performing for a group

- Students will practice the skill of critique prepared musical performances by their peers, while also learning how to be a good audience.
- Other students will practice overcoming their fears of performing for an audience, as well as practicing and preparing thoroughly for a performance.

History

1. Songs relating to the 5th grade study of our American Heritage and the 50 states (folk songs, songs from different parts of the country).

Grade Six

Rhythm

Continued practice and recognition of:

1. Beat

- steady beat and no beat
- Off-beat
- Rests
- Fermata

2. Meter

- In 2,3,4,5, and 6
- Strong/weak beats in duple, triple and compound meters
- Mixed meters
- Cut-time (2/2)
- Meter signatures
- Conducting patterns

3. Notation

- Expand an Echo-clap and identification of Kodaly rhythmic symbols
 - a. Writing rhythms
 - b. Rhythmic dictation
 - c. Reading rhythms
 - d. Performing rhythms (Orff instruments)
- Identification and application of quarter, eighth, half, whole, dotted half, sixteenth notes, triplets and syncopation)
- Syncopation/no syncopation
- Common rhythm patterns
- Other dotted rhythms

Melody

1. Range/register

2. Melodic contour

- Intervals (3rds, 6ths, octaves)
- Movement by steps, skips, leaps, and repeats
- Stepwise/skipping motion/leaps

3. Solfege

- Using Kodaly syllables (do, re, mi, etc) and accompanying hand signs for simple sight reading/ echo-singing
- Experiencing melodic rhythm, sequence, imitation, ostinato and repetition

4. Scales

- Major/Minor
- Other scales (e.g. pentatonic, whole tone, etc.)

Harmony

1. Tonal center (do)

2. Chordal harmony

- 3rds/5ths
- 2-, 3-, and 4-part history
- Strong/weak cadence

3. Chord construction

- Triads, sevenths
- I, IV and V7 chords in major

4. Linear harmony

- Ostinatos, countermelodies, rounds, partner songs, descants, canon, counterpoint

Tone Color

1. Continue to explore:

- Small ensembles (duet, trio, quartet, chamber groups)
- Voice types (soprano, alto, tenor, baritone and bass)
- Large Ensembles (chorus, band, and orchestra)
- Families of instruments (string, woodwinds, brass, percussion)
- Individual instruments (usual and unusual)

2. Introduction and recognition of:

- Various vocal styles (opera/opera, musical theater, popular music)
- Various instrumental styles (classical, jazz, popular music)

Form

1. Continue introduction, coda, interlude

2. Song forms

- Call and Response
- Verse and refrain (AB or ABA)

3. Sectional forms

- Rondo
- Theme and variations

4. Jazz forms

- Improvisation
- Blues

Expression

1. Style

- Explore different cultures through music
- Moods created by differing styles
- Relationships of the musical elements of style

2. Tempo (allegro, andante, moderato, etc.)

3. Dynamics (piano, forte, etc.)

Skills

1. Continue to develop listening, movement (with an emphasis on movement in the 6th grade) and performing skills (including introduction of Orff instruments) as outlined in the earlier grades as in appropriate to each individual's abilities and development. Musical skills are developed by practicing and perfecting previously taught techniques.
2. Continue to have students react to music, move to the beat, and play rhythmic games with songs and chants.
3. Critiquing a performance/performing for a group
 - Students will practice the skill of critique prepared musical performances by their peers, while also learning how to be a good audience.
 - Other students will practice overcoming their fears of performing for an audience, as well as practicing and preparing thoroughly for a performance.
 - Elements of a good performance will be emphasized.

History

1. Songs relating to the 6th grade study of Ancient cultures (Greek music, Ancient Times Day songs, dances, etc.)

Grade Seven

Rhythm

Continued practice and recognition of:

1. Beat

- steady beat and no beat
- Off-beat
- Rests
- Fermata

2. Meter

- In 2,3,4,5, and 6
- Strong/weak beats in duple, triple and compound meters
- Mixed meters/ changing meter/ combined meter

3. Notation- continue to:

- Expand an Echo-clap and identification of Kodaly rhythmic symbols
 - a. Writing rhythms
 - b. Rhythmic dictation
 - c. Reading rhythms
- Identification and application of quarter, eighth, half, whole, dotted half, sixteenth notes, and triplets
- Syncopation/no syncopation
- Common rhythm patterns
- Other dotted rhythms

Melody

1. Range/register

2. Melodic contour

- Intervals (3rds, 6ths, octaves)
- Movement by steps, skips, leaps, and repeats

3. Solfege

- Using Kodaly syllables (do, re, mi, etc.) and accompanying hand signs for simple sight reading/ echo-singing
- Experiencing melodic rhythm, sequence, imitation, ostinato and repetition

4. Scales

- Major/Minor
- Other scales (e.g. pentatonic, whole tone, etc.)

Harmony

1. Harmonic styles

- Monophonic texture
- Polyphonic texture
- Homophonic texture

2. Linear harmony

- Ostinatos, countermelodies, rounds, partner songs, descants, canon, counterpoint

Tone Color

1. Continue to explore:

- Small ensembles (duet, trio, quartet, chamber groups)
- Voice types (soprano, alto, tenor, baritone and bass)
- Large ensembles (chorus, band, and orchestra)
- Families of instruments (string, woodwinds, brass, percussion)
- Individual instruments (usual and unusual)

2. Introduction and recognition of:

- Various vocal styles (opera/opera, musical theater, popular music)
- Various instrumental styles (classical, jazz, popular music)

3. Environmental sounds

- Recording of sounds interpolated into musical compositions

4. The science of sound

- How we hear
- Sound waves (noise, semi-organized sound, music)
- Recording of sounds, and new technologies
- Computer-generated music

5. Vocal Sound

- The speaking voice
- The singing voice
- A cappella singing
- Vocal blending-harmonizing
- Qualities of individual artists

6. Instrumental sounds

- Individual instruments and their families
- Family sounds and how they are used to produce a mood or feeling

Form

1. Continue introduction, coda, interlude

2. Song forms

- Call and Response
- Verse and refrain (AB or ABA)

3. Sectional forms

- Rondo
- Theme and variations

4. Jazz forms

- Improvisation
- Blues

Expression

1. Style

- Musical sounds of different cultures
- Moods created by differing styles
- Relationships of the musical elements of style
- Style differences determined by rhythm, melody, and tone color

2. Tempo (allegro, andante, moderato, etc.)

3. Dynamics (piano, forte, etc.)

Skills

1. Develop increased aesthetic awareness of music, especially with the development of increased analytical listening skills.
2. Continue to develop listening, movement and performing skills (emphasis in 7th Grade on listening skills) as outlined in the earlier grades as in appropriate to each individual's abilities and development. Musical skills are developed by practicing and perfecting previously taught techniques.
3. Compositional skills-creating their own lyrics to songs, also utilization of environmental sounds.
4. Critiquing a performance/performing for a group
 - Students will practice the skill of critique prepared musical performances by their peers, while also learning how to be a good audience.
 - Other students will practice overcoming their fears of performing for an audience, as well as practicing and preparing thoroughly for a performance.
 - Elements of a good performance will be emphasized.

History

1. Popular music of the past century are used to teach musical skills as outlined in the 7th grade curriculum
2. Influences of historical events and culture on our popular music
3. Classical music and its various eras are also used to illustrate styles and trends of the past, as well as the elements of music as outlined in the 7th grade curriculum

Grade Eight

Rhythm

Continued identification and study of previously learned concepts:

1. Beat

- Steady beat and no beat
- Off-beat
- Rests
- Fermata

2. Meter

- In 2,3,4,5, and 6
- Strong/weak beats in duple, triple and compound meters
- Mixed meters/ changing meter/ combined meter

3. Notation- continue to:

- Expand on echo-clap and identification of Kodaly rhythmic symbols
 - a. Writing rhythms
 - b. Rhythmic dictation
 - c. Reading rhythms
 - d. Performing rhythms
- Identification and application of quarter, eighth, half, whole, dotted half, sixteenth notes, triplets and syncopation
- Syncopation/no syncopation
- Common rhythm patterns
- Other dotted rhythms

Melody

Review:

1. Range/register

2. Melodic contour

- As a tool for analysis
- Movement by steps, skips, leaps, and repeats

3. Solfege

- Using Kodaly syllables (do, re, mi, etc) and accompanying hand signs for simple sight reading/ echo-singing
- Experiencing melodic rhythm, sequence, imitation, ostinato and repetition

4. Scales

- Major/Minor
- Other scales (e.g. pentatonic, whole tone, etc.)

5. Composition

- Manipulation of pitches as a compositional device
- Sequence, retrograde, inversion, imitation, repetition, transportation, modulation, phrase construction and development

Harmony

1. Scales/tonality

- Whole-and half-step structure of chords
- Major/minor scales
- Pentatonic scales

2. Harmonic styles

- Parallel motion/contrary motion
- Countermelody
- Monophonic texture
- Polyphonic texture
- Homophonic texture

2. Linear harmony

- Ostinatos, countermelodies, rounds, partner songs, descants, canon, counterpoint

Tone Color

1. Continue to explore:

- Small ensembles (duet, trio, quartet, chamber groups)
- Voice types (soprano, alto, tenor, baritone and bass)
- Large ensembles (chorus, band, and orchestra)
- Families of instruments (string, woodwinds, brass, percussion)
- Individual instruments (usual and unusual)

2. Introduction and recognition of:

- Various vocal styles (opera/opera, musical theater, popular music)
- Various instrumental styles (classical, jazz, popular music)

3. Review of Environmental sounds

4. Vocal Sound

- The speaking voice
- The singing voice
- A cappella singing
- Vocal blending-harmonizing
- Qualities of individual artists

6. Instrumental sounds

- Individual instruments and their families
- Standard ensemble types
- Unusual ensemble types (ethnic)
- Historic instruments

Form

1. Continue introduction, coda, interlude
2. Unity/Variety
3. Song forms
 - Call and Response
 - Verse and refrain (AB or ABA)
4. Sectional forms
 - Rondo
 - Theme and variations
 - Sonata form
4. Jazz forms
 - Improvisation
 - Blues

Expression

1. Style
 - Musical style of different cultures
 - Moods created by differing styles
 - Relationships of the musical elements of style
 - Style differences determined by rhythm, melody, and tone color
 - Relationship of words to form and expressive qualities
2. Tempo (allegro, andante, moderato, etc.)
3. Dynamics (piano, forte, etc.)
4. Effects of changes on overall expressive content

Skills

1. Continue to develop increased aesthetic awareness of music, especially with the development of increased analytical listening skills
2. Continue to develop listening, movement and performing skills (emphasis in 8th Grade on performing skills) as outlined in the earlier grades as in appropriate to each individual's abilities and development. *Musical skills are developed by practicing and perfecting previously taught techniques.*
3. Compositional skills-composing their own melody compositions
4. Improvisational skills-12-Bar Blues style
5. Critiquing a performance/performing for a group
 - Students will practice the skill of critique prepared musical performances by their peers, while also learning how to be a good audience.
 - Other students will practice overcoming their fears of performing for an audience, as well as practicing and preparing thoroughly for a performance.
 - Elements of a good performance will be emphasized.

History

1. Popular music of the past century is used to teach musical skills as outlined in the 8th grade curriculum, as well as influences of historical events and culture on our popular music.
2. Classical music and its various eras are also used to illustrate styles and trends of the past, as well as the elements of music as outlined in the 8th grade curriculum.

Chorus Curriculum

Introduction

The Choral Program at the Hillsdale Public Schools is provided to all students in order to explore singing and to experience being a part of a performing vocal group. Music naturally contributes to the emotional, social, physical and educational development of a child, and it is the purpose of the choral program to assist students in their development.

In the upper grades, chorus is for students who are interested in further developing their vocal skills as well as increasing their knowledge of choral literature. The middle school choral program is a natural outgrowth of the singing program of the elementary schools, offering a most natural and satisfying medium of expression for boys and girls who like to sing.

The choice of music should reflect a wide variety of musical styles. The choral literature should be chosen to progress in logical sequence from unison, to two-part, and eventually to three-part harmonic signing. Reading ability, ear-training and mastery of music vocabulary will also be developed.

Organization of choral music activities

Third and Fourth grade chorus

In third and fourth grade, chorus is mandatory for all students. Chorus meets once every other week for a forty-minute period. During chorus class, students learn a variety of music from different genres and cultures. They then get the opportunity to perform the music at their Winter and Spring Chorus Concerts. The Winter Concert features the fourth graders performing several songs on the recorder and the Spring Concert features the third graders performing on the recorder in addition to singing.

Fifth Grade Chorus

Chorus is a mandatory program for all fifth grade students. Besides meeting for general music instruction for one period each week, these students also meet for chorus class. Each week there are two scheduled chorus sections that meet for forty-five minutes. Each class rehearses twice within a three-week period. Within each choral section, the groups are divided into two halves: voice parts I and II. The students can be guided from proper unison singing, to simple, then progressively more complicated, part singing. All 5th Grade choral groups are then united for a culminating performance at the Spring Concert.

Sixth Grade Chorus

Sixth grade is the first of the three years that Chorus is voluntary. The sixth grade group is considered an "intermediate" group. The students will gradually develop from a two-part, soprano/alto vocal group into traditional three-part SAB middle school chorus. This naturally emerges as the boys' voices continue to change as they get farther into the older grades. Sixth grade students come to Chorus practice once a week, as a rotating pull-out program. This group takes part in both the Winter and Spring Concerts.

Seventh and Eighth Grade Advanced Chorus

Seventh and Eighth graders are generally divided into three voice parts, and start working on three-part songs as they progress during the year. The seventh and eighth graders also practice as a rotating pull-out program. They will perform together, with or without the sixth graders, also at both concerts. The eighth grade section usually sings together for the last time at their Graduation exercises.

Goals:

By participating in Chorus the students will:

1. develop an aesthetic responsiveness.
2. acquire an understanding and knowledge of the world's cultural heritage.
3. develop self-esteem, self-expression, and creative ability.
4. develop an appreciation and ability to use music as a form of lifelong enjoyment or occupation.
5. contribute to their personal growth and their role as a member of society.

Objectives:

The students will:

1. demonstrate an increasing appreciation for choral music literature.
2. develop proper use of the voice as a musical instrument.
3. demonstrate correct vocal techniques
 - regarding rhythm
 - regarding diction
 - regarding phrasing
 - regarding pitch and notation
 - regarding posture and breath support
 - regarding vocal placement
4. demonstrate an increasing ability to recognize, understand and interpret musical terms and symbols.
5. demonstrate a variety of tone qualities.
6. demonstrate an aesthetic and critical responsiveness to the interpretation of choral literature.
7. demonstrate skills necessary to meet standards of performance.
8. demonstrate attentiveness during rehearsals and performance.
9. explore the historical and cultural significance of choral literature.
10. explore the diverse music related careers other than performance, both vocational and avocational.

Concepts and Skills of Choral Music

1. Elements of Voice Production

- Intonation
- Range
- Flexibility
- Resonance
- Durability
- Attacks and releases
- Breath support
- Diction
- Posture
- Tone

2. Elements of Musicianship and Interpretation

- Mood
- Tempo
- Meter
- Phrasing
- Dynamics
- Blend
- Attacks and releases
- Discussion of music of various periods and styles
- Musical terms and symbols

***Concepts and skills fulfill state standards 1.2, 1.3, and 1.4
National Standards k-4, 5-6 and National Standards 5-8:1, 5.7***

Evaluation

At this time students do not receive a grade in grades 3-8 for Chorus. In grades 3 through 5, Chorus is a part of their "General Music" grade. Students will be evaluated on the basis of their performance and cooperation at rehearsals and concerts. This can be shown during rehearsals and performances by the individual student's attention, attitude, effort and response to the conductor.

Vocal/Instrumental Music Assessment

General Music

- Observations of children's individual and/or group responses in regards to rhythm and pitch
- Observations of the expected level of effort, participation and conduct (required for a group's successful musical performance)
- Responses to individual and/or group questioning as it takes place throughout the lesson
- Written assessments in the form of listening quizzes and/or knowledge-based quizzes
- Projects assigned to assess to students' overall grasp of various musical concepts learned
- Evaluation by listening to recorded performances and/or auditions

Instrumental Music

- Listening to the children's performances to assess skill level, tone quality, and proper technique
- Group performances evaluated with large and small ensemble groups, in regards to following a conductor, and listening to other performers in a particular section

Vocal/Choral Music

- Evaluation of listening to recorded performances and/or auditions
- Daily observations of choral groups and soloists in regards to tonal quality, intonation, diction, and following the conductor
- Successful performances at Concerts and other events by the various choral groups