

K-5 Curriculum

All age groups will learn about the basic elements of music to the extent of which they are developmentally capable. All ages will experience the elements as ways they can shape the music we make together and individually outside the classroom. Each group will review material listed for previous grades.

Expression

Dynamics

- K-1: loud/soft, getting louder/getting softer, appropriate singing dynamics
- 2: piano/forte terminology, crescendo/decrescendo, sudden dynamic shifts
- 3-5: mezzopiano, mezzoforte, pianissimo, fortissimo, subito

Tempo

- K-1: fast/slow, getting faster/getting slower, sudden changes in tempo
- 2: fermata
- 3-4: accelerando, ritardando, allegro, moderato, adagio
- 5: lento, allegretto

Articulation:

- K-1: smooth and connected, short and detached, legato/staccato
- 2: accents
- 3: articulation markings for legato, staccato, accents, pizzicato, and arco
- 4-5: phrasing, slurs, marcato

Mood:

All groups will experiment with a variety of moods and determine what musical elements characterize particular musical moods.

Rhythm

Beat

- K-1: steady beat, no beat, rhythm, silent beat
- 2-5: offbeat

Duration:

- K: long/short sounds, one sound per beat (1/4 note), two sounds per beat (1/8 notes)
- 1: no sound on beat (1/4 rest)
- 2: tie, four sounds on beat (1/16 notes), half note
- 3: half rest, syncopation (1/8, 1/4, 1/8), whole note, dotted half note
- 4: 1/8 1/16 1/16, 1/16 1/16 1/8, dotted 1/4 1/8, 1/8 dotted 1/4
- 5: Augmentation, diminution, dotted 1/8 1/16, 1/16 dotted 1/8, triplets

Meter

- K: strong beat, weak beat
- 1: meter in 2, meter in 3
- 2: 2-4, 3-4 meters
- 3: 4-4 meters
- 4: 6-8 meter
- 5: meter in 5 and 7, mixed meter

Pattern

K: sound/silence, same/different, patterns with $\frac{1}{4}$ $\frac{1}{8}$ and rest

1: ostinato

2: combinations including half notes and 1/16 notes

3: even and uneven patterns (dotted rhythms), syncopation

4: swung eighths

5: motive

Form

K: same/different, echo, call and response, introduction, verse/refrain

1-2: ab, aba

3: D.C. al fine, rondo

4: ballad, first and second endings, theme and variations, opera, symphony

5: 12-bar blues, march, overture, finale, movement, sonata-allegro, concerto

Melody

K: high/low, upward/downward

1-2: steps, skips, and repeated pitches

3-4: melodic sequences, unison, octave, pitch letter names

5: other intervals, register, whole and half steps

Texture

K: one sound/more than one sound

1-2: accompaniment, ostinato

3-4: harmony/no harmony, 2-part singing

5: major/minor

Students will explore the above elements through a variety of applied skills they will acquire throughout the year. All grade levels will learn about vocal health and sing in a variety of moods and styles. All students will also explore body percussion and movement as ways of expressing and embodying the music they are listening to or producing. All grade levels will use non-pitched percussion (hand drums, tambourines, etc.) to produce their own accompaniment. Keyboard instruments will be introduced in grade 3 as the students are learning the names of pitches and how to read written music. Grades 4 and 5 will use recorders as a vehicle for learning how to read music and improvise during the spring semester. Students of all ages will be coached on how to analyze, perform, and compose music on a developmentally appropriate scale.