District 96 Elementary Music Curriculum Overview

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing and evaluating students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded.

Kindergarten Curriculum

- Rhythm – steady beat, long and short sounds
- Melody – Matching Pitch, high/low pitch, echoing sol-mi patterns
- Harmony – singing with accompaniment, beat against rhythm
- Tone Color – four types of vocal sounds, instrumental sounds including body sounds and classroom percussion instruments.
- Form – echo
- Expressive qualities: **style** – seasonal songs and celebrations for Veteran's Day and Holiday Programs, **dynamics** – loud and quiet, **tempo** – fast and slow,
- History/Appreciation - Sergei Prokofiev's Peter and the Wolf

First Grade Curriculum

- Rhythm – steady beat, quarter and eighth notes, quarter rest, rhythmic ostinato
- Melody – matching pitch, pitches: sol, la, mi, melodic contour
- Harmony – chord bordun
- Tone Color – classroom percussion instruments: wood, metal, skin instruments
- Form – introduction, repeat sign, AB form
- Expressive Qualities: **style –** seasonal songs and celebrations for Veteran's Day and Holiday Programs, songs of different cultures **dynamics** – piano and forte

Second Grade Curriculum

- Rhythm – half notes and rests, tied notes, split eighth notes, time signatures, meter in 3 and 4

- Melody – solfege do, re, mi, sol, la, high do (pentatonic scale), step, leap, and repeated patterns
- Harmony – Broken bordun, melodic ostinato, suspended pitch harmony
- Form – phrase, coda, double bar line, bar line
- Expressive Qualities: **style –** seasonal songs and celebrations for Veteran's Day and Holiday Programs **articulation** - legato/staccato, accents **dynamics** - mezzo forte, mezzo piano

Third Grade Curriculum

- Rhythm – whole notes and rests, dotted half notes, meter in 3, sixteenth notes, meter in 2
- Melody – solfege high do, fa and ti, major pentatonic scale notation, treble clef notation
- Harmony – crossover bordun, major and minor, rounds, canons
- Tone Color – Voice parts (soprano, alto, tenor, bass)
- Form – interlude, rondo
- Expressive Qualities: **style** –seasonal songs and celebrations **tempo** – fermata **dynamics** - crescendo and decrescendo

Fourth Grade Curriculum

- Rhythm - syncopation, eighth rest
- Melody - major and minor tonality, musical alphabet, recorder playing
- Harmony - recorder duets
- Tone Color - orchestral instruments, recorder playing*
- Form - first and second endings
- Expressive Qualities - **style** - seasonal songs and celebrations**,** musical theater **articulation** - slurs
- History/Appreciation - Benjamin Britten's Young Person's Guide to the Orchestra

*All fourth grade students will play the soprano recorder. The cost of recorders has been figured in to the school fees. All students will be given a recorder when the unit begins.

Fifth Grade Curriculum

- Rhythm - triplets, mixed eighth and sixteenth notes
- Melody - question and answer phrases, modes
- Harmony - instrumental duets
- Tone Color - body/found percussion

- Expressive Qualities - **style** - seasonal songs and celebrations, musical theater

*In fifth grade students have the opportunity to participate in the band and orchestra program in our district. All students are encouraged to participate in either program.