

# Music Curriculum Guidelines

## Blacksburg New School

### Elementary (K-5)

### Elective Summary (6-8)

#### Overview

All BNS elementary students are provided with space to learn concepts, practice skills, and apply their musical knowledge to create and perform music. Emphasis is placed on experiential learning and discovery, with musical information weaved through classroom activities designed according to their age. Methodology is practice-oriented and hands-on, and the student is the protagonist of their own learning. The approach used is "guided discovery." The proposed activities are designed for the students to learn and enjoy listening to music, singing, playing, performing, dancing and learning about the music of different eras, its cultural background, history and evolution. Each grade will be summarized below including yearly key goals, key concepts, and specified curriculum resources and methods utilized.

#### Red (Kindergarten)

Primary goals include echoing and performing the steady beat; identifying short and long sounds, high and low sounds, slow and fast movements; identifying instruments and getting to know the name of some of them; exploring voices to match pitch, singing songs, follow the rhythm of the music through body movements; learning to perform with others, and learning how to follow a leader.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, BAPNE.

*Concepts include (but are not limited to) the following:*

- Music Notation/Rhythm: Ta (Quarter), Shh (Quarter rest), and Ti-ti (Eighths) on digital sheet music along with music by playing small percussion instruments. The treble clef symbol, the staff and recognizing the number of lines and spaces it has.
- Tempo: Slow or fast, getting faster or getting slower.
- Duration: Long and short sounds by using percussion instruments.
- Articulation: smooth and connected. Short and detached.
- Texture: one sound / more than one sound.
- Pitch: Identifying high- and low-pitched sounds. Singing the notes of the musical scale.
- Dynamics: Soft or loud, piano or forte; singing vs talking or shouting voice.
- Form: Call and response, echoing.
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, small xylophones.
- Body movement: movement accompanied by body percussion and dance, playing music from different parts of the world with instruments and other objects.
- Relaxation: enjoying silence and calm for a few minutes by listening to music or with gentle movements.
- Creating musical instruments: Homemade instruments from recycled materials.

#### Orange (Grade 1)

Primary goals include reading and playing quarter notes, eighth notes quarter rest notes; identifying the concept of duration, whole notes, half notes, quarter notes, eighth notes, quarter rest; the introduction to Treble Clef pitches; identifying differences in patterns and dynamics; singing the notes of the musical scale; learning to recognize instruments by sound; performing songs by reading rhythms; compose simple rhythmic patterns; follow the rhythm of the music through body movements and small percussion.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, BAPNE.

*Concepts include (but are not limited to) the following:*

- Music Notation/Rhythm: Quarter note, quarter rest, eighth note on digital sheet music along with music by playing small percussion instruments. Identifying the concept of duration, half

note, and whole note. The treble clef symbol, the staff and recognizing the number of lines and spaces it has.

- Tempo: Slow or fast, getting faster or getting slower, sudden changes in tempo.
- Duration: Long and short sounds by using percussion instruments.
- Articulation: legato / staccato
- Texture: accompaniment.
- Pitch: Identifying high- and low-pitched sounds. Singing the notes of the musical scale.
- Dynamics: Soft or loud, piano or forte; singing vs talking or shouting voice.
- Form: Call and response, echoing.
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, small xylophones, introduction of boomwhackers.
- Body movement: movement accompanied by body percussion and dance, playing music from different parts of the world with instruments and other objects.
- Relaxation: enjoying silence and calm for a few minutes by listening to music or with gentle movements.
- Creating musical instruments: Homemade instruments from recycled materials.

### **Yellow (Grade 2)**

Primary goals include reading and playing half notes, quarter notes, eighth notes quarter rest notes; identifying the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, quarter rest and following the rhythm on digital sheet music; identifying Treble Clef pitches (Do, mi, sol) performing simple songs by reading pitches and rhythms, recognize instruments by sound, be introduced to World instruments, identifying differences in patterns and dynamics, singing simple songs within an octave, and compose simple melodic patterns; follow the rhythm of the music through body movements and small percussion.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, Carl Orff, Elizalde, and BAPNE.

Concepts include (but are not limited to) the following:

- Music Notation/Rhythm: the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, and following the rhythm on digital sheet music; identifying Treble Clef pitches (Do, mi, sol) performing simple songs by reading pitches and rhythms.
- Tempo: fermata
- Duration: Long and short sounds by using percussion instruments.
- Articulation: phrasing
- Texture: accompaniment, obstinato
- Pitch: Identifying high- and low-pitched sounds. Singing the notes of the musical scale with hand signs.
- Dynamics: piano, forte, pianissimo, fortissimo, mezzopiano, mezzoforte, crescendo and diminuendo.
- Form: repeat
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, colorful xylophones, introduction of boomwhackers and bucket drumming.
- Body movement: movement accompanied by body percussion, dance, objects and instruments with music from different parts of the world.
- Relaxation: enjoying silence and calm for a few minutes by listening to music or with gentle movements.
- Creating musical instruments: Homemade instruments from recycled materials.

### **Green (Grade 3)**

Primary goals include memorizing Treble Clef pitches on the staff (Do - so), reading and playing half notes, quarter notes, eighth notes, quarter rest notes; identifying the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, eighth notes, and their respective rests following the rhythm on digital sheet music; recognize the orchestra instruments by sound; performing songs with body percussion, explore other music cultures around the

world, perform songs with dynamics, and composing simple melodic patterns with rhythmic accompaniment; dancing following the rhythm of the music through body movements and small percussion such as claves.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, Carl Orff, Elizalde, and BAPNE.

Concepts include (but are not limited to) the following:

- Music Notation/Rhythm: the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, eighth notes, eighteen notes, and their respective rests, and following the rhythm on digital sheet music.
- Tempo: accelerando, ritardando
- Articulation: legato, staccato and accents.
- Texture: canon
- Pitch: identifying Treble Clef pitches (Do, re, mi, fa, so) performing simple songs by reading pitches and rhythms. Singing the notes of the musical scale with hand signs.
- Dynamics: piano, forte, pianissimo, fortissimo, mezzopiano, mezzoforte, crescendo and diminuendo.
- Form: repeat, fermata.
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, colorful xylophones, boomwhackers and bucket drumming.
- Body movement: movement accompanied by body percussion, dance, objects and instruments with music from different parts of the world.
- Relaxation: enjoying silence and calm for a few minutes by listening to music or with gentle movements.
- Creating musical instruments: Homemade instruments from recycled materials.

### **Turquoise (Grade 4)**

Primary goals include exploring voices to match pitch and extend solfege to an octave; memorizing Treble Clef pitches on the staff (Do – do'); reading and playing whole notes, dotted half notes, half notes, quarter notes, eighth notes, eighth notes, eighteen notes, and their respective rests following the rhythm on digital sheet music; performing songs with canon, explore other music cultures around the world, perform songs with dynamics and body percussion; introduction singing songs with two parts; performing songs with xylophones and recorders; dancing following the rhythm of the music through body movements and small percussion such as claves and bucket drumming.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, Carl Orff, and BAPNE.

Concepts include (but are not limited to) the following:

- Music Notation/Rhythm: the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, eighth notes, eighteen notes, and their respective rests. Following the rhythm on digital sheet music. Meters in 2,3 and 4.
- Articulation: marcato
- Texture: harmony / no harmony / starting to two-part signing
- Pitch: identifying Treble Clef pitches (Do, re, mi, fa, so, la, ti, do') performing songs by reading pitches and rhythms.
- Dynamics: piano, forte, pianissimo, fortissimo, mezzopiano, mezzoforte, crescendo and diminuendo.
- Tempo: allegro, adagio, andante, moderato
- Form: ABA, AB, theme and variations.
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, xylophones, boomwhackers, bucket drumming and recorders.
- Body movement: movement accompanied by body percussion.

### **Blue (Grade 5)**

Primary goals include memorizing Treble Clef pitches on the staff (Do – fa'); introduction Bass Clef pitches, applying Treble and Bass Clef knowledge to write songs using musical apps

notation; performing songs with melody, harmony, and accompaniment; performing songs with xylophones, recorders and bucket drumming; explore other music cultures around the world; develop a musical vocabulary to describe and write about music.

*Resources/methods utilized:* Kodaly, Dalcroze, Aschero, Carl Orff, and BAPNE.

Concepts include (but are not limited to) the following:

- Music Notation/Rhythm: the concept of duration, whole notes, dotted half notes, half notes, quarter notes, eighth notes, eighth notes, eighth notes, eighteen notes, and their respective rests, dotted rhythms, triplets. Following the rhythm on digital sheet music. Meters in 2,3 and 4.
- Articulation: marcato
- Texture: major and minor.
- Pitch: identifying Treble Clef pitches (Do, re, mi, fa, so, la, ti, do', re', mi', fa'), performing songs by reading pitches and rhythms. Introduction Bass Clef pitches.
- Dynamics: piano, forte, pianissimo, fortissimo, mezzopiano, mezzoforte, crescendo and diminuendo, sforzando.
- Tempo: allegro, adagio, andante, moderato, largo, lento, presto, allegretto.
- Form: march, sonata, concerto, symphony, opera, jazz, classical, country, rock,...
- Instruments: Voices, body percussion, rhythm sticks, hand percussion, handbells, xylophones, boomwhackers, bucket drumming and recorders.
- Body movement: movement accompanied by body percussion.

### **Purple Electives (Middle school)**

Middle school music electives are often taught in two 45-minute blocks each week. They consist of a small group (two, three or four students). The music electives can vary from year-to-year. The purpose of music electives is to provide additional opportunities in the musical arts not previously experienced. The following music electives are generally offered: "Choir, or singing-based elective" in which vocal warm-up skills are practiced, and songs that are popular with the teenage-crowd are sung together. "Basic notions to play piano" through the application of polyrhythms and the performance of independent yet coordinated voices with both hands. "Ukelele", in which basic chords to play a song are performed accompanied by an instrumental base. "Rhythm by body percussion and different objects". "Create musical instruments".

***Choir, or singing-based elective.*** The students learn vocal techniques (vocalization—classical and modern, voice projection, voice impostation and tuning), breathing techniques, correct body positions for singing, and activities for synchronizing body movement while singing songs.

***Basic notions to play piano.*** The students focus on polyrhythms so that they are learning how to read music by coordinating the different rhythms displayed in the scores. For this purpose, they have conducted distinct activities using the piano so that they can apply the polyrhythms by performing independent yet coordinated voices with both hands.

***Ukulele.*** The students learn how to make basic chords, for which they learn how to hold the instrument correctly and how to tune the strings.

***Rhythm through body percussion and by using different objects.*** Regarding rhythm, the students learn how to produce rhythms through different combinations of movements of the right and left hand, and practice quarter, eighth notes, and quarter rest notes by following the rhythm of small patterns of digital scores by playing different percussion instruments, body percussion, and different objects.

***Creating musical instruments.*** This elective offers instructions for making some homemade instruments or real instruments such as the ukulele.