

Blacksburg New School  
K-5 Music Curriculum Guidelines  
6-8 Elective Summary

**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. Each grade will be summarized below including yearly key goals, key concepts, and specified curriculum resources and methods utilized.

**Red**

Primary goals include echoing and performing the steady beat; identifying short and long sounds, high and low sounds, and various Western instruments; exploring voices to match pitch, singing solfege Do through So; learning to perform with others, and learning how to follow a leader.

*Resources/methods utilized: Kodaly*

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

Music Notation/Rhythm: Ta (Quarter), Shh (Quarter rest), and Ti-ti (Eighths) in various visual forms, short or long.

Tempo: Slow or fast, getting faster or getting slower

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, Boomwhackers (introduction in late spring semester)

**Orange**

Primary goals include reading and playing quarter and eighth notes; introduction to Treble Clef pitches; identifying differences in patterns and dynamics; learning to recognize Western instruments by sound; exploring voices to match pitch and extend solfege to an octave; performing songs by reading rhythms; compose simple rhythmic patterns.

*Resources/methods utilized: Kodaly, Ellen Buechannon "Boom-a-Tunes"*

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

Music Notation/Rhythm: Quarter note, quarter rest, eighth note, half note, half rest

Tempo: Slow or fast, getting fast or slow, sudden changes in tempo

Dynamics: piano, forte, mezzo-forte, crescendo, decrescendo

Form: Echoing, call and response, ABA

Instruments: Voices, body percussion, Boomwhackers, hand percussion

**Yellow**

Primary goals include identifying Treble Clef pitches, performing simple songs by reading pitches and rhythms, recognize Western 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.

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

Music Notation/Rhythm: sixteenth notes

Tempo: fermata, repeat

Dynamics: sudden changes, pianissimo, fortissimo

Form: call and response, ABA, AB

Instruments: voices, body percussion, Boomwhackers, bucket drumming

## **Green**

Primary goals include memorizing Treble Clef pitches on the staff, performing songs with two parts, explore other music cultures around the world, perform songs with dynamics; singing songs with two parts, and composing simple melodic patterns with rhythmic accompaniment.

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

Music Notation/Rhythm: Using the counting system to identify and read rhythms; sixteenth note and eighth note variations

Tempo: allegro, adagio, andante, moderato

Dynamics: forte-piano

Form: Arch form, theme and variations

Instruments: Boomwhackers, recorders, bucket drumming

## **Turquoise**

Primary goals include memorizing Treble Clef pitches on the staff, identifying Bass Clef pitches, performing songs with two parts, explore other music cultures around the world, perform songs with dynamics; singing songs with two parts with rhythmic ostinato, and composing songs in a set form with multiple parts.

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

Music Notation/Rhythm: Using the counting system, dotted rhythms, eighth rests

Tempo: a tempo

Dynamics: forte-piano

Form: Arch form, theme and variations, Rondo form

Instruments: Boomwhackers, recorders, bucket drumming

## **Blue**

Primary goals include memorizing Bass Clef pitches, applying Treble and Bass Clef knowledge to write songs using musical notation, performing songs with melody, harmony, and accompaniment; explore other music cultures around the world, develop a musical vocabulary to describe and write about music.

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

Music Notation/Rhythm: dotted rhythms, eighth rests, sixteenth rests, triplets

Tempo: accelerando, poco a poco, rallentando

Dynamics: sforzando

Form: Rondo form, march, sonata, symphony

Instruments: Boomwhackers, ukuleles

## **Purple Electives**

Electives are offered every Trimester, with classes set up in a once-a-week or twice-a-week format. The purpose of music electives is to provide additional opportunities in the musical arts not previously experienced. Options range from learning how to play instruments, music history, and how to create music. As of 2019, the following music electives have been offered:

- Ukulele Band Basics
- Digital Composition (Garage Band)
- Jam Band (various instruments brought by students)
- Zentangles
- Bucket Drumming