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