

Greenwich-Stow Creek Partnership Schools

Music Curriculum

Grades K-8

Approved by the Board of Education:

Stow Creek Board of Education – 8/18/2022

Greenwich Board of Education – 8/17/2022

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Statement of Purpose

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students learn by doing; therefore, singing, playing instruments, moving to music and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Music gives students skills with which to explore music alone and with others. Learning to read and notate, listen to, analyze and evaluate music are important building blocks of musical learning. To participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music. Research has shown that students who participate in an enriched, sequential, skill building music program dramatically increase their reading and math performance; therefore, music should be part of a well-rounded education. The role that music will play in students' lives depends in large measure on the level of skill they achieve in creating, performing, and listening to music.

The Artistic Processes¹

<p>Creating</p> <ul style="list-style-type: none"> • Imagine • Plan, Make • Evaluate, Refine 	<p>Performing, Presenting, Producing</p> <ul style="list-style-type: none"> • Rehearse, Evaluate, Refine • Select, Analyze, Interpret • Present 	<p>Responding</p> <ul style="list-style-type: none"> • Select, Analyze, Interpret • Evaluate • Interpret 	<p>Connecting</p> <ul style="list-style-type: none"> • Interconnect
<p>Anchor Standard 1 Conceptualizing and generating ideas.</p>	<p>Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.</p>	<p>Anchor Standard 7 Perceiving and analyzing products</p>	<p>Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.</p>
<p>Anchor Standard 2 Organizing developing ideas</p>	<p>Anchor Standard 5 Selecting, analyzing, and interpreting work.</p>	<p>Anchor Standard 8 Applying criteria to evaluate products</p>	<p>Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
<p>Anchor Standard 3 Refining and completing products</p>	<p>Anchor Standard 6 Conveying meaning through art.</p>	<p>Anchor Standard 9 Interpreting intent and meaning</p>	

¹ Taken from the NJDOE 2020 Standards. <https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

Units of Study – Grades K-2

(May include, but not limited to the following:)

Seasonal, Holiday, & Patriotic Music

Spirituals

Reading Rhythms

Composer Studies

Rhythm Instruments

Echo Singing

Singing Solos, Duets, Trios, Quartets

Nursery Rhymes and Mother Goose Songs

Animal Songs

Playing Melodies on Xylophones and Glockenspiels

Playground Games, Songs, and Rhymes

Units of Study – Grades 3-5

(May include, but not limited to the following:)

Seasonal, Patriotic and Holiday Music

Students will study music with historical significance as in folk, popular music and religious music, music that relates to the four seasons, Thanksgiving, Christmas, Black History Month, Easter, Veterans' Day, and Memorial Day.

Composer Study/Contemporary and Historical—Life and Music

Students will read and discuss basic biographical information about famous historical composers and modern music writers/arrangers and listen/study their music

Instruments of the Orchestra

Students will view posters/pictures of the various instrument sections of the orchestra, engage in discussion, listen to examples and orchestral music on CDs, You Tube and occasionally through live demonstration

Study Historical Music and that of Specific Genre/Style/Culture

Students will be exposed to music from our American Heritage, like folk, Spirituals, Pop, rock, Broadway etc. and music from other world cultures

Rhythm

Students will learn basic rhythm notation, note values, composing 4 beat rhythm patterns, identifying rhythms aurally, etc.

Units of Study – Grades 6-8

(May include, but not limited to the following:)

Rhythm

Students will learn basic rhythm notation, note values, composing 4 beat rhythm patterns, identifying rhythms aurally, etc.

Composer Study – Contemporary & Historical

Students will read and discuss basic biographical information about famous historical composers and modern music writers/arrangers and listen/study their music

Study Historical Music and that of Specific Genre/Style/Culture

Students will be exposed to music from our American Heritage (i.e. Folk, Spirituals, Pop, Rock, Broadway, etc.) and music from other world cultures.

Film Music

Students will learn the importance of music and sound in film, history of film, important film composers, the art of foley, etc.

Music Across the Curriculum

Students will learn how music connects to other content areas such as science, language, math, history, etc.

Greenwich-Stow Creek Partnership Schools

General Music

Grades: K-2

Timeline:	NJCCCS:	Skills/Content Objectives:	Supplemental Materials	Assessments
September-December	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>1.3A.2.Cr3a: Interpret and apply personal, peer and</p>	<p>Concepts (What students will know)</p> <p>Elements of music such as Dynamics (Loud & Quiet), Pitch/Range (High & Low), Tempo, etc.</p> <p>Rhythm - Keeping a steady beat, iconic notation, quarter notes, quarter rests, eighth notes, half notes, whole notes, etc.</p> <p>Context – Learning basic Genres, History, Musicianship, etc.</p> <p>Instrument Families</p> <p>Skills (What students will be able to do)</p>	<p>Rhythm instruments</p> <p>Worksheets</p> <p>Holiday Songs</p>	<p>Teacher Observation</p> <p>Student Participation</p>

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	<p>teacher feedback to revise personal music.</p> <p>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections</p> <p>1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</p> <p>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g.</p>	<p>Aurally identify elements of music such as dynamics, pitch/range, tempo, etc.</p> <p>Play/sing/perform basic elements of music such as dynamics, pitch/range, tempo, etc.</p> <p>Play/perform rhythm patterns using body percussion and/or rhythm instruments.</p> <p>Move to the beat/rhythm of the music in movement activities.</p> <p>Learn to sing holiday songs through echo singing/picture boards</p> <p>Identify musical instruments visually and aurally.</p> <p>Identifying Various Orchestra/Band Instruments</p> <p>Activities/Strategies (Learning Activities)</p>		
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	<p>tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p>	<p>Play Along Videos – rhythm, body percussion, movement</p> <p>Movement activities (dancing, games, etc.)</p> <p>Echoing (singing, rhythms, movements, etc.)</p> <p>Playing rhythm/percussion Instruments and applying musical elements to performance (dynamics, tempo, rhythm, duration, etc.)</p> <p>Listen to instrument families, Read instrument books, etc.</p>		
<p>January-June</p>	<p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and</p>	<p>Concepts (What students will know)</p> <p>Introduce Quarter Notes and Eighth Notes</p> <p>Melody vs. rhythm instruments</p> <p>What is Musical Theater?</p>	<p>Boomwhackers and instruments</p> <p>Fairy Tale Stories/Plays</p> <p>Charts, Piano Mother Goose</p>	

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	<p>experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p> <p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between</p>	<p>Play songs on the boom whackers</p> <p>Singing alone or with a group</p> <p>Skills (What students will be able to do) Read Quarter notes and Eighth Notes</p> <p>Aurally identify melody and rhythm instruments</p> <p>Know what an Actor, Dialogue, and Soloist is</p> <p>Play Songs with Boomwhackers</p> <p>Sing a simple song or part of a song alone</p> <p>Activities/Strategies (Learning Activities) Play rhythm sticks</p> <p>Play a variety of instruments</p> <p>Read and Act out a simple story</p> <p>Play Songs with the boomwhackers</p>		
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	music and the other arts, other disciplines, varied contexts, and daily life.	following a play-along video or color/note charts Sing a simple song as a group with soloists		
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Greenwich-Stow Creek Partnership Schools

General Music

Grades: 3-4

Timeline:	NJCCCS:	Skills/Content Objectives:	Supplemental Materials	Assessments
September-December	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to a specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord</p>	<p>Concepts (What students will know)</p> <p>Identify Staff, Bar Lines, Measure, Notes</p> <p>What is a Composer?</p> <p>Rhythm - Keeping a steady beat, iconic notation, quarter notes, quarter rests, eighth notes, half notes, whole notes, etc.</p> <p>Context – Learning basic Genres, History, Musicianship, etc.</p> <p>Skills (What students will be able to do)</p> <p>Recognize the parts of a staff and identify notes Aurally identify elements of music such as dynamics,</p>	<p>Rhythm instruments</p> <p>Worksheets</p> <p>Holiday Songs</p>	<p>Teacher Observation</p> <p>Student Participation</p>

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	<p>harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5Pr4b: Demonstrate an understanding of the</p>	<p>pitch/range, tempo, etc.</p> <p>Talk about a selected Composer and his/her music</p> <p>Play/sing/perform basic elements of music such as dynamics, pitch/range, tempo, etc.</p> <p>Play/perform rhythm patterns using body percussion and/or rhythm instruments.</p> <p>Move to the beat/rhythm of the music in movement activities.</p> <p>Learn to sing holiday songs through echo singing/picture boards</p> <p>Identify musical instruments visually and aurally.</p> <p>Activities/Strategies (Learning Activities)</p> <p>Practice writing the staff and notes</p>		
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	structure and expanded music concepts (e.g., rhythm pitch, form, harmony) in music selected for performance.	through games and activities Music listening activities		
January- June	<p>1.3A.5Pr4c: Analyze selected music by reading and performing using standard notation</p> <p>1.3A.5Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances</p> <p>1.3A.5Pr4e: Convey creator’s intents through the performers’ interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p>	<p>Concepts (What students will know) Xylophone</p> <p>Identify staff, bar lines, measure, notes, etc.</p> <p>Pitch Matching</p> <p>Study music of different genres and styles, Broadway Music</p> <p>Singing alone or with a group</p> <p>Develop singer’s posture and breath support</p> <p>Define and Identify good/poor tone qualities; Critique Performances</p> <p>Skills (What students will be able to do) Play Notes and songs on the Xylophone</p>	Xylophones, Music Folders, Music Books, YouTube, 1:1 Devices (4 th Grade)	

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		<p>Recognize music of different styles, genres, time periods, and shows</p> <p>Perform Simple Songs</p> <p>Sit, Stand, and singing posture; Define and Identify good/poor tone qualities; Critique Performances</p> <p>Good Breath Support, use abdomen to take a breath, use of round lips and mouth</p> <p>Activities/Strategies (Learning Activities)</p> <p>Play notes and songs on the Xylophone</p> <p>Sing and Practice Note reading using sheet music.</p> <p>Warm-ups to improve vocal capabilities</p> <p>Positions Practice (Relax, sit, and stand to sing)</p>		
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Greenwich-Stow Creek Partnership Schools

General Music

Grades: 5-8

Timeline:	NJCCCS:	Skills/Content Objectives:	Supplemental Materials	Assessments
September-June		<p>Concepts (What students will know)</p> <p>What is a Composer/Lyricist?</p> <p>Music Reading</p> <p>Rhythm & Meter - Keeping a steady beat, iconic notation, quarter notes, quarter rests, eighth notes, half notes, whole notes, etc. Time Signatures</p> <p>Context – Learning basic Genres, History, Musicianship, etc.</p> <p>Concert Performance Etiquette and Critique</p> <p>Expressive markings in music</p> <p>How does music impact society/daily life?</p>	<p>Rhythm instruments</p> <p>Worksheets</p> <p>Holiday Songs</p>	<p>Teacher Observation</p> <p>Student Participation</p>

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		<p>Science of Music – Music affects on the brain, music acoustics/soundwaves</p> <p>Skills (What students will be able to do)</p> <p>Music Reading Games, Singing Games, Solo Singing, etc.</p> <p>Aurally identify elements of music such as dynamics, pitch/range, tempo, etc.</p> <p>Talk about a selected Composer and his/her music</p> <p>Play/sing/perform basic elements of music such as dynamics, pitch/range, tempo, etc.</p> <p>Play/perform rhythm patterns using body percussion and/or rhythm instruments.</p> <p>Move to the beat/rhythm of the music in movement activities.</p>		
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		<p>Learn to sing holiday songs</p> <p>Critique Performance using more descriptive means</p> <p>Facial Expression and movement to accompany text in performance</p> <p>Making connections between music and daily life/cross curriculum</p> <p>Activities/Strategies (Learning Activities)</p> <p>Practice writing the staff and notes through games and activities</p> <p>Music listening activities</p> <p>Sing/Speak songs and dialogue effectively</p> <p>Research Projects</p> <p>Composition Projects</p>		
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