



**GENERAL MUSIC CLASSROOM
AND PERFORMING GROUPS**

(Kindergarten – Grade Five)

October 2006

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PURPOSE

(Description of the Program)

The chief purpose of the K-5 Music Program is to provide a program of instruction in the basic concepts and functions of music so that music may become an integrated part of the student aiding in their development as individuals, and also including their diverse multi-cultural differences. It is intended that the student will acquire an attitude that will foster a continued interest in music.

The musical development of each child from kindergarten through grade five has been explained by a means of expected learning procedures. Many musical items are repetitive as students learn fundamentals and then build on what they have learned. New concepts of learning are added each year so that each student can develop his/her musical understanding and talent to combine all previously learned procedures, enabling the student to develop his/her own ideas about music.



PHILOSOPHY

“Music is the universal language.” (Victor Hugo) Involvement in music creates social, cultural, and intellectual interplay, among men and women of different ethnic, racial, and cultural backgrounds. For students, an education in the arts provides an array of social benefits including but not limited to the following:

- The ability to be creative and incentive decision-makers;
- An enhanced sense of poise and self-esteem;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills.

Music embraces, enhances and supports all other subject areas and still maintains its own integrity as one of Howard Gardener’s theory of multiple intelligences. There has been evidence in recent studies in which instruction in the arts can improve cognitive capacities and motivational learning. In turn, the results have shown improved academic achievement in spatial reasoning, reading readiness, non-verbal reasoning, expressive skills, reading comprehension, writing proficiency, and mathematical comprehension.

General music classes are offered to the students in grades kindergarten through grade five once every seven school days. In addition extra-curricular programming has been established in the elementary schools to coincide with New Jersey Core Curriculum Content Standards. These activities include but are not limited to various choral and instrumental ensembles.



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MUSIC

Music exalts the human spirit. To quote Aaron Copland, “So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it to give expressive meaning.” To the Greeks, the word “Quadrivium” defined the essence of education. The quad included math, geometry, music, and astronomy. Popular music influences children’s thinking and behavior. Through exposure to various historical, cultural, and contemporary styles of music, students learn to hear, feel, and examine the thoughts and feelings of what others have communicated through their music and songs.

The making of music is a thoughtful practice involving formal and informal knowledge. It requires the development and practice of sensory skills, the manipulation and translation of complex symbol systems, and the understanding of the component parts and of the “whole” within the composition. The continuum and practice of thoughtful synthesis, expressiveness, dynamics, movement, flow, and timing are essential to success in music and virtually all aspects of a person’s life.

The production of musical sound creates awareness of the shape, size, physics, and mechanical functioning of the instruments. Personal physical involvement and development of skills in breathing, voice projection, and intonation are intimate personal activities that most people give little notice to but which are essential skills.

The ensemble, the orchestra, the band, and the chorus are opportunities for mutual effort and success. The knowledge that the group’s successful performance is reliant on the practice and perfection of each individual’s contribution is an asset to the family, the school, and later in the workplace.

New Jersey Core Curriculum Content Standards For Music

MUSIC K-5: STANDARD 1.1

All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Observe the art forms of dance, music, and theater.
2. Explain that dance, music, and theater can generate personal feelings.
3. Interpret basic elements of style in dance, music, and theater as the foundation for a creative project.

B. Skills

1. Communicate observational and emotional responses to music from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown dance, piece of music, or theatrical production.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Create simple compositions in response to stylized characteristics observed in the dance, music, and theater of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of music and beauty.
3. Recognize works of music and musical elements designed to imitate systems in nature.

B. Skills

1. Apply basic domain-specific musical language to communicate personal responses to dance, and theater, music.
2. Compare and contrast works of music that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of music.
4. Create a musical experience that communicates a significant emotion or feeling.

MUSIC K-5: STANDARD 1.2

All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual arts.

DESCRIPTIVE STATEMENT

Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.
2. Vocalize the "home tone" of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison with a partner.
3. Improvise short tonal and rhythmic patterns.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone."
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

**MUSIC K-5:
STANDARD 1.3**

All students will demonstrate an understanding of the elements and principles of dance, music and theater.

DESCRIPTIVE STATEMENT

In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

MUSIC K-5: STANDARD 1.4

All students will develop, apply and reflect upon knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Explain that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, space, and rhythm.

B. Skills

1. Orally communicate opinion regarding dance, music, and theater based on observation.
2. Express how individuals can have different opinions toward pieces of music.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Utilize basic music terminology.
2. Recognize the value of critiquing one's own work as well as the work of others.

B. Skills

1. Observe the basic music elements in performances.
2. Formulate positive analysis of music performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a piece of music.

**MUSIC K-5:
STANDARD 1.5**

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

DESCRIPTIVE STATEMENT

In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Recognize works of music from diverse cultures.

B. Skills

1. Identify family and community as themes in music.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Identify works of music from various historical periods and diverse cultures.
2. Recognize music resources that exist in communities.

B. Skills

1. Describe the general characteristics of pieces of music from various historical periods and world cultures.
2. Examine music as a reflection of societal values and beliefs.



Kindergarten Objectives:

By the end of kindergarten the children will be able to complete the following:

A. Rhythm

1. Feel and express steady beat via movement, speech and instruments in various tempi and meter.
2. Demonstrate awareness of duration.
3. Perform a steady beat while chanting or singing.

B. Melody

1. Explore and label vocal qualities
2. Explore and label pitches
3. Sing age appropriate repertoire in tune and from memory.

C. Texture

1. Explore and label vocal qualities
2. Explore and label pitches



First Grade Objectives:

By the end of first grade, the children will be able to complete the following:

A. Expression

1. Explore and label dynamics

B. Rhythm

1. Respond accurately to various tempi.
Examples: movement, singing and instruments
2. Identify, perform and notate eighth note, quarter note and quarter rest patterns.
3. Recognize and perform ostinatos.

C. Melody

1. Sing and chant songs with simple ostinato accompaniments.

D. Texture

1. Perform simple accompaniments on instruments.

E. Timbre

1. Learn the names of classroom instruments and the technique to playing each.
2. Identify aurally the orchestral instruments according to family and name.

F. Form

1. Identify sections as same or different.



Second Grade Objectives:

By the end of second grade, the children will be able to:

A. Rhythm

1. Respond accurately to various tempi.
Examples: movement, singing and instruments
2. Identify, perform and notate eighth note, quarter note, half note, quarter rest, half rest patterns.
3. Recognize and perform ostinatos.

B. Texture

1. Perform partner ostinatos.
2. Awareness of multiple sounds.

C. Form

1. Identify forms of music such as AB and ABA.



Third Grade Objectives:

By the end of third grade, the children will be able to:

A. Rhythm

1. Compare and define duple and triple meter through movement, song, speech and instrumental activities.
2. Identify, perform and notate eighth note, quarter note, half note, dotted half note, quarter rest, and half rest patterns.

B. Texture

1. Perform canons, rounds and partner songs.
2. Perform moving ostinato patterns.



Fourth Grade Objectives:

By the end of fourth grade, the children will be able to:

A. Rhythm

1. Identify, perform and notate sixteenth note, eighth note, quarter note, half note, dotted half note, eighth rest, quarter rest, and half rest patterns.

B. Melody

1. Define major and minor melodies.
2. Improvise and compose pentatonic melodies over ostinatos.

C. Harmony

1. Define and explore chords and play chords on the autoharp and/or barred instruments.

D. Texture

1. Sing a melodic descant to harmonize a melody.



Fifth Grade Objectives:

By the end of fifth grade, the children will be able to:

A. Rhythm

1. Perform rhythmic notation in 6/8 time.
2. Identify and perform syncopated patterns.

B. Melody

1. Define major and minor melodies.
3. Improvise and compose pentatonic melodies over ostinatos.

C. Harmony

1. Identify tonic and dominant chord.

D. Texture

1. Perform alone or in pairs a single line on an ensemble.

