



# Christ Episcopal School

## Music

### Overview

*Concepts and activities include but are not limited to the following:*

**PK-3**—In addition to having the music with the music teacher once a week, music is experienced throughout the day as children sing songs about the things they are studying and discussing, do finger plays, play rhythm instruments, and listen to recordings.



**PreK-4**—Music is experienced daily as children go about their learning activities and during group time. They also have music once a week with the music teacher.

- Explore vocal sound
- Singing of simple songs by rote
- Practice keeping a steady beat
- Contrast in music (loud/soft, slow/fast, smooth/jerky)
- Performance experience in the Christmas program
- Recognize high and low sounds
- Listen to music that tells a story (program music)
- Playing of rhythm instruments.

**Kindergarten**—In the classroom, students sing simple songs by rote and learn finger-plays set to music. They also attend music class twice a week. In music class students:

- discuss the spoken voice as opposed to the singing voice
- practice matching pitches
- learn simple songs by rote
- recognize musical contrasts (loud/soft, fast/slow, smooth/jerky)
- practice keeping a steady beat
- play rhythm instruments
- listen to a variety of musical genres
- recognize instruments by sight and sound.

**First Grade**—Students attend music class twice a week.

- Exploration of pitch and matching tones
- Ability to repeat a musical phrase after hearing it
- Continue singing simple songs by rote
- Recognize staccato and legato phrases by listening
- Recognize solo instruments heard in a recording
- Listen to a variety of musical genres
- Discuss proper etiquette for musical performance.
- Recognize musical symbols.

**Second Grade**—Students attend music class twice a week under the direction of a music teacher.

- Recognize, name and draw musical symbols
- Identify rhythmic patterns and echo a rhythmic phrase using rhythm instruments
- Distinguish between melody and harmony
- Identify music of composers studied in class upon hearing their well-known pieces
- Sing in a round
- Discuss proper etiquette for musical performance.

**Third Grade**—The music teacher meets with students twice a week.

- Correct breathing for singing
- Determine duple or triple meter by moving to the beat
- Echo melodic patterns in singing
- Play rhythmic instruments as accompaniment
- Categorize families of instruments
- Sing songs of action, celebration, and patriotism
- Sing in a round
- Begin learning solfege
- Demonstrate understanding of musical terms (tempo, style, dynamic markings)
- Sing alone; play simple harmonic accompaniments
- Recognize difference in melody and accompaniment
- Follow the verses in the hymn book.

**Fourth Grade**—Student attend music class twice a week. Activities and skills include:



- Correct breathing for singing
- Listen to and identify musical forms AB, ABA, AABA
- Sing simple two-part harmony
- Clap a simple rhythm pattern
- Recognize names and music of composers studied in class

# Music Overview continued

## **Fourth Grade cont.**

- Recall major events from the lives of composers studied
- Echo melodic patterns after hearing
- Recognize solo instruments in recordings
- Discuss proper etiquette for musical performance
- Play recorders
- Recognize major musical works
- Simple rhythmic and melodic dictation
- Recognize letter names of notes on the staff
- Sing a major scale on solfege with hand signs
- Orff instruments-play simple harmonic accompaniment.

## **Fifth Grade**—Students attend music class twice a week.

- Correct breathing for singing
- Distinguish between major and minor chords
- Know the names of the composers whose music is sung in class
- Understand musical terms: opera, oratorio, symphony, concerto, string quartet, and theme and variation
- Characteristics of Classical and Romantic music
- Sing simple two-part harmony
- Clap rhythmic patterns
- Echo melodic patterns after being heard
- Recognize solo instruments in recordings
- Rhythmic and melodic dictations
- Letter names of notes on treble and bass clefs
- Discuss proper etiquette for musical performance
- Play choir chimes
- Play simple harmonic accompaniments on Orff instruments
- Follow verses in hymnal
- Sing minor scale on solfege with hand signs
- Write patterns in 3/4, 4/4, and 2/4 time
- Identify key signatures (circle of fifths).

## **Sixth Grade**—Students meet with the music teacher twice a week.

- Recall major events from the lives of composers studied in class
- Echo melodic patterns after hearing them
- Recognize solo instruments in recordings
- Characteristics from Renaissance and Impressionist periods
- Recognize major musical works
- Rhythmic and melodic dictation
- Compose simple melodies
- Write rhythms in 3/4, 4/4, 2/4, 6/8, and 2/2
- Demonstrate knowledge of musical terms associated with the writing of music
- Discuss proper etiquette for musical performance
- Identify key signatures (Circle of Fifths)
- Correct breathing for singing.

