

## **Beverly Public Schools Elementary Music Curriculum**

Every student should have the opportunity to perform, to create, and to listen to music with understanding. To achieve this, every student should have access to a comprehensive and sequential program of music education.

The Beverly Public Schools Elementary Music Curriculum is grounded in the Massachusetts Arts Frameworks.

An understanding of music is gained through sequential development of concepts based on the elements of music. These elements include rhythm, melody, harmony, timbre, form, expression, history and style and composition and performance.

In addition, students should have opportunities to experience and make connections with music across the elementary curriculum. To achieve this, all students will experience how music has its roots and purposes in various aspects of our lives and its different cultures, traditions, festivals, careers and life situations. All students will gain insight in connecting certain music with appropriate cultural significance or seasonal celebrations (i.e. Thanksgiving).

Connections are also made with music and the subjects of math, science, language arts, social studies, visual art and character education, as appropriate in each grade.

All students will explore appropriate concert behavior. All students will study biographical stories of famous musicians/composers and experience their music.

In the Beverly Public Schools, all third graders are given recorder instruction.

All grade 4 students participate in Arts Integration.

All fifth graders participate in Performance Block.

A diverse collection of methods and tools are used by the music specialists to create a rich musical experience. These include: Orff Schulwerk methods, Kodaly methods, Dalcroze Eurhythmic methods, composer resources, world and American music resources. Presently, each school does not have a complete set of any one music curricula.

To achieve continuity across the elementary music curriculum, the music specialists have investigated several methods and tools that would effectively support the elementary music curriculum, keeping budgetary costs in mind. They have chosen and recommend the purchase of *First Steps in Music* series by John Feierabend and *Music Express* by John Jacobson.

## KINDERGARTEN

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	<p>How do we use our voices?                      Is there a heartbeat in music?                      How does music sound different between voice and instruments?                      How do you move to music?</p>	<p>Whispering, singing, talking, calling, loud and soft, echo singing                      Stop/start steady beat                      Playing classroom instruments with proper technique                      Respond to steady beat through movement                      Body percussion</p>	<p>Demonstrate singing, echo melody, demonstrate musical opposites: high/ low - loud/soft, perform songs, chants, games, respond to steady beat (singing 1.1, 1.2)                      Create vocal/instrumental sounds (critical response 5.1)</p>	<p>Teacher observation                      Student generated response                      Self/peer evaluation</p>

## KINDERGARTEN

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
December - February	<p>How does music tell a story?                      How do you behave at a performance?                      Can you think the beat in your head?</p>	<p>Melodic direction                      Sing and listen to music of other traditions and cultures                      Play inner hearing games</p>	<p>Listening using proper audience etiquette                      Respond to mood in music and stories                      (connections 1.1)                      Demonstrate proper audience behavior                      (critical response 5.1)                      Silent singing                      Use classroom and non-traditional instruments                      appropriately (reading and notation 2.1)</p>	

## KINDERGARTEN

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<b>March - June</b>	<p>How is music performed? How can we tell a musical story?</p>	<p>Performance - singing - memorization Patriotic songs Literature expressed through music and movement</p>	<p>Perform songs (singing 1.3, 1.4) Recognize and respond to various musical styles Improvise and compose with song and instruments to communicate musical ideas (improvisation and composition 4.1, 4.5) Will be able to follow and demonstrate storyline in music listening stories (i.e. Sorcerer's Apprentice)</p>	

## FIRST GRADE

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	<p>What makes a good singing voice?            Is there a heartbeat in music? How do we know?            How does music sound?            How do you express music?</p>	<p>Review and reinforce Kindergarten music skills            Pitch matching            Steady beat            Listen to music of different styles/cultures            Play instruments, sing songs, movement/dance</p>	<p>Vocal exploration (singing 1.1, 1.2, 1.5)            Demonstrate steady beat            Demonstrate musical opposites (rhythm 2.1, 3.1, 3.4)            Respond to music of different styles/cultures (critical response 5.2, 5.4)            Sing, play with correct pitch            Move/dance with expressive quality (singing 1.1, 1.5)</p>	<p>Teacher observation            Student generated response            Self/peer evaluation</p>

**FIRST GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
December - February	What makes a good singing voice? Is there a heartbeat in music? How is music expressed? What is a good audience?	Steady beat Musical mood and style	Sol - mi intervals (reading and notation 2.2) Beat vs. Rhythm Echo rhythm patterns (reading and notation 2.1) Respond to musical mood and style with singing movement, instruments (singing 1.3.1.5) Use appropriate audience behavior (critical response 5.6)	

**FIRST GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<p align="center"><b>March - June</b></p>	<p>What makes a good singing voice? Is there a heartbeat in music? How is music internalized?</p>	<p>Play inner hearing games</p>	<p>Sol - la - mi (reading and notation 2.2) Read and perform rhythm patterns from basic notation (reading and notation 2.4) Audiation (critical response 5.1)</p>	

**SECOND GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	How does music look?	Review and reinforce 1st grade skills Introduce printed music AB, ABA, rondo form	Read lyrics in song form (reading and notation 2.1, 2.2) Identify various musical forms (critical response 5.1, 5.2)	Singing games Teacher observation Student generated response Self/peer evaluation

**SECOND GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
December - February	How does music sound? What are instrument families?	Tempo/dynamics Leaping vs. Stepwise patterns Instrument families	Recognize the difference fast/slow and getting faster and getting slower in moving performing and accompanying (critical response 5.1, 5.3, 5.5) (playing instruments 3.2, 3.5, 3.6) (reading and notation 2.2) Recognize loud and soft Visual and auditory recognition (critical response 5.4)	

**SECOND GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<b>March - June</b>	How can we express melodic direction? How do we use our voices?	Solfege Call and response basic rounds	Hand signals scale syllables (reading and notation 2.2) Singing and speaking in 2 parts (singing 1.4)	

### THIRD GRADE

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	<p>How do you play the recorder?                      How do you read music?                      What is the unique sound of each instrument? (strings)</p>	<p>Review and reinforce 2nd grade musical skills                      Recorder instruction                      Notation                      Instrument recognition of string family</p>	<p>BAG notes                      demonstrate proper playing technique  <small>(reading and notation 2.4)                      (playing instruments 3.1)</small>                      Read/perform and create standard notation                      Identify and classify stringed instruments  <small>(critical response 5.4)</small></p>	<p>Rubrics                      Singing games                      Teacher observation                      Student generated response                      Self/peer evaluation</p>

### THIRD GRADE

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
December - March	<p>What is harmony and how is it created?            What is the unique sound of each instrument?            (percussion)</p>	<p>2 part singing rounds/partner songs            ostinati            Instrument recognition of percussion family</p>	<p>Sing a variety of songs with a confident voice            Sing/play on harmony  <small>(singing 1.4) ( playing instruments 3.5)</small>            Identify and classify percussion instruments <small>(critical response 5.4)</small></p>	

**THIRD GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<b>March - June</b>	What is the unique sound of each instrument? (brass/woodwinds)	Instrument recognition of brass and woodwind families	Identify and classify brass and woodwind instrument (critical response 5.4)	

## FOURTH GRADE

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	What creates tone color in music? What is a composer? How do our voices create music?	Review and reinforce 3rd grade skills Major/minor chords Musical ensemble: solo, duet, trio, quartet Composers and major works SATB vocal range Physiology of singing Chorus	Distinguish between major and minor chords (critical response 5.2) Identify various ensembles (singing 1.5) (critical response 5.3) Identify composers using basic facts (connections 6.1) Male/female voicing Healthy vocal technique Choral singing (critical response 5.5)	Checklists Classwork Rubrics Teacher observation Student generated response Self/peer evaluation

**FOURTH GRADE**

<b>DATE</b>	<b>ESSENTIAL QUESTION</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
December - February	What are musical genres?	Musicals Ballet Opera Concerts	Classify and distinguish between genres (connections 6.1)	

**FOURTH GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<p align="center"><b>March - June</b></p>	<p>How is music described?</p>	<p>Musical vocabulary</p>	<p>Definition and appropriate use (critical response 5.1) (reading and notation 2.3, 2.4)</p>	

## FIFTH GRADE

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
September - November	<p>What is performance block?            What are musical elements?</p>	<p>Performance vehicles: theater, dance, singing, drama, story telling, speaking            Form melody, harmony, rhythm, timbre (expressive qualities)</p>	<p>Improvisation, articulation, projection, memorization, character analysis (singing 1.6, 1.7, 1.8) (critical response 5.11) Describe a piece in terms of basic musical elements (critical response 5.8)</p>	<p>Performances (both formal and informal)            Checklists            Classwork            Rubrics            Teacher observation            Student generated response            Self/peer evaluation</p>

**FIFTH GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
December - February	How do you perform in ensembles?	Choral singing Instrumental performance	Increased independence in singing and performing in multiple parts Mastery of phrasing Introduce balance and blend (singing 1.5, 1.7) (playing instruments 3.5, 3.6, 3.8)	

**FIFTH GRADE**

DATE	ESSENTIAL QUESTION	CONTENT	SKILLS	ASSESSMENT
<p align="center"><b>March - June</b></p>	<p>How does music fit into the world?            Where does music come from?            How does music create community?            What is musical style?</p>	<p>Jazz, classical, pop, folk, etc.</p>	<p>Enhance the subjective appreciation of music in its historical, cultural and stylistic context (critical response 5.2) (connections 6.2, 6.4)            Identify and analyze the use of form in various styles of printed and recorded music (critical response 5.7, 5.8)</p>	