

Saddle River School District

PreK-5

Music

Created/BOE Adopted August 2024

PreK-5 Music Overview

The Saddle River School District is committed to providing all PreK-5 students with an outstanding music education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

Primary grades have music class once a week. 3rd grade students have music twice a week to fulfill their recorder curriculum. 4th and 5th grades receive music class once a week, and have the option of joining the keyboard program, which also meets once a week.

Each grade level has a specific 38 week unit:

Saddle River Curriculum Map

<u>PreK:</u>	Introduction to Music
<u>Kinders:</u>	Fundamental Experiences in Music
<u>1st Grade:</u>	Musical Foundations
<u>2nd Grade:</u>	Developing Musicianship
<u>3rd Grade:</u>	Developing Musical Literacy
<u>4th Grade:</u>	Developing Performance Skills
<u>5th Grade:</u>	Creating Music

N.J. Music Mission

To develop the four artistic processes:

- **Creating** new artistic work reflective of a variety of ethnic, racial, and cultural perspectives
- **Performing**, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- **Responding** to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change
- **Connecting** and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Importance of Enduring Understandings and Essential Questions

The Wandell Music Curricula has been written using enduring understandings and essential questions to help both educators and students organize the information, skills, and experiences within the artistic processes.

Student responses to the enduring understandings and essential questions are anticipated to be increasingly sophisticated and nuanced over the course of their school careers and beyond.

PreK Music Course Description

PreK music class is every Monday and Wednesday!

Curriculum Title: **Introduction to Music**

PreK students receive music instruction for two 51 minute periods per week. Activities include singing, dancing, playing pitched and unpitched instruments, and the development of basic skills in the fundamentals of music. Students begin to work on the basics of musicianship, including the development of appropriate singing voices, dynamics, tempo, speech, experiencing form and meter, and other relevant musical concepts. The students also experience different cultures and styles of music through singing, listening, moving, and playing. Movement is an integral part of the curriculum and reinforces many musical concepts.

PreK Music Course Proficiencies:

Music class at the PreK stage does the following:

Supports physical and motor skills development

Enhances language development

Improves social-emotional skills

Encourages creativity, strengthens cognitive skills

Reinforces healthy habits

Students will know...

- The basics of singing
- The basics of rhythm through speech, echoing, body percussion
- A repertoire of songs, and explore moving to music

Students will be skilled at...

- Establishing a sense of pulse and demonstrate fast/slow and long/short
- Exploring high/low, up/down and pitch matching
- Preparing for winter and spring concerts
- Knowing when to start and stop

Kindergarten Music Course Description

Kindergarten music class is every Tuesday!

Curriculum Title: **Fundamental Experiences in Music**

Activities include singing, dancing, playing pitched and unpitched instruments, and the development of basic skills in the fundamentals of music theory. Students begin to work on the basics of musicianship, including the development of appropriate singing voices, dynamics, tempo, speech, experiencing form and meter, and other relevant musical concepts. The students also experience different cultures and styles of music through singing, listening, moving, and playing. Movement is an integral part of the curriculum and reinforces many musical concepts.

Kindergarten Music Course Proficiencies

Students will know...

- The basics of singing and vocal technique
- The basics of rhythm through speech, echoing, body percussion and unpitched instruments
- A repertoire of songs
- How to identify and categorize the quality of sound by voice, body, or instrument
- The basics of matching pitch independently and within a group

Students will be skilled at...

- Establishing a sense of pulse and demonstrate fast/slow and long/short
- Exploring high/low, up/down and pitch matching
- Preparing for mallet technique
- Experiencing same/different and exploring time/space/shape/force in movement
- Developing aural recognition

1st Grade Music Course Description

1st Grade music class is every Monday!

Curriculum Title: **Musical Foundations**

Activities include singing, dancing, playing pitched and unpitched instruments, and the development of basic skills in the fundamentals of music theory. Students continue their work in the basics of musicianship, including the development of appropriate singing voices, reading and writing rhythmic notation (Ta, Ti-Ti and Rest), study of form, meter, dynamics, tempo and other relevant musical concepts. The students also experience different cultures and styles of music through singing, listening, moving, and playing. Movement is an integral part of the curriculum, reinforcing many musical concepts. Critical and creative thinking is valued and encouraged.

1st Grade Music Course Proficiencies

Students will know...

- How to identify the rhythms of Ta, Ti-Ti and Rest
- How to identify and categorize instruments, instrument families and their characteristics *through character-learning, dramatic play and guided listening of Peter and the Wolf*
- High and Low and how it applies to So and Mi
- The Curwen hand signs for So and Mi, preparing La
- How to move their mallets up and down the Orff instrument to begin identifying melodic direction
- The basics of singing and vocal technique, matching pitch independently and in a group, and singing vs. speaking
- These are all outstanding and adopted directly from the State web site

Students will be skilled at...

- Performing a diverse repertoire with others using expression
- Reading and performing Ta, Ti-Ti Rest on various pitched and unpitched instruments
- Echoing rhythmic and solfege patterns
- Mallet/bar technique for Orff instruments
- Using movement to explore starts/stops, fast/slow, same/different and time signatures
- Establishing a sense of pulse
- Recognizing visual representations of rhythm, melody and form

2nd Grade Music Course Description

2nd Grade music class is every Wednesday!

Curriculum Title: **Developing Musicianship**

Activities include singing, dancing, playing pitched and unpitched instruments, and the development of basic skills in the fundamentals of music theory. Students continue their work in the basics of musicianship, including the development of appropriate singing voices, reading and writing rhythmic notation, study of form, meter, dynamics, tempo and other relevant musical concepts. The students also experience different cultures and styles of music through singing, listening, moving, and playing. Movement is an integral part of the curriculum, reinforcing many musical concepts. Critical and creative thinking is valued and encouraged.

2nd Grade Music Course Proficiencies

Students will know...

1. The hand signs for solfege syllables
2. The difference between rhythm and beat, strong and weak beat
3. How to identify the structure of phrases and form in selected repertoire
4. How to play a simple ostinato and bordun on Orff instruments
5. The different note values of quarter notes/rest, eighth notes, half notes/rest
6. Musical symbols - staff, treble clef, measure, barline, double barline, repeat sign
7. Difference between piano/forte, fast/slow, getting faster/getting slower, ritardando/accelerando, crescendo/decrescendo
8. Difference between unison and harmony
9. Every country has a national anthem and the proper etiquette used when an anthem is performed.
10. Music from different cultures and varying styles of music

Students will be skilled at...

1. Demonstrating SLM, MRD with hand signs through singing alone and in groups
2. Aurally and visually recognize the difference between rhythm and beat, strong and weak beat and demonstrate through movement, games, and playing instruments
3. Recognizing the structure of phrases and form aurally and responding through movement, labeling the form in selected repertoire
4. Mallet/bar technique on Orff instruments and performing ostinatos, simple borduns to accompany songs
5. Echoing/creating different rhythmic patterns; demonstrating note values through movement, singing and playing instruments
6. Identifying musical symbols visually in written music
7. Identifying dynamics symbols visually; recognizing dynamics and tempos aurally and demonstrating through singing, movement, and playing instruments

3rd Grade Music Course Description

3rd grade music class is every Tuesday and Wednesday!

Curriculum Title: **Developing Musical Literacy**

Activities include singing, dancing, playing pitched and unpitched instruments, and the development of basic skills in the fundamentals of music theory. Students continue their work in the basics of musicianship, including the development of appropriate singing voices, reading and writing melodic and rhythmic notation, study of form, meter, dynamics, tempo and other relevant musical concepts. The students also experience many styles and genres of music through listening, moving, and playing. Movement is an integral part of the curriculum, reinforcing many musical concepts. Critical and creative thinking is valued and encouraged. Students also have a learning period of recorder instruction each week and performance opportunities to demonstrate skills.

3rd Grade Music Course Proficiencies

Students will be able to independently use their learning to...

- Will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.
- Creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Students will be able to independently use their learning to...

- Apply artistic knowledge and techniques to the creation and realization of new works.
- Take risks and learn from mistakes in the creation and performance of artistic endeavors.
- Reflect on performances through guided questions, appropriate to grade level
- Read and perform treble clef notes on recorder
- Read eighth note to whole note rhythms and perform on the recorder
- Identify individual instruments of the orchestra through timbre and be able to place them into their family group by ear and with sight check one two three
- To use pitched and unpitched instruments to demonstrate the elements of music learned throughout the year as an individual
- To perform songs on pitched instruments and non pitched instruments and then evaluate performances as a group ensemble
- To differentiate between pentatonic & diatonic scales
- Read, sing solfege tones Do-Do using Curwen hand signs

4th Grade Music Course Description

4B music class is every Monday

4T music class is every Tuesday!

Curriculum Title: **Developing Performance Skills**

Students will have the opportunity to apply their increasing ability to read music to authentic instrument opportunities. In addition, they students will continue to learn about various aspects of musicianship as well as the music of different cultures through frequent singing in class as well as structured experiences playing classroom percussion instruments. Students in 4th grade may also participate in keyboarding class as an elective.

4th Grade Music Course Proficiencies

Students will be able to independently use their learning to...

- Apply artistic knowledge and techniques to the creation and realization of new works.
- Take risks and learn from mistakes in the creation and performance of artistic endeavors.
- Reflect on performances through guided questions, appropriate to the 4th grade level
- Read and perform treble clef notes and bass clef notes on the keyboard
- Read eighth note to whole note rhythms and perform on the keyboard
- Identify individual instruments of the orchestra through timbre and be able to place them into their family group by ear and with sight check one two three
- To use pitched and unpitched instruments to demonstrate the elements of music learned throughout the year as an individual
- To perform songs on pitched instruments and non pitched instruments and then evaluate performances as a group ensemble
- To differentiate between pentatonic & diatonic scales
- Read, sing solfege tones Do-Do using Curwen hand signs

5th Grade Music Course Description

5th Grade music class is every Wednesday!

Curriculum Title: **Creating Music**

Students will develop instrumental techniques to play pitched and non-pitched percussion instruments, read and create complex rhythms, and sing alone or with others. Students will end with assessments by creating their own composition. In addition, students in the Fifth Grade will have an opportunity to take keyboarding as an elective.

5th Grade Music Course Proficiencies

Students will be able to independently use their learning to...

- Apply artistic knowledge and techniques to the creation and realization of new works.
- Take risks and learn from mistakes in the creation and performance of artistic endeavors.
- Reflect on performances through guided questions, appropriate to grade level
- Read and perform treble clef notes on Orff instruments
- Read sixteenth note to whole note rhythms and then perform on barred and unpitched instruments
- To use pitched and unpitched instruments to demonstrate the elements of music learned throughout the year as an individual
- To perform songs on pitched instruments and unpitched instruments and then evaluate performances as a group ensemble
- To differentiate between harmony and melody and sing in two parts
- Read, sing solfege tones Do-Do using Curwen hand signs
- Compose rhythmic and melodic works, appropriate to unit lessons

4th and 5th Grade Keyboard Class

The layout of the keyboard.

- a. Finding patterns between black keys and white keys (2 black, 2 white, 3 black, 2 white)
 - b. How to find the note C using the black/white key pattern points of reference.
 - i. Next note “F” (Why do young keyboard players confuse C and F?- both next to black keys)
2. Teach the idea of an Octave and the Music Alphabet. Every 8th white key is the “same note”
- a. “Fill in” the rest of the notes on the piano in between C and F, and F and C.
 - i. Assess them on finding these notes anywhere on the piano
 - b. Locate MIDDLE C on the piano use it as an intro to teaching notes on the staff
3. Note reading Treble and Bass Clefs
- a. This is where I use musictheory.net
 - b. Teach the idea of the staff
 - c. introduce/review treble and bass clefs and how to memorize them. (IMPORTANT: make sure they are able to play the CORRECT keys based on the specific notes they are looking at on “paper”. Remind students that Bass clef on the Piano is Middle C and Lower. Treble Clef Middle C and Higher. Notes are all distances away from middle C.
 - i. Assess them on this. “Play Treble Clef, 3rd Space, C. ETC.”
4. Hand Position (C Major)
- a. Finger Numbers
 - b. Proper Hand position technique. Curved fingers, wrists parallel to keys. (I like to get into the anatomy of the hand. Why 4th and 5th fingers are weaker.)
 - c. C Major 5 Note Scale



K-5

Music Assessments

1. Performance in class
2. Performance during recitals and concerts
3. Effort
4. Enthusiasm
5. Knowledge and Participation
6. Self -reflection, Self-assessment
7. Teacher created rubrics



K-5

Music Instructional Resources

1. Encyclopedia of Children's Music
2. Orff-Schulwerk
3. Silver Burdett Collection
4. Plank Road Publishing
5. Kodaly Method
6. Dalcroze Music Method
7. Suzuki Learning Method
8. Student driven selections



NJDOE Resources/Links

New Jersey Standards:

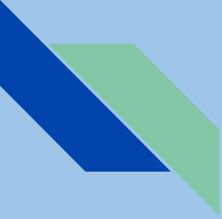
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Northern New Jersey Orff-Schulwerk Association:

<https://www.nnjosa.org/>

Plank Road Publishing:

https://www.musick8.com/store/alphadetail.php?product_group=6340



Come to the Winter and Spring Concerts!

I invite all families to come to the Winter and Spring Concerts!
The dates will be posted on the school web page. Cousins and grandparents welcome!

Bring the entire family!