



## LOWER SCHOOL CURRICULUM SUMMARIES

### MUSIC

The Lower School Music program is centered on musical exploration at an age appropriate level with increasing amounts of student directed learning experiences and cross curricular integration. The music curriculum adheres to the tenets of Discipline Based Arts Education (DBAE), which has four components: Music History, Music Criticism, Aesthetics, and Practice. Students begin their musical study with the exploration of various Orff instruments, solfege singing, improvising vocally and instrumentally, singing collaboratively and individually, and preparing for numerous concerts. Students also learn age and skill appropriate theory including treble clef notation, and composition and study musical periods in history through iPad, literature, and auditory research. An intensive recorder program is conducted from Grade 1 through Grade 3. Grade 4 students participate in formal chorus classes and handbell study. The Lower School participates in the Princeton Symphony Orchestra's Bravo! Program, which includes hosting instrumental assemblies at Stuart and attending an orchestra performance at Princeton University.

#### Kindergarten

Kindergarten starts the musical process with a focus on rhythmic and vocal echoing and creation. Students participate in drum circles using various Orff instruments where they improvise rhythms within specific guidelines. Kindergarten students also prepare for the Eric Carle Museum, where they set his books to music, and additional holiday concerts.

*Units of Study Include:*

\*Skills & Theory Concepts

-rhythm, steady beat, melody, harmony, dynamics, tempo, recognition of notes on the staff, appropriate movement to macro and micro beat

\*Performance Concepts

-proper performance/audience behavior, instrumental and vocal timbre, listening, analysis, expression, singing with proper vocal technique

\*Historical References

-organization of music throughout time, composers of international folk songs, geographical location of song origins

#### First Grade

Grade one begins their musical journey with the recorder. Students work from various texts to give them a well rounded approach to playing an instrument independently and collaboratively. Grade one also meets once a week for a class dedicated to singing and preparing for concerts.

*Units of Study Include:*

\*Skills & Theory Concepts

-rhythm, steady beat, melody, harmony, dynamics, tempo, recognition of notes on the staff, appropriate

movement to macro and micro beat, composition, recorder playing technique

\*Performance Concepts

-proper performance/audience behavior, instrumental and vocal timbre, listening, analysis, expression, singing with proper vocal technique, playing with proper tone/timbre

\*Historical References

-organization of music throughout time, famous composers, history of the recorder, geographical location of song origins

## **Second Grade**

Grade two continues the musical journey with recorder through independent, paired, and group practice. Grade two begins composing melodically, a natural progression from their years of rhythmic composition.

*Units of Study Include:*

\*Skills & Theory Concepts

-rhythm, steady beat, melody, harmony, dynamics, tempo, recognition of notes on the staff, appropriate movement to macro and micro beat, composition, recorder playing technique, composition in common meters

\*Performance Concepts

-proper performance/audience behavior, instrumental and vocal timbre, listening, analysis, expression, singing with proper vocal technique, playing with proper tone/timbre

\*Historical References

-organization of music throughout time, famous composers, history of the recorder, geographical location of song origins

## **Third Grade**

Grade three is the final year for students to play their recorders. The program at this level is much more rigorous than the younger years; third graders prepare to play a song at the Halloween Spooktacular Performance and a recorder accompaniment to the Lower School Veni Emmanuel Christmas Performance. Students also begin to study vocal practices in more detail at the third grade level.

*Units of Study Include:*

\*Skills & Theory Concepts

-rhythm, steady beat, melody, harmony, dynamics, tempo, recognition of notes on the staff, appropriate movement to macro and micro beat, composition, recorder playing technique, composition in common meters

\*Performance Concepts

-proper performance/audience behavior, instrumental and vocal timbre, listening, analysis, expression, singing with proper vocal technique, playing with proper tone/timbre, perform recorder accompaniment and piece at concerts

\*Historical References

-organization of music throughout time, famous composers, history of the recorder, geographical location of song origins

## **Fourth Grade**

Grade four visits the music room twice a week; once as an individual class and once for chorus, which includes the entire grade. The students study musical genres in much more detail and complete composer research projects utilizing technological resources. Grade four also begins playing handbells in the first semester, and presents a musical in the second trimester.

*Units of Study Include:*

\*Skills & Theory Concepts

-rhythm, steady beat, melody, harmony, dynamics, tempo, recognition of notes on the staff, appropriate movement to macro and micro beat, handbell instruction, rhythmic and vocal composition, chord construction, notes below the staff, reading the grand staff, musical theatre

\*Performance Concepts

-proper performance/audience behavior, instrumental and vocal timbre, listening, analysis, expression, singing with proper vocal technique, ensemble performance, solo performance

\*Historical References

-organization of music throughout time, Romantic Era composer study, history of handbells, vocal history, musical theatre