

Plainfield Public Schools

Music Department

General Music Curriculum

Overview/Introduction:

The Plainfield Public Schools General Music Curriculum was designed to provide a clear and concise plan that will allow every student in the city of Plainfield to exceed the New Jersey Student Learning Standards for Music. We, the Music Department, know that students who participate in music classes and performance ensembles on a regular basis experience changes in the neural-processes of the brain that fundamentally and positively alter the way they think and act forever. We know that music instruction (1) prepares students to learn, (2) facilitates student academic achievement, and (3) develops the creative capacities for lifelong success (www.aep-arts.org). We believe that as the students of Plainfield experience a solid foundation of music education and performance using a standards based curriculum that is aligned horizontally with each grade level and vertically throughout the district will have a positive and exponential impact on student achievement in all subject areas. Former US Secretary of Education Arne Duncan stated, “The arts significantly boost student achievement, reduce discipline problems, and increases the odds students will go on to graduate from college” (*The Well-Rounded Curriculum*, Secretary Arne Duncan’s Remarks at the Arts Education Partnership National Forum, Omni Shoreham Hotel, Washington, DC, April 9, 2010).

Requirements:

- All students will receive a minimum of one general music class per week beginning in Kindergarten and continuing until the end of 5th grade with all music classes scheduled with the same teacher pupil ratio as general education classes.
- Current textbooks and supplemental course materials will be provided for each grade level to establish a standard of horizontal and vertical articulation throughout each elementary school in the district.
- All K-5 students will have the opportunity to learn about and play a variety of classroom instruments such as:
 - Orff instruments
 - World Drumming
 - Keyboards
 - Ukuleles
 - Chorded Zithers
 - Melody Bells
 - Assorted Cultural Instruments
 - Mixed Percussion of pitched and unpitched instruments
- A library of children’s books pertaining to music history, cultures, instruments, and musicians.
- Have access to recordings representing a wide variety of music styles and cultures.
- All third grade students will be provided with Recorders and participate in a group recorder class at least once per week for the entire 3rd grade year. These pre-band instruments will lay the foundation for all

students to begin learning how to play band instruments (flute, clarinet, saxophone, trumpet, baritone, trombone, tuba, and percussion) in the 4th grade.

- All students will have the opportunity to participate in Band and Chorus beginning in the 4th grade. These ensembles will meet at a minimum of one time per week for the entire school year and will be separate from the students General Music classes.
- A budget for educators to purchase appropriate performance repertoire for each ensemble
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- Access to appropriate performance spaces prior to events to allow for appropriate rehearsal time and preparation.
- One month, minimum, notice to prepare soloist/groups for school and community related activities.
- Equipment for General Music Classrooms, Elementary Band and Chorus including:
 - Wenger Signature and/or Tourmaster Risers
 - Wenger Music Stands
 - Wenger Performance Chairs
- Technology to enhance music learning for creating, performing, and responding to music each music teacher needs:
 - Software library such as Quaver, SmartMusic, or Music First (available online or downloaded to the class computer) that:
 - Reinforces listening, understanding, and responding to music
 - Enables children to create and perform music through exploration and game playing
 - Allows for basic sequencing and notation for recording and printing music appropriate for the age level
 - Technology training for teachers conducted by people who know the needs of music learners at various levels
 - Sound equipment for listening and recording individual students and groups
 - Promethean Interactive board
 - Access to 1:1 devices for all students
 - One multimedia-ready, internet-capable computer that has audio and video in/out capability, General MIDI sound generation, quality powered speakers and USB/firewire and/or Thunderbolt accessible, preferable with a CD/DVD player/Recorder which is attached to a projection device
 - Performance Speakers and Sound Mixer
 - Microphone/Wireless Mics/Microphone Stands and XLR Cables

Resources:

- Quaver, Spotlight on Music or Interactive Music textbook or online textbook series
- Yearly Music Express Magazine or Music K-8 Magazine subscription
- “Recorder Karate”, Yamaha, or other comparable Recorder method book
- Beginning Choir Warmup and Technique builders books
- Beginning Keyboard method book
- Beginning Ukulele method book
- Standards of Excellence or Accent on Achievement band method books

Kindergarten General Music

Standard	Concept	Knowledge/Skills
		What students need to know & do:

1.1.2.B.1 1.1.2.B.2	Rhythm/ Steady Beat	Demonstrates steady beat using body percussion, and/or rhythmic instruments.
1.1.2.B.1 1.1.2.B.2 1.3.2.B.3	Rhythm	Echo simple rhythmic and ostinato patterns using body percussion, and/or rhythmic instruments.
1.4.2.A.3	Movement	Explore locomotor motion at varying tempi and differentiate between fast and slow.
1.1.2.B.1 1.1.2.B.2 1.4.2.A.3	Movement/ Tempi	Explore steady beat at varying tempi.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.3.2.B.2 1.3.2.B.4	Melody/ Harmony	Identify and sing high and low pitches, incorporating <i>sol</i> and <i>mi</i> .
1.4.2.A.1 1.4.2.B.1 1.4.2.B.2	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.A.1 1.4.2.A.2	Music History	Identify characteristics of musical elements based on historical periods and diverse cultures.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Dynamics	Identify and perform loud and soft sounds.

1st Grade General Music

Standard	Concept	Knowledge /Skills
		What students need to know & do:
1.1.2.B.1 1.1.2.B.2	Rhythm/ Steady Beat	Demonstrates steady beat using body percussion, and/or rhythmic instruments.
1.1.2.B.1 1.1.2.B.2 1.3.2.B.3	Rhythm	Echo simple rhythmic and ostinato patterns using body percussion, and/or rhythmic instruments. Rhythmic Values include: Quarter Note, Quarter Rest, Paired Eighth Notes, Half Notes
1.4.2.A.3	Movement/ Tempi	Explore locomotor motion at varying tempi and differentiate between fast and slow.
1.1.2.B.1 1.1.2.B.2 1.4.2.A.3	Movement/ Steady Beat	Explore steady beat at varying tempi.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.3.2.B.2 1.3.2.B.4	Melody/ Harmony	Identify and sing high and low pitches, incorporating <i>sol</i> , <i>mi</i> , and <i>la</i> .
1.4.2.A.1 1.4.2.B.1 1.4.2.B.2	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.A.1 1.4.2.B.1 1.4.2.B.2	Critique and Aesthetic Response	Using developmentally appropriate language, write a response to a given piece of music.
1.4.2.A.1 1.4.2.A.2	Music History	Identify characteristics of musical elements based on historical periods and diverse cultures.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Dynamics	Identify and perform loud, soft and medium sounds.

2nd Grade General Music

Standard	Concept	Knowledge/Skills
		What students need to know & do:
1.1.2.B.1 1.1.2.B.2	Rhythm/ Steady Beat	Demonstrates steady beat using body percussion, and/or rhythmic instruments.
1.1.2.B.1 1.1.2.B.2 1.3.2.B.3	Rhythm	Echo simple rhythmic and ostinato patterns using body percussion, and/or rhythmic instruments. Rhythmic Values include: Quarter Note, Quarter Rest, Paired Eighth Notes, Half Notes, Dotted Half Note, Whole Note.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.3.2.B.1	Rhythm	Identify basic symbols through rhythmic chant. Rhythmic Values include: Quarter Note, Quarter Rest, Paired Eighth Notes, Half Notes, Dotted Half Note, Whole Note.
1.4.2.A.3	Movement/ Tempi	Explore locomotor motion at varying tempi, including tempo changes.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.3.2.B.2 1.3.2.B.4	Melody/ Harmony	Perform pentatonic solfeggio incorporating <i>do, re, mi, sol</i> and <i>la</i> .
1.1.2.B.3 1.3.2.B.2 1.3.2.B.4 1.3.2.B.7	Melody/ Harmony	Articulate/Perform understanding of phrasing and rounds.
1.4.2.A.1 1.4.2.B.1 1.4.2.B.2	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.A.1 1.4.2.B.1 1.4.2.B.2	Critique and Aesthetic Response	Using developmentally appropriate language, write a response to a given piece of music.
1.4.2.A.1 1.4.2.A.2 1.1.2.B.4	Music History	Identify and compare characteristics of musical elements including instrument families based on historical periods and diverse cultures.
1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Dynamics	Vary and identify dynamics including <i>piano</i> , <i>mezzo-piano</i> , <i>mezzo-forte</i> , and <i>forte</i> .

3rd Grade General Music

Standard	Concept	Knowledge / Skills
		What students need to know & do:
1.1.5.B.2	Rhythm/ Steady Beat	Demonstrates steady beat using body percussion, rhythmic instruments, and recorder.
1.1.5.B.2	Rhythm	Echo simple rhythmic and ostinato patterns using body percussion, rhythmic instruments, and recorder. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Identify symbols through rhythmic chant, recorder, and formal rhythmic notation. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests.
1.2.5.A.2 1.4.5.A.1	Movement/ Tempi	Explore locomotor motion through various styles and genres, independently.
1.1.5.B.2 1.3.5.B.2 1.3.5.B.4	Melody/ Harmony	Perform major solfeggio incorporating <i>do, re, mi, fa, sol, la, and ti</i> .
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Define Western Music symbols and notation including treble clef, musical alphabet, treble clef line and space names.
1.1.5.B.2 1.3.5.B.2 1.3.5.B.4	Melody/ Harmony	Articulate/Perform understanding of phrasing and partner songs.
1.4.5.B.5 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.5.B.5 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Using developmentally appropriate language, write a response to a given piece of music.
1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.4.5.B.5	Music History	Identify characteristics of musical elements and world instruments of diverse cultures.
1.3.5.B.2 1.3.5.B.4 1.1.5.B.1 1.1.5.B.2	Dynamics	Vary, identify, and perform dynamics including <i>piano, mezzo-piano, mezzo-forte, and forte</i> .
1.3.5.B.2 1.3.5.B.4 1.1.5.B.1 1.1.5.B.2	Dynamics	Demonstrate the significance of <i>decrescendos</i> and <i>crescendos</i> .
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1	Form/Meter	Compare and contrast different time signatures. Time Signatures included: 3/4 and 4/4

1.3.5.B.3 1.3.5.B.4		
1.3.5.B.3 1.3.5.B.4 1.1.5.B.2	Form/Meter	Identify and label the form ABA.

4th Grade General Music

Standard	Concept	Knowledge/Skills
		What students need to know & do:
1.1.5.B.2	Rhythm/ Steady Beat	Demonstrates steady beat using body percussion, and/or rhythmic instruments.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Identify symbols through rhythmic chant and formal rhythmic notation. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Read symbols using body percussion and rhythmic percussion. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Identify note values through basic rhythmic diagramming. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests. Simple Rhythmic Diagramming example: 1+2+3+4+ in common time.
1.2.5.A.2 1.4.5.A.1	Movement	Explore locomotor motion through various styles and genres, independently.
1.1.5.B.2 1.3.5.B.2 1.3.5.B.4	Melody/ Harmony	Perform major solfeggio incorporating <i>do, re, mi, fa, sol, la, and ti</i> .
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Define Western Music symbols and notation including treble clef, musical alphabet, treble clef line and space names.
1.1.5.B.2 1.3.5.B.2 1.3.5.B.4	Melody/ Harmony	Articulate/Perform understanding of phrasing and partner songs.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Demonstrate note names of treble and bass clef, through aural and visual prompts.
1.4.5.B.5 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to teacher examples.
1.4.5.B.5 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Using developmentally appropriate language, write a response to a given music.

1.4.5.B.5 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Using developmentally appropriate language, create a written or aural critique of concert or student performance.
1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.4.5.B.5	Music History	Identify characteristics of musical elements and world instruments of diverse cultures.
1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.4.5.B.5	Music History	Relate common artistic elements that define distinctive genres in music.
1.3.5.B.2 1.3.5.B.4 1.1.5.B.1 1.1.5.B.2	Dynamics	Vary and identify dynamics including <i>piano</i> , <i>mezzo-piano</i> , <i>mezzo-forte</i> , and <i>forte</i> .
1.3.5.B.2 1.3.5.B.4 1.1.5.B.1 1.1.5.B.2	Dynamics	Perform and identify <i>decrescendos</i> and <i>crescendos</i> .
1.3.5.B.2 1.3.5.B.4 1.1.5.B.1 1.1.5.B.2	Dynamics	Differentiate and apply listening extremes <i>pianissimo</i> and <i>fortissimo</i> .
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4	Meter/Form	Compare and contrast different time signatures and define the significance of the top and bottom number. Time Signatures included: 2/4, 3/4 and 4/4
1.1.5.B.2 1.3.5.B.3 1.3.5.B.4	Meter/Form/Composition	Design and create a song in ABA form.
1.1.5.B.2 1.2.5.A.2	Form/Meter	Identify and label common popular music forms. Suggested form terminology includes: Intro-Verse-Chorus-Bridge-Outro

5th Grade General Music

Standard	Concept	Knowledge/Skills
		What students need to know & do:
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Identify symbols through rhythmic chant and read/perform formal rhythmic notation. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests, sixteenth notes, dotted eighth and quarter.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Distinguish between syncopated and non-syncopated rhythms through performance and aural interpretation.

1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Rhythm	Identify, define, and interpret note values through simple and complex rhythmic diagramming. Rhythmic Values include: Quarter Notes/Rest, Paired Eighth Notes, Half Notes/Rests, Dotted Half Note, Whole Notes/Rests. Simple Rhythmic Diagramming example: 1+2+3+4+ in common time. Complex Rhythmic Diagramming example: 1e+a, 2e+a, 3e+a, 4e+a in common time.
1.2.5.A.2 1.4.5.A.1	Movement	Explore locomotor motion through various styles and genres, independently.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Identify, define, and interpret Western Music symbols, articulations, and notations. i.e., treble clef, bass clef, musical alphabet, accents.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Demonstrate note naming in treble and/or bass clefs, through aural and visual prompts.
1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Recognize and/or perform simple chord structures/progressions. i.e., I-V-I , I-vi-IV-V , I-IV-V-I
1.3.5.B.1 1.3.5.B.4	Melody/ Harmony	Recognize and/or perform major and minor tonalities.
1.1.5.B.2 1.3.5.B.2 1.3.5.B.4	Melody/ Harmony	Perform major solfeggio incorporating <i>do, re, mi, fa, sol, la, and ti</i> .
1.3.5.B.1	Melody/ Harmony	Perform a song with at least two harmonizing parts independently or with limited guidance.
1.4.5.B.5 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Apply the principles of positive critique in giving and receiving responses to teacher examples.
1.4.5.B.5 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Using developmentally appropriate language, write a response to a given music.
1.4.5.B.5 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4	Critique and Aesthetic Response	Using developmentally appropriate language, create a written or aural critique of concert or student performance.
1.2.5.A.1 1.2.5.A.2	Music History	Identify characteristics of musical elements and world instruments of diverse cultures.
1.2.5.A.1 1.2.5.A.2	Music History	Relate common artistic elements that define distinctive genres in music.
1.1.5.B.1	Dynamics	Vary and identify dynamics including pianissimo, piano, mezzo-piano, mezzo-forte, forte, and fortissimo.
1.1.5.B.1	Dynamics	Perform and identify crescendos and decrescendos.

1.1.5.B.1 1.4.5.B.1	Form/Meter	Identify the elements of music in response to aural prompts and printed music notation systems.
1.1.5.B.1 1.4.5.B.1	Form/Meter	Defining both top and bottom aspects of time signatures.
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4	Form/Meter	Comparing and contrasting 2/4, 3/4, 4/4 and 6/8.
1.1.5.B.1 1.3.5.B.4 1.4.5.A.1	Form/Meter	Design and create a short ABA, AABA, and/or rondo composition.
1.1.5.B.1 1.3.5.B.4 1.4.5.A.1	Form/Meter	Deconstructing the form of popular music, into sections. Suggested form terminology includes: Intro-Verse-Chorus-Bridge-Outro