

MUSIC CURRICULUM

Ocean Gate Board of Education
Revised October, 2005

Reapproved April 29, 2009

Note: This version of the Ocean Gate Music Curriculum has been aligned to the most recent, 2004-2005, State Board adopted version of the New Jersey Core Curriculum Content Standards.

Ocean Gate School District
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ACKNOWLEDGEMENT

October, 2005

Music Curriculum Revised

Adopted:

Ocean Gate Board of Education

MUSIC CURRICULUM GOAL

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

For students, an education in the arts provides:

- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition;
- Increased potential for life success; and
- An enriched quality of life.

Recent studies such as *Critical Links* and *Champions of Change* provide evidence of the positive correlations between regular, sequential instruction in the arts and improved cognitive capacities and motivations to learn. These often result in improved academic achievement through near and far transfer of learning (i.e., music and spatial reasoning, visual art and reading readiness, dance and non-verbal reasoning and expressive skills, theater and reading comprehension, writing proficiency, and increased peer interaction). Additionally, the arts are uniquely qualified to cultivate a variety of multiple intelligences.

Reference: New Jersey Department of Education Core Curriculum Content Standards

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MUSIC STANDARDS LISTS

Standard 1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

Standard 1.2 Creation and Performance: All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

Standard 1.3 Elements and Principles: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

Standard 1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.

Standard 1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

MUSIC STRANDS

1.1 Aesthetics:

- A. Knowledge
- B. Skills

1.2 Creation and Performance:

- A. Dance
- B. Music
- C. Theater
- D. Visual Art

1.3 Elements and Principles:

- A. Dance
- B. Music
- C. Theater
- D. Visual Art

1.4 Critique:

- A. Knowledge
- B. Skills

1.5 History/Culture:

- A. Knowledge
- B. Skills

MUSIC PROGRAM DESCRIPTION

The Ocean Gate Music Program is offered to all students for approximately thirty minutes per week. Additional time is allotted for students in grades four through six for instrumental music and third grade for recorder instruction.

Emphasis is placed on rhythm, notation, form, expressive qualities, appreciation and harmony.

The teacher is given creative freedom to use his or her own teaching strategies.

Kindergarten- Second Grade Music (Standards 1.1-1.5)

- I. Rhythm
 - a. Recognize Steady beat/No beat
 - b. Demonstrate Strong beat/weak beat
 - c. Explore Long and short patterns
 - d. Identify double and triple meter
- II. Melody
 - a. Identify Register, melodic directions and patterns
 - b. Discriminate between high and low sounds
 - c. Recognize ascending, descending and horizontal tones, and steps and repeated tones
 - d. Explore classroom creations
- III. Tempo
 - a. Recognize fast and slow tempos
 - b. Identify and use various tempo changes
- IV. Dynamics
 - a. Discriminate between loud and soft
 - b. Recognize different dynamic levels and how they affect music
- V. Form
 - a. Differentiate between contrasting sections in music
 - b. Identify same and different in music
- VI. Style
 - a. Explore, demonstrate and respond to various musical styles including multicultural materials
 - b. Sing a variety of songs representing genres and styles from diverse cultures

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VII. Tone Color

- a. Perform on various classroom instruments
- b. Identify instrument sounds and match to the instrument
- c. Identify vocal timbre (child, adult, male, female)
- d. Explore the contrasts created by solo and chorus parts of a song

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Third & Fourth Grade Music (Standards 1.1-1.5)

- I. Rhythm
 - a. Demonstrate Steady beat
 - b. Identify strong and weak beat
 - c. Perform rhythmic patterns from notation
 - d. Recognize and identify Meter in 2 and Meter in 3
 - e. Discuss meter signatures and their functions
- II. Melody
 - a. Recognize and demonstrate melodic patterns
 - b. Differentiate between upward and downward movement
 - c. Identify steps, skips, leaps and repeated tones
 - d. Explore classroom creations
- III. Tempo
 - a. Discover and use musical terms that indicate different tempos (Allegro, Moderate, Lento)
 - b. Recognize and implement various tempo changes
- IV. Dynamics
 - a. Analyze how dynamics affect music
 - b. Recognize different dynamic levels
 - c. Identify and use appropriate dynamic marks (pp, p, mf, f, ff, etc.)
- V. Form
 - a. Recognize AB and ABA Forms, verse and refrain
 - b. Discover how to use and perform music which incorporates notational devices (1st and 2nd endings, Fine, D.C. al Fine, and Coda)
- VI. Style
 - a. Experience music from various cultures

- b. Relate words and music to the style of performance

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VII. Tone Color

- a. Identify the families of instruments (strings, woodwinds, brass and percussion)
- b. Recognize classroom, orchestral and folk instruments
- c. Use classroom instruments with appropriate music styles
- d. Recognize tone qualities of male, female and child voices
- e. Explore the effects of vocal and instrumental combinations

VIII. Harmony

- a. Identify melody alone and with harmony
- b. Perform in rounds, unison and counter-melodies and with ostinato patterns
- c. Define terminology for these harmonic forms.

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Fifth & Sixth Grade Music (Standards 1.1-1.5)

- I. Rhythm
 - a. Differentiate between and demonstrate like and unlike rhythmic patterns
 - b. Discover and respond to vocal notation
- II. Tempo
 - a. Discover musical terms that indicate tempo and change of tempo
 - b. Use musical terms that indicate tempo and change of tempo
- III. Dynamics
 - a. Discover dynamic markings
 - b. Identify and use various dynamic levels
- IV. Pitch/Melody/Harmony
 - a. Recognize melodic pattern direction and music notation
 - b. Perform unison and in 2-parts
 - c. Experience Major and minor tonalities
 - d. Explore classroom creations
- V. Style
 - a. Discover and perform in a variety of cultural styles
 - b. Discover and perform in a variety of historical styles
- VI. Form
 - a. Discover and use sectional form
 - b. Recognize repetition and contrast
 - c. Evaluate ballad, rondo, ostinato, canon/round

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- VII. Tone Color
 - a. Aurally and visually recognize and describe voices (vocal timbre) and instrument families
 - b. Perform solo, in small group, and large ensemble

TECHNOLOGY WITH MUSIC

Students in the Ocean Gate School District will have an opportunity to use computer knowledge and technology to create their own musical compositions and/or rhythms. A Smart Board is available to enable the students to “compose” short pieces and label musical notes and dynamic markings on a staff.

Students in grades 4 through 6 will also use the Internet to research instrument origins as well as conduct research regarding the lives of several famous composers and musicians.

Technology standards

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY): All students will use computer applications to gather and organize information and to solve problems.

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).

9. Use basic computer icons.

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MODIFICATIONS AND ACCOMODATIONS

A diversified curriculum is presented to each grade level. Projects and activities are selected involving exploration, discovery, and modes of expression.

Students from the self-contained class(es) are mainstreamed for all music education classes.

Differentiated educational program curricula for students pre-K-12 are modified to provide learning experiences that are matched to students' interest, readiness and learning styles.

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PROCESS OF EVALUATION

Evaluation is viewed as an on-going activity within the curriculum. Teachers on a daily, weekly, and/or monthly cycle are tracking, assessing, remediating and enriching student development within the skills array. The evaluation program tests students periodically to measure their progress through:

1. Teacher Observation using a Rubric Scale.
2. Class Participation.
3. Class work
4. Quizzes and classroom projects.

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RESOURCE LIST OF EDUCATIONAL MATERIALS

Silver, Burdett & Ginn World of Music 1991, Grades 1, 2, 3, 4, & 6

Silver Burdett & Ginn World of Music 2000, Grade 5

Silver Burdett & Ginn Music Connection, Grades 4 & 6

Silver Burdett & Ginn Making Music 2005, Grades 3 & 6

Music K-8 Magazines (Chorus)

Accent on Achievement Method Books (Instrumental Music)

Ocean County Library System