

# MUSIC IN OUR SCHOOLS



Within the Glencoe Schools, we believe that music education...

is vital to the full cognitive, social and emotional development of each child

provides a positive, nurturing and safe environment which allows students to take risks and challenge themselves with musical concepts

builds confidence and self-esteem through a shared aesthetic experience

enhances cultural understanding and acceptance of both past and present

provides students a unique vehicle to achieve excellence either alone or in cooperation with others

leads to greater understanding and appreciation of music that will last a lifetime





## **MUSIC CURRICULUM in GLENCOE SCHOOL DISTRICT**

In Glencoe, children are given musical experiences starting in kindergarten continuing through eighth grade. Through the years, students will develop musical skills, knowledge, understanding, and attitudes to carry with them through their lives. The objective of our music program is to allow each child to participate in a variety of musical experiences, and through these experiences to nurture a love and appreciation of music as a medium for expression, creative play and personal achievement.

Classroom music in kindergarten through sixth grade emphasizes music activity. Each child will take part in activities such as singing, listening, playing rhythm and melodic instruments, and participating in movement. These activities are designed to introduce and reinforce musical concepts and skills. A choral program is implemented at the intermediate level to further enhance the vocal development through ensemble singing of varied literature and applied concepts learned in classroom music. Performances during these elementary years give the children a chance to feel the excitement of sharing this form of artistic expression with peers and family.

Beginning in the fifth grade, the total music program is expanded to give the students an opportunity to learn a band or orchestral instrument. Playing an instrument is an intimate form of self-expression that becomes a unique musical experience which cannot be duplicated in any other way. Because this experience is so vital to a full musical understanding and appreciation, all students in fifth grade learn the basics of an instrument of their choice. Though not all students will display the talent or enthusiasm to continue beyond the fifth grade, the instrumental skills, musical literacy, and ensemble experience that they have gained in the year are necessary to develop mature insight, respect for music, and the foundations of a lifelong skill.

Playing an instrument is intrinsically satisfying. However, group performance adds a powerful dimension of musical value to that of solo playing. All art is a form of communication and the instrumental ensemble experience offers students a means of sharing their music with others and exposes them to a wealth of musical literature.

Each year all students are given opportunities to display their musical skills. Performances not only offer the students a chance to share their accomplishments, but also extend the learning that happens in the classroom. On a higher level, the performance experiences can develop intrinsic aesthetic satisfaction. It is for these reasons that performing is encouraged in all grades. Glencoe maintains a strong and comprehensive music program as a vital element of its school curriculum.

**Within the Glencoe Schools, we believe that music education...**

- 📖 is vital to the full cognitive, social and emotional development of each child
- 📖 provides a positive, nurturing and safe environment which allows students to take risks and challenge themselves with musical concepts
- 📖 builds confidence and self-esteem through a shared aesthetic experience
- 📖 enhances cultural understanding and acceptance of both past and present
- 📖 provides students a unique vehicle to achieve excellence either alone or in cooperation with others
- 📖 leads to greater understanding and appreciation of music that will last a lifetime



In considering the developmental progression of skills and experience for our students, the Music department with the Glencoe School District has reviewed the National Standards for Music Education as published via the **National Association for Music Education** (<http://musiced.nafme.org>) as well as the **Illinois Learning Standards for Fine Arts** ([http://www.isbe.net/ils/fine\\_arts/standards.htm](http://www.isbe.net/ils/fine_arts/standards.htm)).

## **K-4 General Music**

### **Kindergarten through Fourth Grade**

Instructional Minutes for Music

Kindergarten: *25 minutes per week*

First through Fourth Grade: *60 minutes per week*

The standards in this section describe the cumulative skills and knowledge expected of all students upon exiting fourth grade. Students in the earlier grades engage in developmentally appropriate learning experiences designed to prepare them to achieve these standards at fourth grade.

### **Singing, alone and with others, a varied repertoire of music**

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- sing expressively with appropriate dynamics
- sing a varied repertoire of songs representing genres and styles from diverse cultures
- sing harmony utilizing different techniques
  - K-2<sup>nd</sup>: sing ostinatos & partner songs
  - 3<sup>rd</sup>-4<sup>th</sup>: rounds
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

### **Performing on instruments, alone and with others, a varied repertoire of music**

Students will:

- perform correct pitches and rhythms with appropriate dynamics and timbre, and maintain a steady tempo
- perform easy rhythmic, melodic, and chordal patterns accurately and independently on a variety of classroom instruments
  - perform pitches and melodies on the recorder. By the end of 4<sup>th</sup> grade, students will be able to use the notes D,E, F#, G, A, B, C, C# and high D
  - perform basic notes and chords on the guitar (4<sup>th</sup> grade)
- perform expressively a varied repertoire of music representing diverse genres and styles
- echo short rhythms and melodic patterns
- perform in groups, matching dynamic levels, and responding to the cues of a conductor
- perform independent instrumental parts while other students sing or play contrasting parts

### **Improvising melodies, variations, and accompaniments**

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases
- improvise simple rhythmic and melodic ostinato accompaniments
- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

### **Reading and notating music**

Students will:

- read rhythms in different meters
  - K-2<sup>nd</sup>: whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
  - 3<sup>rd</sup>-4<sup>th</sup>: sixteenth, dotted quarter/eighth note patterns
- use solfege to read
  - K-4<sup>th</sup>: pentatonic pitches
- identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

### **Listening to, analyzing, and describing music**

Students will:

- identify simple music forms when presented aurally
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

### **Evaluating music and music performances**

Students will:

- devise criteria for evaluating performances and compositions
- explain, using appropriate music terminology, their personal preferences for specific musical works and style



### **Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- identify similarities and differences in the meanings of common terms used in the various arts
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### **Understanding music in relation to history and culture**

Students will:

- identify by genre or style aural examples of music from various historical periods and cultures
- describe in simple terms how elements of music are used in music examples from various cultures of the world
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- identify and describe roles of musicians in various music settings and cultures
- demonstrate audience behavior appropriate for the context and style of music performed



## **5<sup>th</sup> through 8<sup>th</sup> Grade Chorus**

**All 5<sup>th</sup> grade students participate in chorus. This is offered as an elective for all 6<sup>th</sup> through 8<sup>th</sup> grade students.**

Instructional Minutes for Chorus

Fifth grade: 43 minutes per week (full group) as well as an additional 43 minutes every other week (small group). Sixth through Eighth grade: 43 minutes every other day.

### **Singing, alone and with others, a varied repertoire of music**

Students will:

- sing accurately and with good breath control throughout their singing ranges, adjusting to their changing voices, alone and in small and large ensembles
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
- sing with expression and technical accuracy a repertoire of vocal literature, including some songs performed from memory
- sing music representing diverse genres, historical periods and cultures, with expression appropriate for the work being performed
- sing music written in two and three parts
  - 5<sup>th</sup> grade: Harmony is created mainly with partner songs, rounds, and polyphonic motion of the parts. Homophonic harmonies will be rare in 5<sup>th</sup> grade, and when they appear, will be mostly wider intervals (for example, fifths & sixths, rather than thirds).
  - 6<sup>th</sup> grade: same as 5<sup>th</sup> grade, but less partner songs & rounds and slightly more homophony.
  - 7<sup>th</sup>/8<sup>th</sup> grade: Harmony is created using polyphonic and homophonic parts. Some homophony with close intervals (seconds & thirds) is introduced.

### **Improvising melodies, variations, and accompaniments**

Students will:

- improvise “questions” and “answers” in the same style to given rhythmic and melodic phrases by scatting in Jazz music pieces

### **Reading and notating music**

Students will:

- read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meter signatures
- read at sight, using solfege and lyrics, simple melodies in the treble and bass clefs (according to which clef fits their voice part)
- identify and define standard notation symbols for pitch (treble and bass clef), rhythm, dynamics, tempo, articulation, and expression, and interpret them correctly when performing



### **Listening to, analyzing, and describing music**

Students will:

- describe specific music events in a given aural example, using appropriate terminology
- analyze the uses of elements of music in aural examples representing diverse genres and cultures
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

### **Evaluating music and music performances**

Students will:

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

### **Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### **Understanding music in relation to history and culture**

Students will:

- demonstrate audience behavior appropriate for the context and style of music performed



## **6<sup>th</sup> Grade General Music**

**Offered as an elective for all 6<sup>th</sup> grade students**

Instructional Minutes for Music: 43 minutes every other day for one semester.

### **Singing, alone and with others, a varied repertoire of music**

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles, including some songs performed from memory
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- use solfege to sing melodies

### **Performing on instruments, alone and with others, a varied repertoire of music**

Students will:

- perform easy rhythmic, melodic, and chordal patterns accurately and independently, with proper technique, maintaining a steady tempo, on a variety of classroom instruments
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- echo short rhythms and melodic patterns
- perform in groups, matching dynamic levels, and responding to the cues of a conductor
- perform independent instrumental parts while other students sing or play contrasting parts
- play by ear simple melodies on a melodic instrument (examples: recorder or xylophones) and simple accompaniments on a harmonic instrument (example: xylophones)

### **Improvising melodies, variations, and accompaniments**

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases
- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

### **Composing and arranging music within specified guidelines**

Students will:

- compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

### **Reading and notating music**

Students will:

- read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures
- read at sight simple melodies in the treble clef (including leger lines) in pentatonic, major & minor modes
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- use standard notation to record their musical ideas and the musical ideas of others

### **Listening to, analyzing, and describing music**

Students will:

- describe specific music events in a given aural example, using appropriate terminology
- analyze the uses of elements of music in aural examples representing diverse genres and cultures
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

### **Evaluating music and music performances**

Students will:

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

### **Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
- describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### **Understanding music in relation to history and culture**

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed
- demonstrate audience behavior appropriate for the context and style of music performed



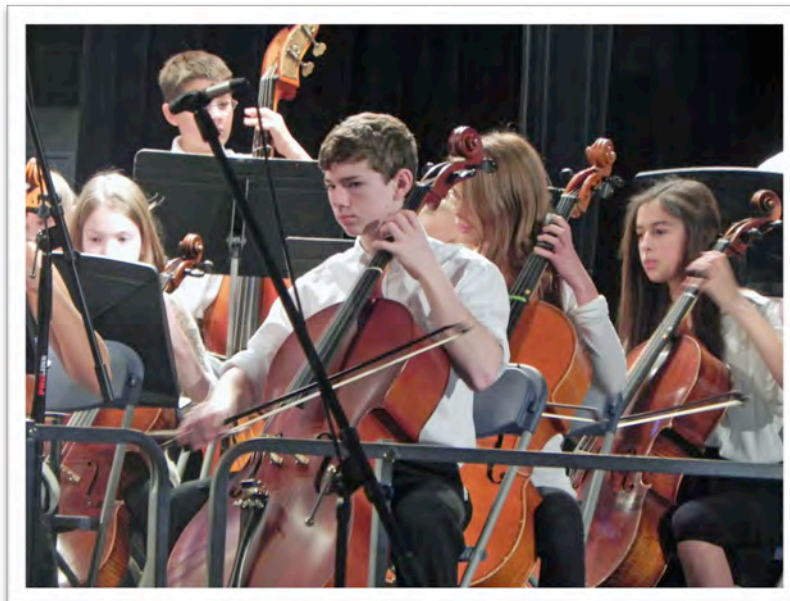
## **5-8 Instrumental Music**

### **Fifth through Eighth Grade**

Instructional Minutes for Instrumental Music: Every music course meets at least every other day in periods of at least forty minutes. Instrumental ensembles and classes are offered during the school day. Ensembles also meet as a full unit once a week for at least forty minutes. Other classes are small group lessons for more specialized instruction.

The period represented by grades 5-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music, and at the same time help them to develop their creativity. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

Within Central School, at 5<sup>th</sup> grade our students are offered the opportunity to select an instrument with which to learn. We begin the process of instrument review and selection as the students are ending their fourth grade year. Students may select to continue instruction with their instrument from fifth grade through eighth grade. The standards in this section describe the cumulative skills and knowledge expected of all students upon exiting eighth grade in our instrumental program.



### **Performing on instruments, alone and with others, a varied repertoire of music**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- perform with expression and technical accuracy on at least one string, wind, percussion, or perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire

### **Improvising melodies, variations, and accompaniments**

*(Addressed through Orff Instruments in General Classroom Music and Jazz Band)*

Students will:

- improvise simple harmonic accompaniments
- improvise "answers" in the same style to given rhythmic and melodic phrases
- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

### **Composing and arranging music within specified guidelines**

*(Addressed in General Classroom Music)*

Students will:

- compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

### **Reading and notating music**

Students will:

- read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8, and alla breve meter signatures
- read at sight simple melodies in both the treble and bass clefs



- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- sight read, accurately and expressively

### **Listening to, analyzing, and describing music**

Students will:

- describe specific music events in a given aural example, using appropriate terminology
- analyze the uses of elements of music in aural examples representing diverse genres and cultures
- demonstrate knowledge of the basic principles of meter, rhythm, and tonality in their analyses of music

### **Evaluating music and music performances**

Students will:

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

### **Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### **Understanding music in relation to history and culture**

Students will:

- perform a variety of music genres and cultures

**Upon completion of a full year of instrumental music, students will be able to:**

- play at least one Major Scale
  - ✓ Band – Concert: B-flat
  - ✓ Orchestra: D
- play a full page of full ensemble music (i.e. First full piece in the Method Book)
- identify and understand basic time signatures (i.e. 2/4, 4/4)
- identify and understand a key signature
- develop characteristic tone which is pleasing to the ear
- understand basic rhythmic note values (quarter, eighth, half, whole, dotted half)
  - identify which notes correspond to which beats in the measure
- understand basic dynamics (piano, forte, mezzo)
- demonstrate basic articulation (Band – tonguing, slurring, Orchestra – pizzicato, arco, slurring)
- properly care and maintain the instrument
- demonstrate appropriate playing position and instrument handling
- play in time keeping a steady beat

**Upon completion of a full two years of instrumental music, students will be able to:**

- Build upon concepts started in year one. Additionally:
- play at least three Major Scales
  - ✓ Band and Concert: B-flat, F, C, A-flat, E-flat
  - ✓ Orchestra: D, G, C, A, F
- play age or level appropriate music
- identify and understand basic time signatures (i.e. 2/4, 4/4, 3/4, 6/8)
- identify and understand a key signature
- develop characteristic tone which is pleasing to the ear
- understand basic rhythmic note values (quarter, eighth, half, whole, dotted half)
  - identify which notes correspond to which beats in the measure
- understand basic dynamics (piano, forte, mezzo, sforzando, crescendo, decrescendo)
- demonstrate basic articulation (Band – tonguing, slurring, accenting, marcato, staccato, tenuto, Orchestra – pizzicato, arco, slurring, detache, marcato, legato, staccato)
- properly care and maintain the instrument
- demonstrate appropriate playing position and instrument handling
- play in time keeping a steady beat

**Upon completion of 8<sup>th</sup> Grade instrumental music, students will be able to:**

- play at least four Major Scales and a one-Octave Chromatic Scale
  - ✓ Band – Concert: B-flat, F, C, A-flat, E-flat,
  - ✓ Orchestra: D, G, C, A, F
- play age or level appropriate music
- identify and understand basic and triple time signatures (i.e. 2/4, 4/4, 3/4, 6/8)
- identify and understand a key signature
- continue to develop characteristic tone which is pleasing to the ear
- understand basic rhythmic note values (quarter, eighth, half, whole, dotted half, dotted quarter, sixteenth)
  - identify which notes correspond to which beats in the measure
  - identify downbeat versus upbeat
- understand basic tempo markings (allegro, largo, moderato)
- understand basic dynamics and expression (piano, forte, mezzo, sforzando, crescendo, decrescendo, subito, ritardando, fermata, rallentando)
- demonstrate and continue to develop basic articulation (Band – tonguing, slurring, accenting, marcato, staccato, tenuto, Orchestra – pizzicato, arco, slurring, detache, marcato, legato, staccato)
- properly care and maintain the instrument
- demonstrate appropriate playing position and instrument handling
- play in time keeping a steady beat
- further develop proper intonation skills (understand what to do when flat or sharp, and know the tendencies of an instrument)
- develop a wider range on the instrument



**Revised February 2013**

District Music Committee

*Kristen Hanna*

*Erin Loescher*

*Rachel Loos*

*Matt Pickett*

*Sarah Porretta*

*Angela Wilson*