

**NORTH BRANFORD PUBLIC SCHOOLS**  
**Essential Curriculum**  
**Music**

***Grades K-5***

**Elementary General Music**

Upon completion of Grades K-5, students will be able to:

**Rhythm**

*By performing:*

- Long and short rhythmic patterns on an instrument or vocally
- A simple rhythmic accompaniment

*By Identifying (aurally and/or visually):*

- Musical notes and rests
- The beat in sets of 2,3,4 and 6
- Simple time signature
- A given rhythm through dictation
- Conducting patterns and gestures

*By Creating:*

- Simple rhythms in simple meters
- Movement in response to rhythm, beat and accent
- Rhythmic speech patterns

*By responding to:*

- Rhythmic contrast and repetition
- The relationship of rhythm and beat
- The metric system

**Melody**

*By performing:*

- Melodic patterns at a given tempo
- Rote songs within the voice range
- Holiday, seasonal, folk, patriotic songs appropriate to age group
- With expression and proper intonation

*By identifying (aurally and/or visually):*

- Repetition, contrast, and range in a melodic phrase
- A given melodic idea
- High and Low pitches

*By Creating:*

- A simple melodic phrase on a melodic instrument or vocally
- Movements in response to melodic tempo and contour

*By responding to:*

- Comprised melodies
- A variety of musical styles

**Harmony**

*By performing:*

- Rounds
- 2 –part songs
- Partner songs

*By Identifying (aurally and/or visually):*

- Major and minor keys
- Simple intervals

*By Creating:*

- Simple accompaniments

*By responding to:*

- Harmonic changes in major and minor keys

### **Tone Color**

*By performing:*

- With a pleasing tone on instruments and vocally

*By Identifying (aurally and/or visually):*

- Four families of instruments
- Contrasts in sounds

*By Creating:*

- Simple sound pieces using a variety of instrumental colors

*By responding to:*

- Tones poems and program music

### **Form**

*By performing:*

- On instruments or vocally using solo-ensemble, call/response, and round forms

*By Identifying (aurally and/or visually):*

- The ballad verse/refrain, solo/response/ ABA, and rondo

*By Creating:*

- A simple musical composition in a specific form

*By responding to:*

- All musical forms, i.e.: rondo, ABA, march, waltz

### **The Concert Experience**

*By Integrating:*

- Elements of music into a performance model
- Positive self-image, social contribution, and community interest in the arts

*By Demonstrating:*

- Proper stage presence
- Concert etiquette

*By Responding to:*

- Self-expression as a meaningful source of musical enjoyment and learning
- The culmination of musical experiences integrated into a concert performance

### **The Orff Program**

The Orff Program is an integral component of the music program. Background and training in Orff philosophy and techniques is necessary for the facilitation of the K-5 music program. North Branford Public Schools are committed to providing the instruments and equipment needed for the implementation of Orff instruction.

*Movement:*

- Gross motor coordination
- Locomotor/non-locomotor development
- Spatial concepts
- Movement to music
- Fine motor skills
- Dance

*Speech/Vocal:*

- Rhythmic speech
- Poetry
- Rhyming games
- Vocal canons and rounds

*Instrumental:*

- Body percussion
- Non-pitched percussion
- Mallet instruments
- Recorder

**NORTH BRANFORD PUBLIC SCHOOLS**  
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**Music**

***Grade5***

**TVES Grade Five Instrumental Music**

The grade five instrumental program begins with an instrumental demonstration given to all fourth graders in June. In early September a fifth grade band parent meeting is held and lessons usually start the third week of school. Lessons are scheduled by like instruments and meet once per week for the entire year on a rotating schedule for thirty minutes. The lesson size is determined by enrollment and often the groups are too large.

Full band begins in January and had been meeting on Thursday mornings from 9:05-10:00 am in the cafeteria. Our performances have included: caroling in the hallways in December, a school wide assembly in May with invited guests, a spring concert at N.B.H.S., Honor Night and performances with small groups at Evergreen Woods and our senior center.

We use a method book in lessons with supplemental material provided. Lessons emphasize the following musical concepts: correct hand position, proper posture, proper tone, longtones, articulation, simple rhythms, foot tapping, and intonation, following a conductor critical listening, phrasing, dynamics, blend and proper instrument maintenance.

The band music includes a variety of musical styles and reinforces concepts taught in lessons. Students receive an assessment three times per year and parents are invited to all band rehearsals and are welcome to listen to lessons as well.

Professional musicians have offered workshops to all band members. Students are encouraged to practice at home, practice with other band members, and attend concerts.

**NORTH BRANFORD PUBLIC SCHOOLS**  
**Essential Curriculum**  
**Music**

***Grades 5-8***

**General Music**

Upon completion of Grades 5-8, students will be able to:

**Rhythm**

- The relationship of beat, note, rest values, and meter
- Read, play or sing rhythmic patterns
- Rhythmic dictation

**Melody**

- Aural and visual melodic contour, contrast, and repetition
- Read, play and sing melodies
- Melodic

**Harmony**

- Perform basic harmonies
- Read, play or sing chords and triads
- Harmonization of melodies using chord symbols
- Read, play, and sing duets and trios
- Recognition of various harmonies through listening

**Tone Color**

- Students will be able to differentiate between various instruments by sight and sound
- Students will have the ability to create desired moods by selecting specific instruments and modes

**Form**

- Ability to use and recognize basic musical forms (i.e.: binary, ternary) through written or listening activities

**Listening**

- Activities in listening will be used to enhance ALL areas of the curriculum
- Develop listening skills

**Style and History:**

- Aural recognition of various musical styles and world cultures
- Awareness of historical and cultural backgrounds

### **Career/Consumer Education**

- Exposure to various musical careers
- Prepare students to be knowledgeable consumers of music

### **Vocal Music**

*All students are given the opportunity to participate in the vocal music program.*

Upon completion of Grades 5-8, students will be able to:

#### **Proper Care of Voice**

- Students in the vocal music program will be instructed in the proper care of the voice as a performing instrument

#### **Tone Reproduction**

- Students will receive proper instruction in good tone production through breathing, dictation, intonation, and support

#### **Rhythm**

- Students will sing using fundamental musical notation
- Students will read and sing music in standard meters
- Students will understand and sing various rhythms using solfege syllables

#### **Melodies/Harmony**

- Students will develop the ability to accurately sing a melodic line in tune
- Students will sight sing simple melodic lines
- Students will be introduced to 3 and 4 part harmony

#### **Ensemble Singing**

- Students will develop a feeling and understanding of melody, harmony, form, lyric content and tone color as they relate to both individual and groups of voices

#### **Styles**

- Students will be exposed to various stylistic and harmonic differences in vocal music

#### **Performance**

- Students will develop an understanding of proper stage presence, deportment, and appropriate behavior

### **Instrumental Music**

All students are given the opportunity to elect the study of a traditional band instrument at any grade level, though they are encouraged to begin in Grade Five. Students will continue to develop their understanding of musical concepts. Upon completion of Grades 5-8, students will be able to:

### **Grade 5 (First year)**

1. Assemble their instruments.
2. Utilize correct posture and breath control.
3. Perform with the embouchure and hand position appropriate for their instrument.
4. Perform traditional notation relating to time values (i.e.: whole, half, quarter notes and rest, ties and slurs).
5. Perform notation relating to tempi, styles, and dynamics.
6. Perform with a tone quality characteristic of their instrument and with an awareness of proper intonation.
7. Perform phrases and songs with an awareness of musical sentence structures;
8. Improvise simple exercises designed for self-help in overcoming difficulties with the instrument.
9. Improvise simple melodies using rhythms and pitches.
10. Perform music in ensembles
  - Performance of music with different textures (i.e.: polyphonic or imitative and homophonic or melody with harmonic accompaniment).
  - Recognize and respond to conducting patterns for meter, phrasing, dynamics, and entrances.
11. Compose and notate simple songs.

### **Grade 6 (Second year)**

1. Perform with a more mature tone and intonation through further study of breath control and embouchure.
2. Perform notation in rhythmic subdivisions division of the pulse (i.e.: eighth and sixteenth notes and rests, compound meters)
3. Perform all notes on their instruments (chromatically) with the exception of the extreme ranges through experiences with solo and ensemble materials.
4. Perform music of contrasting styles through solo and ensemble experiences, and solo opportunities.
5. Perform in a larger ensemble (i.e.: concert band, jazz band)
6. Perform basic marching techniques.

### **Grade 7 and Grade 8**

The major part of the work done in grades 7 and 8 involves the ongoing reinforcement and development of the materials and concepts previously studied. The physical maturity gained by the student allows for more coordination of the physical, mental, and musical skills gained in the first two years. The student will be able to perform some solo parts and ensemble parts with more clarity and ease.

Upon completion of Grades 5-8, students will be able to:

1. Perform accurately in given key signatures.
2. Recognize compositional devices such as motifs, sequences, modulations.
3. Recognize more aesthetic, social, and historical styles of music.
4. Perform a greater variety of rhythmic, melodic, and harmonic combinations in solo

and ensemble situations.

5. Control a wider range of notes on their instrument.
6. Use more aural awareness of controlling his or her performance with the instrument and in listening to music generally.
7. Memorize at least 2 major scales (Bb, Eb)
8. Learn to perform simple repairs on the instrument.

## **Essential Curriculum** **Music**

### **Grades 9-12**

#### **Secondary Music**

Students will be provided with the opportunities for instrumental, vocal, and academic experiences, through a variety of elective courses. Students may elect these courses at any grade level, though they are encouraged to begin in the ninth grade. High School elective courses are based on previously learned materials, which allow for advanced growth and development of the music student.

Upon completion of Grades 9-12, students will be able to:

#### **Chorus and Vocal Ensembles**

Through rehearsal and performance in a large group setting, students will gain a better understanding of choral music in the following ways:

1. Learning elements of singing and ability to distinguish a good vocal quality.
  - Utilization of correct breathing techniques
  - Sing using proper diction and intonation
  - Recognizing and using acoustical factors in the vocal instrument
  - Importance of proper posture for vocal quality
  - Proper vocal placement and tone protection
2. Reading music as it relates to various choral settings
  - Reading music within individual voice parts (SATB)
  - Review and study common meter signatures utilized in choral music
  - Instill an understanding of rhythmic patterns and rhythm in general
  - Sight reading on a regular basis to reinforce music reading skills
  - Study of musical symbols and terminology and how it relates to vocal music
3. Studying musical styles and forms through the singing of various choral works.
  - SATB (soprano, alto, tenor, bass), men's chorus, SAA (2-part soprano, alto), women's chorus, TTBB (2 part tenor, 2 part bass), men's chorus-music arrangements
  - A cappella (unaccompanied) - music arrangements
  - Popular, classical, jazz compositions and correct stylistic performance of choral works with solo performance
4. Developing good listening skills.
  - Learning to blend individual vocal quality within the group
  - Learning to recognize intonation problems and how to correct them. (singing and pitch)
  - Ability to learn music by rote in addition to reading
  - Importance of listening skills and how they relate to proper vocal production in reinforced in all vocal rehearsals
5. Developing proper performance skills.
  - Stressing posture and the importance it plays in the overall vocal performance
  - Music preparation (individually) and practice techniques

- Developing a positive and optimistic attitude for a successful performance
- Proper dress and its relation to the overall vocal performance

## **Beginning Guitar**

A group approach to learning the guitar using Alfred's Basic Guitar Method, Book 1. The course is designed for students with no guitar background, or limited experience on the instrument.

Upon completion of Beginning Guitar, students will be able to:

- Develop and strengthen music reading skills using notes in the treble and bass clefs.
- Develop their guitar technique as it relates to hand position and the use of the pick.
- Learn basic chords in both major and minor tonalities.
- Learn music theory as it relates to the guitar as well as applicable music terminology.
- Develop good practice habits and a sense of self-discipline as it relates to instrumental performance.
- Develop listening skills through the use of exercises dealing with intonation and part playing (i.e.: duets with instructor and/or other students).
- Study major scales which will be incorporated for students to both understand their structure and to improve the student's technical facility.
- Learn proper care and maintenance of the instrument.
- Be evaluated through performance, both group and solo, as well as written examinations.

## **Music Theory**

Students electing this course will begin an in-depth study of the musical concepts introduced in grades K-8.

Upon completion of Music Theory, students will be able to apply:

1. Elements of music: rhythm, melody, harmony, tone color and form.
2. Musical notation: students will further their understanding of musical notation through basic compositional techniques.
3. Music reading as it applies to their particular instrument and/or voice.
  - Students will study notes and their relationship to the staff in both treble and bass clef
  - Students will develop an understanding of scales, chords, harmony and key signatures and how to relate to major and minor tonalities.
  - Students will develop an understanding of meter and meter signatures (simple and compound)
4. Ear training: students will aurally discriminate and understand the differences between rhythm, melody and harmony.
  - Students will transcribe rhythmic examples as played on the piano, by aural discrimination
  - Students will transcribe simple melodic examples with correct rhythm as played on

- piano, by aural discrimination
5. Transposition: students will develop the ability to notate music in a different key from which it was originally written .
  6. Rules of traditional harmony in four part writing.
    - Students will study the rules of traditional harmony as outlined in book one, “A Course in Traditional Harmony” by Paul Hindemith
    - Students will harmonize in four parts (soprano, alto, tenor, and bass) in treble and bass clef, a given melody or bass line (writing)
    - Students will aurally discriminate simple chord progressions played on the piano in four parts (listening)
  7. Musical concepts of theory on their respective instruments.
    - Students will demonstrate an understanding of musical concepts learned in class through instrumental performance
    - Students who do not play a musical instrument have the option of demonstrating their understanding of theory concepts by voice/and or musical composition (writing)
  8. Musical concepts of theory as it relates to musical composition.
    - Students will utilize their knowledge of music theory and rules of notation to create musical compositions
    - Compositions are compared throughout course (early on in course as opposed to those later in the students’ study) for the student to be able to identify personal progress as they become more familiar and comfortable with the elements of music
  9. Style: students will discuss, identify and interpret various musical styles.
    - CD and recorded examples from classical, popular, jazz, folk and ethnic music
    - Students are encouraged to perform often as the purpose of studying music theory is to provide a greater understanding of music and, ultimately, to become more proficient musically

### **Concert Band and Instrumental Ensembles**

Upon completion of Concert Band and Instrumental Ensembles, students will be able to develop a further understanding of their ongoing study of aural and instrumental skills by learning to:

1. Identify and perform notation in all metric units; common time, compound time, cut time meter signatures.
2. Interpret tempi and dynamic markings
3. Perform a wide range of scale structures; major, minor and chromatic
4. Perform music using contemporary techniques; atonal aleatoric, electronic.
5. Identify and perform examples of traditional thematic development (i.e. :variety and repetition, motif, extensions, other compositional devices)
6. Identify and interpret musical form as:
  - Compositional shape (i.e.: song, overture, march)
  - The cohesive element used in the interrelationship between all musical elements to achieve the final structure
7. Improvise music using techniques including:
  - Aleatoric or chance compositions

- Theme and variations
  - Jazz
8. Identify and interpret examples of contemporary and traditional compositions
  9. Interpret conducting patterns for meter, rhythm, dynamics, etc.
  10. Realize relationships between the performing musician, the conductor, the composer, and the audience.
  11. Utilize, reinforce and perfect rehearsal and performance techniques.
  12. Identify and utilize proper practice techniques to maximize learning and allow for efficient use of practice time.
  13. Physically maintain rank and file on the occasions the band marches. \*
  14. Demonstrate control of music quality while in marching position. \*
  15. Modify techniques for outdoor performance.

Concert music and pep band music serves as a text for the instrumental performing groups. The band performs level 3 and 4 music which is designated as high school level by nationally used standards. On occasion the band also performs level 5 music. Levels 5 and 6 are generally rated college professional.

\* At the present time, a dedicated marching band program is not implemented in the district.