

Pocantico Hills School Music Program – Curriculum Objective Overview

Kindergarten

- I can identify quarter notes and quarter note rests.
- I can recognize music that is fast.
- I can recognize music that is slow.
- I can identify pitch (high and low).
- I can identify the music symbol treble clef.
- I can sing in unison.
- I can perform call and response.
- I can identify percussion instruments and describe how the sound is made.
- I can sing music loudly and softly.
- I can sing sol and mi using hand symbols.
- I can sing music in a fast and slow tempo.

First Grade

- I can identify half notes and half rests.
- I can clap the steady beat to music.
- I can identify notes on a line or a space.
- I can show the direction the notes go in a song (pitches move up, down and stay the same).
- I can sing music in a round.
- I can recognize string instruments and explain how the sound is made.
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- I can recognize the dynamic marking soft (piano) and loud (forte) in music.
- I can sing do, la, so and mi using hand symbols.

Second Grade

- I can identify whole notes and whole note rests.
- I can identify a bar line in music.
- I can sing music in allegro and adagio tempos.
- I can name notes on the treble clef.
- I can recognize brass instruments and explain how the sound is made.
- I can identify music from other cultures versus my own.
- I can sing and play simple rhythmic and tonal patterns by reading simple music notation.
- I can sing with others a varied repertoire of music.

Third Grade

- I can recognize music in 4/4 time signature.
- I can recognize eighth notes and eighth note rests.
- I can demonstrate while performing, adagio and largo tempos.
- I can name the notes from middle C to G on the treble clef.
- I can recognize music that is major and minor (aurally).
- I can identify the following music elements: ABA, repeat signs, verse and chorus.
- I can recognize woodwind instruments and describe how the sound is made.
- I can sing and play simple rhythmic or tonal patterns by reading simple music notation.
- I can sing alone and with others a varied repertoire of music.
- I can describe similar and different characteristics of American, Western European, Latin, Asian and African Music.
- I can demonstrate the ability to improvise simple melodies with voice, recorder and percussion instruments.
- I can demonstrate the ability to perform with blend and balance in performance ensemble.

Fourth Grade

- I can distinguish between duple and triple meter aurally and visually.
- I can recognize and identify major and minor chords aurally.
- I can recognize aurally two-part harmony.
- I can demonstrate ability to do simple rhythmic dictation.
- I can read and perform simple melodies in 2/4, 3/4, and 4/4 meter.
- I can sing and play simple rhythmic and tonal patterns by reading music notation.
- I can recognize intervals visually and aurally.
- I can create music expressively during a performance.
- I can use facial expression and body movements to portray style/mood of music being performed.
- I can sustain my own part while performing in an ensemble.
- I can play recorder independently in an ensemble.
- I can demonstrate the ability to perform and describe how music fulfills a variety of purposes.
- I can demonstrate ability to sing rounds and canons.

Fifth Grade

- I can match pitch up to g₂, using solfege syllables.
- I can perform steady beat with tempo markings of adagio and allegro.
- I can create and perform simple melodies with musical shape.
- I can sing alone without accompaniment (acapella).
- I can create dynamic levels of piano, mezzo piano, mezzo forte, and forte while performing melodic or rhythmic accompaniment to given melodies.
- I can distinguish between duple and triple meter aurally and visually.
- I can recognize and identify major and minor chords aurally.
- I can recognize aurally two part harmony.
- I can demonstrate ability to do simple rhythmic dictation.
- I can read and perform simple melodies in 2/4, 3/4, and 4/4 meter.
- I can sing and play simple rhythmic and tonal patterns by reading music notation.
- I can recognize intervals visually and aurally.
- I can create music expressively during a performance.

- I can use facial expression and body movements to portray style/mood of music being performed.
- I can sustain my own part while performing in an ensemble.
- I can play recorder independently in an ensemble.

Pocantico Hills School Music Scope and Sequence - Kindergarten

Unit Title & Timeframe	Unit Topics & Goals
Theory	<ul style="list-style-type: none"> ● Students will be able to read rhythms in quarter note, eighth note and quarter rest using symbol and stick notation. ● Students will read rhythms consisting of quarter notes, eighth notes and quarter rests. ● Students will identify and demonstrate the meaning of treble clef and staff. ● Students will identify, perform, and differentiate between steady beat, rhythmic patterns and melodic patterns. ● Students will understand the concepts of the elements of music: tempo, dynamics, direction, register and duration.
Singing	<ul style="list-style-type: none"> ● Students will be able to match pitch, sing short phrases of consecutive notes in varying melodic directions, and begin to sing rote songs of limited range. ● Students will demonstrate beginning vocal technique through the use of singing games and songs incorporating body movement. ● Students will perform songs representing a variety of genre: seasonal, patriotic, animal, special day and events and connections to academic curriculum.
Instruments	<ul style="list-style-type: none"> ● Students will demonstrate proper use of rhythm instruments and mallet technique. ● Students will demonstrate correct instrumental application using steady beat, rhythm patterns, improvisation and solo passages. ● Students will demonstrate the ability to categorize rhythm instruments: woods, metals, skins, shakers and scrapers. ● Students will aurally and visually identify the main instruments in each orchestral family.
Music History/ Appreciation	<ul style="list-style-type: none"> ● Through listening, students will develop an appreciation of music and learn listening habits. ● Through listening students will associate the abstract and concrete images with specific elements of music. Ex. tempo, dynamics and pitch ● Through listening students will demonstrate recognition of basic orchestral

	<p>instruments and understand their historical development.</p> <ul style="list-style-type: none"> ● Students will listen and distinguish between basic musical forms and styles. Ex. march, lullaby, waltz, jazz, folk, pop ● Students will understand the concept of programmatic music. Ex. Tubby the Tuba, Oscar's Guide to the Orchestra, Peter and the Wolf, Sorcerer's Apprentice, Hall of the Mountain King ● Students will listen and understand the historical significance of our musical heritage and that of other countries. ● Through listening students will reinforce elements of theory such as accented and unaccented beats, conducting patterns and major/minor sections of a composition.
Creativity	<ul style="list-style-type: none"> ● Students will develop creative movement or motions to demonstrate an understanding of the elements of music. <ul style="list-style-type: none"> ○ Students will select appropriate instrumentation to accompany a song and improvise short rhythmic or melodic accompaniments or tunes. ● Students create stories, dramatizations to musical selections or songs. ● Students will create original verses to existing songs. ● Students will create drawings to express emotions or ideas based on what they are listening to.
Performing	<ul style="list-style-type: none"> ● Students will have opportunities for solo, small group and total class performances through general singing, rhythm and melodic instruments, providing song accompaniment, body percussion, dramatizations to stories and poems, dance, movement and choreography. ● Students will perform for school wide assemblies including Jump Rope for Heart, Field Day, Volunteer Appreciation and Flag Day.

Pocantico Hills School Music Scope and Sequence – First Grade

Unit Title & Timeframe	Unit Topics & Goals
Theory	<ul style="list-style-type: none"> ● Students will be able to read rhythms in quarter note, eighth note and quarter rest. ● Students will identify and demonstrate the meaning of measures, bar line, double bar line, repeat sign, forte, piano and solo. ● Students will demonstrate their knowledge of the music alphabet, scales and melodic intervals.
Singing	<ul style="list-style-type: none"> ● Students will be understand and demonstrate proper tone production and terminology. ● Students will demonstrate proficiency in the performing of echo songs, rounds, chants and motion songs. ● Students will identify, perform and differentiate between verse, refrain, echoing, recordings and charts. ● Students will understand the concepts and application of solfege: hand signs, syllables and scales; and begin sight reading on sol, mi and la from the treble staff using movable do.
Instruments	<ul style="list-style-type: none"> ● Students will identify and perform using basic Orff Instruments. ● Students will identify the four orchestral families and characteristics of each with an expanded list of instrumentation. ● Students will demonstrate knowledge of the following terms: conductor, baton, symphony orchestra, concert band and basic instrument parts. ● Students will demonstrate the basic understanding of sound production, vibration, timbre and pitch.
Music History/ Appreciation	<ul style="list-style-type: none"> ● Through listening, students will develop an appreciation of music and learn listening habits. ● Through listening students will associate the abstract and concrete images with specific elements of music. Ex. tempo, dynamics and pitch ● Through listening students will demonstrate recognition of basic orchestral instruments and understand their historical development.

	<ul style="list-style-type: none"> ● Students will listen and distinguish between basic musical forms and styles. Ex. march, lullaby, waltz, jazz, folk, pop ● Students will understand the concept of programmatic music. Ex. Tubby the Tuba, Oscar's Guide to the Orchestra, Peter and the Wolf, Sorcerer's Apprentice, Hall of the Mountain King ● Students will listen and understand the historical significance of our musical heritage and that of other countries. ● Through listening students will reinforce elements of theory such as accented and unaccented beats, conducting patterns and major/minor sections of a composition.
Creativity	<ul style="list-style-type: none"> ● Students will develop creative movement or motions to demonstrate an understanding of the elements of music. <ul style="list-style-type: none"> ○ Students will select appropriate instrumentation to accompany a song and improvise short rhythmic or melodic accompaniments or tunes. ● Students create stories, dramatizations to musical selections or songs. ● Students will create original verses to existing songs. ● Students will create drawings to express emotions or ideas based on what they are listening to.
Performing	<ul style="list-style-type: none"> ● Students will have opportunities for solo, small group and total class performances through general singing, rhythm and melodic instruments, providing song accompaniment, body percussion, dramatizations to stories and poems, dance, movement and choreography. ● Students will perform for school wide assemblies including Jump Rope for Heart, Field Day, Volunteer Appreciation and Flag Day. ● Students will perform for the Winter and Spring concert.

Pocantico Hills School Music Scope and Sequence – Second Grade

Unit Title & Timeframe	Unit Topics & Goals
Theory	<ul style="list-style-type: none"> ● Students will be able to read rhythms consisting of dotted half notes, whole rests, and half rests. ● Students will identify and demonstrate the meaning of treble clef, bass clef and fermata. ● Students demonstrate proficiency in the use of time signatures conducting patterns and cut offs. ● Students will aurally identify and differentiate between major and minor chords or compositions. ● Students will identify lines and spaces on the treble clef using letter names and play simple melodies on barred instruments.
Singing	<ul style="list-style-type: none"> ● Students will understand and demonstrate head and chest voice within expanded register. ● Students will differentiate and perform song parts with increased difficulty including vocal ostinatos. ● Students will demonstrate proficiency in music reading: follow melody line, follow text aurally and visually and interpretation of text. ● Students will continue sight singing from the staff, adding new syllables as mastery occurs.
Instruments	<ul style="list-style-type: none"> ● Students will demonstrate knowledge of basic multicultural instruments. ● Students will demonstrate knowledge of instrumental sound production via knowledge of instrument parts and functions. ● Students will demonstrate knowledge of expanded list of orchestral and instrumental terminology. ● Students will demonstrate historical knowledge of orchestral instrumental development. ●
Music History/ Appreciation	<ul style="list-style-type: none"> ● Through listening, students will develop an appreciation of music and learn listening habits. ● Through listening students will associate the abstract and concrete images with

	<p>specific elements of music. Ex. tempo, dynamics and pitch</p> <ul style="list-style-type: none"> ● Through listening students will demonstrate recognition of basic orchestral instruments and understand their historical development. ● Students will listen and distinguish between basic musical forms and styles. Ex. march, lullaby, waltz, jazz, folk, pop ● Students will understand the concept of programmatic music. Ex. Tubby the Tuba, Oscar's Guide to the Orchestra, Peter and the Wolf, Sorcerer's Apprentice, Hall of the Mountain King ● Students will listen and understand the historical significance of our musical heritage and that of other countries. ● Through listening students will reinforce elements of theory such as accented and unaccented beats, conducting patterns and major/minor sections of a composition.
Creativity	<ul style="list-style-type: none"> ● Students will develop creative movement or motions to demonstrate an understanding of the elements of music. <ul style="list-style-type: none"> ○ Students will select appropriate instrumentation to accompany a song and improvise short rhythmic or melodic accompaniments or tunes. ● Students create stories, dramatizations to musical selections or songs. ● Students will create original verses to existing songs. ● Students will create drawings to express emotions or ideas based on what they are listening to.
Performing	<ul style="list-style-type: none"> ● Students will have opportunities for solo, small group and total class performances through general singing, rhythm and melodic instruments, providing song accompaniment, body percussion, dramatizations to stories and poems, dance, movement and choreography. ● Students will perform for school wide assemblies including Jump Rope for Heart, Field Day, Volunteer Appreciation and Flag Day. ● Students will perform in chorus for the Winter and Spring Concerts.