



# Curriculum Overview - Music Program

## Music Course of Study

Music study at Bethany School is an immersive endeavor where students are actively involved in music making at every grade level. The purpose of the music program is to encourage and enable students to express themselves musically, respond to music made by others, learn to think critically about music and the musical process, and give access to lifelong understanding and enjoyment of music. Students develop musical competency through singing, playing instruments, and moving expressively. Creativity and critical thinking are encouraged through musical composition and improvisation. Bethany School's Sequence of concepts are as follows:

<p><b>Grade 1</b> <b>Rhythm:</b> Heartbeat vs. rhythm, Read, play, imitate, compose rhythms using quarter note, barred eighth notes, quarter rest, Two-beat meter</p> <p><b>Melodic:</b> High/Low, So and mi (solfège), Tuneful singing within a limited range, La in a so la so mi pattern (solfège) Expressive qualities of music: Fast/slow, Dramatic speech, movement, and sound-carpets</p> <p><b>Accompaniment:</b> Simple borduns on xylophone with simultaneous speech patterns and melodic singing, Add simple tonic accompaniments to appropriate melodies, Adding complementary sound color to bordun accompaniments</p>	<p><b>Grade 2</b> <b>Rhythm:</b> Half note, Four-beat meter, Compound rhythms in six-eight meter, Rhythm canons, Use text as basis for rhythmic improvisation</p> <p><b>Melodic:</b> Do (major 3rd and perfect 5th, Re (major 2nd, perfect 4th, perfect 5th), Mi re do, Use text as basis for melodic improvisation</p> <p><b>Expressive qualities of music:</b> Expand musical vocabulary, Circle dances, Expressive movement</p> <p><b>Accompaniment:</b> Expand borduns on xylophone, Play simple ostinato on pentatonic xylophones</p>	<p><b>Grade 3</b> <b>Rhythm:</b> Sixteenth notes, Eighth and two sixteenth notes (Ti-tika), Two sixteenth notes and an eighth note (Tika-ti), Single eighth note</p> <p><b>Melodic:</b> Pentatonic solfège sung and played on instruments, Letter names on staff, Do pentatonic concept, Begin modal exploration</p> <p><b>Texture:</b> Perform speech, movement, body, or un-tuned ostinato as accompaniments to texts (two complimentary accompaniment parts) Perform body percussion canons from imitation, Perform instrumental canons</p> <p><b>Improvisation:</b> Improvise with instruments and voices in pentatonic using texts, rhythmic phrases, and question/answer phrase building</p> <p><b>Accompaniment:</b> Perform arpeggiated bordun accompaniments for pentatonic songs and instrumental pieces.</p>	
<p><b>Grade 4</b> <b>Rhythm:</b> Dotted notes and syncopation, Three-beat meter</p> <p><b>Melodic:</b> La pentatonic, High do Sol pentatonic, Fa in a sfmrd pattern Whole steps and half steps Identify, and sing in modes <b>Develop musical proficiency by expanding on previous improvisation and accompaniment concepts</b></p>	<p><b>Grade 5</b> <b>Rhythm:</b> Upbeat, Rhythmic dictation, Rhythmic composition</p> <p><b>Melodic:</b> Re pentatonic La pentachord Hexatonic with fa <b>Expand musical vocabulary and rhythmic concepts and apply to performance.</b></p>	<p><b>Grade 6</b> <b>Rhythm:</b> Compound rhythms Asymmetrical meter Triplet Practice reading, and notating rhythms in 4-beat meter.</p> <p><b>Melodic:</b> Improvise in Dorian mode using fa and ti as passing tones Further explore modes and their moods Natural minor scale Melodic minor scale <b>Expand musical vocabulary and rhythmic concepts and apply to performance.</b></p>	
<p><b>Grades 7 &amp; 8</b> Music study in grades 7 &amp; 8 are special topic classes. Classes will have particular focuses such as rhythmic ensembles, recorder ensembles, topics in music history, full Orff instrumentarium ensembles, ukulele classes, or choral preparation. Students are challenged and encouraged to use their previous knowledge of music to compose, create, and explore.</p>			