




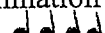

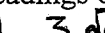

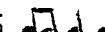





American Heritage School Music Curriculum -Kodály Based Kindergarten

Topic:	Content:
Foundations	Principles of focus: Music is a gift from God Praise and Worship of the Lord
Singing	Build a repertoire of a variety of folk songs Matching pitch; recognizing higher/lower pitch, In-tune singing and vocal and aural development Using good posture to sing unison songs Using our four different voices: singing, speaking, shouting, whispering Learning Nursery Rhymes
Movement	Moving to singing games and other musical examples Moving to the phrases within songs: <ol style="list-style-type: none"> 1. Changing direction 2. Gross-motor, left to right movement Clapping simple rhythmic patterns (orally)
Instruments	Using rhythm instruments Learning about and playing different types of drums
Appreciation:	<ul style="list-style-type: none"> • Composers studied will be on rotating bases. <ul style="list-style-type: none"> • Rotation 1: Guido, Hildegard, Vivaldi, J.S. Bach (family), Beethoven, • Rotation 2: Mozart (family) Rimsky-Ko9rsakov, Bartok, Haydn (family) • Rotation 3: Amy Beach, Mary Paradis Teaching concert etiquette Develop listening skills-musical expression, sensitivity and concentration
Listening	Rhythmic memory development-echo short phrases Identifying songs by rhythm and melody, vocally and instrumentally Musical comparatives of phrases <ol style="list-style-type: none"> a. High-low b. Fast-slow c. Loud-soft d. Short-long e. Same-different
Writing and	Keep steady beat (whole year study)

Theory	<p>Make conscious to them that "beat"= the heart beat in music Clap the words in our songs Make conscious to them that clapping the words=rhythm Beat marking on beat mats Meat marking on the board</p>
Related Core Class Material	<p>The following material is covered in the core class and not in the music class.</p> <ul style="list-style-type: none"> • Learn music and/or dances from historical periods studied in literature and/or history: <ul style="list-style-type: none"> • Literature: The Psalms, lullabies from around the world, Isaac Watts, Bambi, Abraham Lincoln, Laura Ingalls Wilder • History: The chain of Christianity, each link on the chain

American Heritage School Music Curriculum-Kodály Based First Grade

Topic:	Content:
Foundations	Principles of focus: Music is a gift from God God's word exhorts us to sing to the Lord and to praise Him on musical instruments Train the mind and heart to begin a lifetime pursuit to receive and respond to quality music: Music inspired of God Praise and worship of the Lord
Singing	Build a repertoire of a variety of folk songs Echoing a short, melodic pattern Pitch-matching: <ol style="list-style-type: none"> 1. With teacher 2. With large group Recognizing higher/lower pitch and continued from kindergarten In-tune singing skills Singing unison songs
Movement	Continue skills from Kindergarten Working with strong-weak beat feelings (2/4) and 6/8's compound meter preparation Feeling step march-walk (2/4) and sway-skip-gallop (6/8) songs-(preparatory skills) Echoing rhythmic patterns and improvisation
Instruments	Playing rhythm and/or accompaniment instruments Introduce orchestra and band instruments
Appreciation:	Develop listening skills-continued from kindergarten Learn about some great composers Review Rotation 1 composers <ul style="list-style-type: none"> • Composers studied will be on rotating bases. <ul style="list-style-type: none"> • Rotation 1: Guido, Hildegard, Vivaldi, J.S. Bach (family), Beethoven, • Rotation 2: Mozart (family) Rimsky-Ko9rsakov, Bartok, Haydn (family) • Rotation 3: Amy Beach, Mary Paradis Listen to music and interpret that music through dance-discuss feelings
Listening	Recognizing high and low pitches Sol-mi (m3) <ol style="list-style-type: none"> 1. Make conscious sol-mi and hand signs 2. Combine rhythm notation and sol-mi in solfa notation

	<p>3. Locating on the staff 4. Do this with 1a (M2) 5. S-1/1-S 6. M-1/1-M (P4)</p> <p>Distinguishing loud, soft, fast and slow-continued skills from kindergarten</p>
Writing and Theory	<p>Review skills from Kindergarten in beat and rhythm Switch between beat vs. rhythm Beat and rhythm notation:</p> <p>a. Beat = "ta" =  = quarter note b. Rhythms as "one sound on one beat" = "ta" =  = quarter note c. Rhythm as "two sounds on one beat" = "ti-ti" =  = two eighth notes d. Aural discrimination writings and readings of 7 basic rhythm patterns occurring on the first phrase of the song material. 1.  2.  3.  4.  5.  6.  7.  e. Rest notation  = quarter rest. 1.  } 2.  }</p> <p>Identifying tools for notation, including the staff, treble clef, and bar lines-2 beat meter-conducting pattern in 2/2 timing. Drawing lines and space notes: Writing 1-s-m on the staff and reading (singing) the material. Melodic improvisation using sol-mi Do writing in beat books</p>
Related Core Class Material	<p>The following material is covered in the core class and not in the music class.</p> <ul style="list-style-type: none"> Learn about music from historical periods studied in other subjects: <ul style="list-style-type: none"> Literature: Isaac Watts, Pinocchio (Italian artists and composers), Abigail Adams (Colonial music) History: The chain of Christianity, William Tyndale—Reformers, Columbus, Liberty day

American Heritage School Music Curriculum - Kodály Based Second Grade

Topic:	Content:
Foundations	<p>Principles of focus: Music is a gift from God God's word exhorts us to sing to the Lord and to praise Him on musical instruments Train the mind and heart to begin a lifetime pursuit to receive and respond to quality music: Music inspired of God Praise and worship of the Lord. God's Principle of Individuality--tone, sound, notes, harmony, melody, composers, rhythm Sovereignty of God--finite, praiseworthy, precision Christian Self-Government--using the best of talents</p>
Singing	<p>Building a repertoire of a variety of songs and folksongs Echoing short, melodic patterns. Preparation for 2-part signing: a. Rhythmic ostinati b. Melodic onomatopoeia on open intervals. Continue in-tune singing skills from previous years</p>
Movement	<p>Moving to singing games and action songs. Learning folk dances. Continue movement skills.</p>
Creating	<p>Composing verses for songs. Improvisation l-s-m-d</p>
Instruments	Continue instrument studies
Appreciation:	<p>Composers: listen to music and interpret that music through dance-discuss feelings</p> <ul style="list-style-type: none"> • Composers studied will be on rotating bases. <ul style="list-style-type: none"> • Rotation 1: Guido, Hildegard, Vivaldi, J.S. Bach (family), Beethoven, • Rotation 2: Mozart (family) Rimsky-Ko9rsakov, Bartok, Haydn (family) • Rotation 3: Amy Beach, Mary Paradis.
Listening	<p>Increase awareness and understanding of Anacrusis and AB or ABAC and similar forms Continue to work on 6/8 and compound mete and continue skills from previous years</p>
Writing and Theory	<p>Written rhythmic dictation</p> <ol style="list-style-type: none"> a. 4 beat meter (strong-weak-weak-weak beat feeling) b. \underline{d} = Two \underline{d} = half note c. $\underline{\underline{\underline{\underline{\quad}}}}$ = Four sounds on one beat tikitiki- four sixteenth notes.

	<p>Adding to understanding of basic notation. Begin learning some of the letter names of the pitches in ascending and descending order. Solfege:</p> <ol style="list-style-type: none"> a. Do (hearing s-m-d within a s-d framework; hearing the M3 within the P5). All staff work b. Re (d-r, r-d and r-m, m-r (M2) drms framed by s-d in P5 (sol-related re)
<p>Related Core Class Material</p>	<p>The following material is covered in the core class and not in the music class.</p> <ul style="list-style-type: none"> • Developing listening skills • Learn about music from historical periods studied in other subjects: <ul style="list-style-type: none"> • Literature: The Psalms (23rd Psalm), Hiawatha, Native American culture and songs, Pocahontas, Swiss music and culture from the book Heidi, Benjamin West—Colonial music • History: The chain of Christianity, the founding of Jamestown

American Heritage School Music Curriculum - Kodály Based Third Grade

Topic:	Content:
Foundations	Principles of focus: Music is a gift from God God's word exhorts us to sing to the Lord and to praise Him on musical instruments Train the mind and heart to begin a lifetime pursuit to receive and respond to quality music: Music inspired of God Praise and worship of the Lord. God's Principle of Individuality--tone, sound, notes, harmony, melody, composers, rhythm Principle of Representation Unity with Diversity Christian Character Responsibility
Singing	<ul style="list-style-type: none"> • Building a repertoire of a variety of songs and folksongs and continue previous in-tune singing skills • Rounds and easy partner songs. • Emphasize enunciation.
Movement	Moving to advanced singing and rhythm games. Learning folk dances, square dances and/or circle dances.
Creating	<ul style="list-style-type: none"> • Creating short melodies. Continuation from second grade songs. • Begin sight-singing from Kodaly Books "Pentatonic Music Vol. I" and "333 Reading Exercises". • Creating rhythmic accompaniments. • Adding verses to songs and folksongs.
Instruments	Playing rhythm and/or accompaniment instruments Continue instruments studies
Appreciation:	Listen to music and interpret that music through dance-discuss feelings <ul style="list-style-type: none"> • Composers studied will be on rotating bases. <ul style="list-style-type: none"> • Rotation 1: Guido, Hildegard, Vivaldi, J.S. Bach (family), Beethoven, • Rotation 2: Mozart (family) Rimsky-Ko9rsakov, Bartok, Haydn (family) • Rotation 3: Amy Beach, Mary Paradis
Writing and Theory	Extending knowledge of notation. Reading notation of rhythmic patterns-Add $\underline{\underline{d}}$ = three-ee-ee, Syncopation $\underline{\underline{d}} \underline{\underline{d}}$, $\underline{\underline{d}} \underline{\underline{d}}$ =ti-tum eighth, dotted quarter

	<p>Identifying note names of treble clef. Beginning understanding of dynamic markings. Conducting: 3 beat meter Continue reading and writing l-s-m-r-d Introduce:</p> <ol style="list-style-type: none"> a. Low la (below do) and continue all staff work b. Low sol (below do)
<p>Related Core Class Material</p>	<p>The following material is covered in the core class and not in the music class.</p> <ul style="list-style-type: none"> • Developing listening skills • Learn about music from historical periods studied in other subjects: <ul style="list-style-type: none"> • Literature: Jonah, Hans Brinker (Dutch culture and music), Johann Sebastian Bach, C.S. Lewis--WWII • History: The chain of Christianity, the Pilgrim dynamic

American Heritage School Music Curriculum - Kodály Based Fourth Grade

Topic:	Content:
Foundations	Music is a gift from God It is a blessing to sing and dedicate our praise to the Lord Development of skills and attitudes that will enable the student to continue a lifetime of musical enjoyment
Singing	Expand range and repertoire Two-part singing and rounds Choral experience: Christmas, Patriotic, Devotional, Spring Sing Concert Etiquette
Movement	Moving to advanced singing and rhythm games.
Creating	Creating simple melodies Creating rhythmic patterns.
Instruments	Playing rhythm, accompaniment, and/or melody instruments Reading notation of rhythmic patterns and of treble clef tones. Playing the recorder Learning about instruments of the orchestra
Appreciation:	Learning about great composers
Writing	Extending knowledge of notation. Understanding dynamic markings. Identifying note names of treble clef Notebooks
Listening	Developing a musical ear Major and Minor and whole/half steps

American Heritage School Music Curriculum - Kodály Based Fifth Grade

Topic:	Content:
Principles:	Music is a gift from God Development of skills and attitudes that will enable the student to continue a lifetime of musical enjoyment Music is a gift from God.
Singing	Vocal development and refinement 2-3 part singing, rounds Choral experience: Christmas, Patriotic, Spring Sing Concert Etiquette
Movement	Rhythm games Conducting-2/2,3/4,4/4
Creating	Simple composition projects
Instruments	Playing rhythm, accompaniment, and/or melody instruments Reading notation of rhythmic patterns and of treble clef tones. Learning about instruments of the orchestra
Appreciation	Learn about great composers and exploring masterworks
Writing	Extending knowledge of notation: <ul style="list-style-type: none"> • Key signatures • Learning chords • Reading Bass Clef Notebook Dynamics
Listening	Understanding Rondo, Symphony and Fugue Forms

American Heritage School Music Curriculum - Kodály Based Sixth Grade

Topic:	Content:
Principles:	Music is a gift from God.
Singing	Beautiful and fluent advanced singing Part singing Choral Experience: Devotional, Christmas, Patriotic, Spring Sing Concert Etiquette
Movement	Rhythm games Student conducting
Creating	More composition projects
Instrument	Playing rhythm, accompaniment, and/or melody instruments Reading notation of rhythmic patterns and of treble clef tones. Learning about instruments of the orchestra
Appreciation	Great composers Exploring World music-Different languages
Writing	Extending knowledge of notation Notebook
Listening	Review Rondo, Symphony, and Fugue forms Surveying musical styles

American Heritage School Music Curriculum - Kodály Based Seventh Grade

Topic:	Content:
Principles:	Music is a gift from God
Singing	Understanding changing voices Boys Chorus/Girls Chorus Singing parts: SATB Choral Experience: Constitution, Devotional, Christmas, Patriotic, Spring Sing Concert Etiquette
Movement	Refine conducting skills: pick up, cut-offs, using lift hand
Creating	Try outs, Performance days
Instruments	Develop accompanying skills Playing rhythm instruments
Appreciation	Great composers and masterworks
Writing	Marking a score Extending notation skills Concert review Notebook
Listening	Forms Musical Periods and Styles <ul style="list-style-type: none"> • Baroque, Classical, Romantic, 20th Century

**American Heritage School Music Curriculum - Kodály Based
Eighth Grade**

Topic:	Content:
Principles:	Music is a gift from God
Singing	Boys Chorus/Girls Chorus Singing parts: SATB Stage Presence Choral Experience: Constitution, Devotional, Christmas, Patriotic, Spring Sing Concert Etiquette
Movement	Competent in Conducting
Creating	Performance Day
Instrument	Accompanying skills Playing rhythm instruments
Appreciation	Great composers and masterworks
Writing	Marking a score Extending notation skills Notebook
Listening	Musical Periods and styles