

Lower School Music and Movement Classes 2019-2020

Instructors: Dr. Jackie Shepherd, Kindergarten; Mr. Gabe Gonzales, 1st-12th grade music and Ms. Jackie Sparks, Movement K-4th grade



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Lower School students attend music once a week. They participate in one 50-minute class with their home room grade level class weekly. Lower School students also attend movement once a week. They participate in one 30-minute class combined class per grade level. During class, students learn music and movement through group participation and experimentation. In all grade levels singing, playing and movement are combined to achieve set learning objectives for the year. (Detailed learning objectives for each grade are provided below.)

Symphony Field trips begin in 2nd Grade and continue through 4th Grade.

Lower School students will explore and experience movement in the art of dance. They will first learn isolation technique which involves movement with only one part of the body beginning with the head, then shoulders, arms and hands, rib cage, hips, legs and feet. This technique then advances to usage of the entire body to music. Students are not only learning dance expression rhythmically but also developing memorization skills with learning names of dance steps. Dance not only teaches expression and emotion through movement to music and song lyrics, but is also great physical exercise and helps to develop a sense of accomplishment and confidence. Students in dance classes will be working closely with the Keystone music department resulting in a performance of dance, music and song for Grand Friend's Day in November first semester with additional performances second semester for Spring Fling in April.

Important Info and Sites: Students in 3rd and 4th grade will need to access Mr. Gonzales' site www.keystonesoundstage.org. They will use their campus login credentials (email and personal password) to do so. Mr. Gonzales' has made a video to demonstrate how to login in https://www.youtube.com/watch?v=_QIEExEU5kQQ

Mr. Gonzales is available for tutoring: Before School (7:30-8:00) during Morning Care or Afterschool by Appointment Only. (Except for Wednesdays which is Sing-Along morning and Friday Mornings.)

Learning Objectives: Kindergarten through 4th Grade
(Developmentally appropriate learning experiences-Balanced, Comprehensive and Sequential program of study in music and movement)

Kinder *developing* objectives through 4th Grade *developing* objectives

- ❖ Sing, alone and with others, a varied repertoire of music
 - Beginning in Kindergarten students will sing independently on pitch and in rhythm, with appropriate vocal tone production, timbre, diction, and posture, and they will maintain a steady tempo. Students will differentiate between high/low and up/down, experience sol-mi melodies, and harmonize using vocal ostinatos.
 - By the end of 4th Grade students will sing in groups, blend vocal timbres, match dynamic levels and respond to the cues of a conductor, some songs will be performed from memory.
- ❖ Perform on instruments, alone and with others, a varied repertoire of music.
 - Beginning in Kindergarten students will use body percussion, unpitched instruments, and speech to demonstrate steady beat, fast/slow, long/short, 2/4, 4/4, 6/8 meters, and distinguish between sound and silence. Students will use instruments to perform on pitch and in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
 - By the end of 4th Grade students will perform independent instrumental parts while other students sing or play contrasting parts.
 - ❖ Xylophones, Tubanos, Ukuleles, Recorders
- ❖ Improvise melodies, variations, and accompaniments
 - Beginning in Kindergarten students will improvise "answers" in the same style given rhythmic and melodic phrases and improvise variations to the repertoire using voice and instruments.
 - By the end of 4th Grade students will improvise short songs and instrumental pieces, using a variety of sound sources including traditional and nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- ❖ Compose and arrange music within specified guidelines
 - Beginning in Kindergarten students will create and arrange music to accompany readings or dramatizations.
 - By the end of 4th Grade students will use a variety of sound sources when composing.

❖ Read and Notate music

Beginning in Kindergarten students will read symbolic representations and standard notation, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

By the end of 4th Grade students will use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

❖ Listen to, analyze and describe music

Beginning in Kindergarten students will identify simple music forms when presented aurally. Additionally, students will identify unpitched percussion instruments, explore dramatic play with instruments, develop body awareness, and differentiate between vocal qualities (talk/sing/whisper/shout).

By the end of 4th Grade students will use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

❖ Evaluate music and music performances

Beginning in Kindergarten students devise criteria for evaluating performances and compositions.

By the end of 4th Grade students will explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

❖ Identify relationships between music and other disciplines including those outside of the arts

Beginning in Kindergarten students will identify similarities and differences in the meaning of common terms used in various art forms.

By the end of 4th Grade students will identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

❖ Understand music in relation to history and culture

Beginning in Kindergarten students will identify by genre or style aural examples of music from various historical periods and cultures.

By the end of 4th Grade students will demonstrate audience behavior appropriate for the context and style of music performed.

KEYSTONE LOWER SCHOOL MOVEMENT CLASS

Kindergarten movement classes will begin with the explanation and the learning of isolation technique. They will then learn how to combine the isolations into using the entire body by learning simple movement to music.

First Grade movement classes will first learn isolation technique and will then combine the isolations by learning simple movement. They will then progress to learning the names of dance steps and executing the dance steps to music.

Second Grade movement classes will experience the same beginning process as Kindergarten and First Grade of learning isolation technique and combining the isolations into movement and learning dance steps and their names. They will progress to executing dance steps into short sequences to music and memorization technique of connecting the dance sequences.

Third Grade movement classes will move more quickly through learning isolation technique, combining the isolations into movement, and the learning of dance steps and names. Their progression will result into learning longer dance sequences to music with tempo changes and memorization technique of connecting the longer sequences.

Fourth Grade movement classes will progress even faster with learning isolation technique, movement and dance steps with names. Classes will be more involved with longer and multiple dance sequences to music with tempo changes. Their memorization technique will advance in connecting these longer sequences into a more difficult dance routine.