



GRADE LEVEL EXPECTATIONS

Music Education in Batavia City School District includes general music classrooms from grades K-7. Performance ensembles begin at third grade with chorus and strings, and band instruments are introduced at grade 4. Band, Chorus, and Orchestra performance ensembles are offered through grade 12. From grades 9-12, the district offers guitar, music theory, and rock band.

MUSIC - General Music

K-1 General Music

Music education at the primary level emphasizes singing, movement, creativity, and rhythmic skills. Students are introduced to historical moments through music and begin responding to musical elements.

Grade 2-4 General Music

General Music at JK Intermediate involves a variety of lessons and activities that focus on the elements and language of music as well as the enjoyment that it brings to everyone. Children are taught music like a language by developing a solid listening vocabulary in music first in order to then develop an adequate speaking vocabulary. Students will hear the whole language of music, with its wide variety of tonalities, meters, timbres, tempos, and styles. Additionally, students learn the concepts and language of music through various modes of performance; singing, moving, chanting, playing instruments, music reading, and listening. The skills learned in the General Music classroom at John Kennedy prepare students to be meaningful and active participants in various music settings with an understanding of the language of music as their foundation.

Grade 5-7 General Music

In fifth grade, students develop an understanding of the elements of music through listening, singing, playing, improvising, arranging, and composing. Students improve their singing technique through rounds, canons, and partner songs. Students hone their knowledge of solfege and sight-singing skills. They compose a rap and blues lyrics and make arrangements of familiar songs. They connect by learning and performing folk dances and listening to music from a variety of time periods and cultures. Fifth grade students also begin to learn the basics of ukulele.

In sixth grade, students develop further understanding of the elements of music through listening, playing, improvising, and composing. The sequence of study ranges from music of world cultures to contemporary music. Units may include researching the music of a student's own

Music

Music Education
Batavia City School District

In order to graduate, students must complete a one credit sequence in each of the following:

- **1 Credit at MS Level**
- **1 Credit at the HS Fine Arts Level**

Students who wish to earn a Regents Diploma with Advanced Designation may also complete a five-unit sequence in the Arts.. School counselors can provide additional clarification including options for transfer students, alternative pathways, or honors designations. All students in BCSD are able to take a string and/or band instruments beginning in 3rd grade for strings and 4th for band. All students can participate in the choral program beginning at grade 3.

TIPS FOR PARENTS

1. Set aside a designated "creative" space in your home for your child to practice instruments, sing, or move to music. Encourage your child to take some time each night to practice.
2. Reach out to your child's teacher regarding any concerns or questions.
3. Make sure you and your child know how to care and maintain his or her instrument.
4. Be encouraging to your child's participation in the music program. You are your child's support system.



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heritage by conducting interviews of family members in conjunction with library and Internet research, work in the piano lab, World Music drumming, and continuing ukulele, piano, and recorder playing and composition. Music and its role in world cultures and its connection to literature are explored and used as a vehicle for personal expression.

In seventh grade, music literacy skills and American music are highlighted. Ukulele and piano study may be extended, with study of the history and development of American music, Rock 'n' Roll, and/or Blues and Jazz. Students engage in learning activities online including research of bands or musicians, and their impact on these genres. A focus of such study is to enable students to make connections with how society is reflected in the music of the culture and times. Students share their knowledge in a variety of ways including podcasts, SEESAW posts, Keynote-style presentations, performing live and recorded compositions for one another, and presenting about a composer, musician, or band(s) life and contribution to music history.



MUSIC-Performance Ensembles



Choral Ensembles

Grade 3 Chorus

Students in Third Grade Chorus develop their vocal skills through participation in two group performances a year. Chorus members sing mostly unison and some simple two-part choral music. Song themes include animals, cultural folklore, Americana, and holiday/celebrations.

Grade 4 Chorus

Students in Fourth Grade Chorus continue to develop their vocal skills focusing on pitch, breathing techniques, dynamics and phrasing. Chorus students will sing and perform songs in unison, simple two-part including call and response, partner songs, and rounds. Song themes include animals, multi-cultural folklore, Americana, and holiday/celebrations.

Grade 5 & 6 Chorus

Students in 5th and 6th Grade Chorus sing and perform rounds, canons, and partner songs while also beginning to sing two-part choral music. Students sing a variety of songs from different cultures, time periods, and in foreign languages. Chorus students also hone their knowledge of solfege, sight-singing skills, and vocal technique.

Grade 7 & 8 Mixed Chorus

Students in Mixed Chorus sing and perform three-part mixed and SAB music. They sing a variety of songs from different cultures, time periods, and in foreign languages. 7th and 8th grade chorus students also deepen their knowledge of solfege, sight-singing skills, and vocal technique.

Grade 7 & 8 Treble Choir

Students in Treble Chorus sing and perform two-part music while also beginning to sing SSA music. They sing a variety of songs from different cultures, time periods, and in foreign languages. 7th and 8th grade chorus students also deepen their knowledge of solfege, sight-singing skills, and vocal technique.

Grade 9-12 Chorale

Students in Chorale begin to sing in four-part SATB harmony. There is a notable increase in the difficulty of the repertoire and also in the maturity of the subject matter. Songs continue to represent a variety of different cultures, time periods, and foreign languages. Songs tend to be longer, including epic medleys of songs from Broadway shows, and more a cappella music is programmed. Students continue to work on their knowledge of sight-singing skills and vocal technique through ensemble rehearsals and small-group pullout vocal lessons.

Grade 9-12 Treble Choir

Students in Treble Choir begin or continue to develop singing in three-part SSA harmony. There is a notable increase in the difficulty of the repertoire and also in the maturity of the subject matter. Songs tend to be longer, including epic medleys of songs from Broadway shows, and more a cappella music is programmed. Students continue to work on their knowledge of sight-singing skills and vocal technique through ensemble rehearsals and small-group pullout vocal lessons.

Band Ensembles

4th Grade Band

Participants in Fourth Grade Band focus on bringing their understanding of the language of music to life through performance on a wide variety of woodwind, brass, and percussion instruments. Students concentrate on developing their own tonal and rhythm musicianship while using their instrument as a vehicle for music expression and performance. Students play a variety of folk tunes and band arrangements in different tonalities and meters while also learning and developing the physical components of proper playing technique, breathing, tonguing, and listening. Students gain experience as solo players but also learn the importance of being part of the larger ensemble and the teamwork it takes to play as a group. Fourth Grade Band gives students the foundation in instrumental performance that prepares them for the next steps as instrumentalists at Batavia City Schools.

MS Concert Band- 5 & 6th Grade

Students in MS Concert Band continue to develop their skills on their instruments through small group lessons and band rehearsals. They will start to learn how to perform in more advanced ensembles in preparation for the MS Symphonic Band. 6th graders who performed the prior year on a solo for Solo Fest will automatically be moved up to the Symphonic Band. Otherwise, a placement and audition style assessment will be administered to those 6th graders wishing to move up to the higher ensemble. We continue to work in our Essential Element Book 1 until October, when we assign Book 2 to the students as a text book for the class.

Band students will be able to perform Level 0.5 to Level 2 music. Other opportunities the students have include participation in solo festivals, all county band, and some small ensembles such as Flute Ensemble and Percussion Ensemble. Pep band and marching band at the HS level are other opportunities we allow our MS Concert band members to participate in on an ability-assessed level.

MS Symphonic Band- 6th, 7th, and 8th Grade

Students in MS Symphonic Band continue to develop their skills on their instruments through small group lessons and band rehearsals. They learn how to perform in more advanced ensembles with larger groups of musicians and how to perform in such smaller venues such as Flute Ensemble, Clarinet Ensemble, Sax Ensemble, Percussion Ensemble and Brass Ensemble. We pick music from many cultural genres and time periods as well as different styles such as contemporary, pop, jazz and marching pep bands.

Band students will be able to perform Level 1 to Level 3 music. More advanced musicians will be given opportunities to compose, arrange and perform their works with and for the MS Symphonic Band. Other opportunities the students have include participation in solo festivals, all county band, jazz ensemble, and small ensembles described above. Pep band and marching band at the HS level are other opportunities we allow our MS band members to participate in.

Grade 9-12 HS Band

Students in HS Band continue to develop their skills on their instruments through small group lessons and band rehearsals. They learn music from a variety of cultures and time periods as well as music in many different styles such as marches, jazz, folk, classical, pop, and show music. Band students will be able to perform Level 4 to Level 6 music. Other opportunities the students have include participation in solo festivals, all county band, jazz ensemble, and small ensembles, such as, saxophone ensemble, brass ensemble, and percussion ensemble. Pep band and marching band is another opportunity for our instrumental students to participate.

String Ensembles

3rd Grade Strings

Third grade string students work with their teacher to choose one of three instruments: violin, viola, or cello. They learn in small group lessons of 2-3 students once a week for 20 minutes. They learn proper playing techniques, standard music notation, and basic notes and scales. They join the beginner orchestra in January. In orchestra, they play music which is mostly in unison and in rounds.

4th Grade String:

4th grade string students work in group lessons of 1-2 students once a week for 20 minutes. Based on its size, the string bass is offered as an option for a new instrument this year. The students continue their study of standard notation and learn new scales and techniques at their own pace. Orchestra starts in October and they play more difficult music using harmony, new notes, and techniques they learn in their lessons.

5th & 6th Grade Strings

Students develop their skills on their string instruments through small group lessons and orchestra rehearsals. They learn music from a variety of cultures and time periods as well as music in many different styles such as jazz, folk, classical, pop, and movie music. They learn to perform Level 1 to Level 1.5 music. Students also have the opportunity to participate in solo festivals and all county orchestra.

6th-8th Grade Strings

Students continue to develop their skills on their string instruments through small group lessons and orchestra rehearsals. They learn music from a variety of cultures and time periods as well as music in many different styles such as jazz, folk, classical, pop, and show music. Orchestra students begin to develop expressive playing techniques such as vibrato as they learn to perform Level 2 to Level 3 music. They also have the opportunity to participate in solo festivals, all county orchestra, and chamber ensembles.

9th-12th Grade Strings

Students continue to develop their skills on their string instruments through small group lessons and orchestra rehearsals. They learn music from a variety of cultures and time periods as well as music in many different styles such as jazz, folk, classical, pop, and show music. Orchestra students hone their ability to play expressively as they learn to perform Level 4 to Level 6 music. They also have the opportunity to participate in solo festivals, all county orchestra, and chamber ensembles.

Guitar Class Grades 9-12

Guitar class is separated into 4 levels for students' ability and experience. This gives students the opportunity to participate in guitar class for all four years of high school and learn new and more difficult topics of instruction. Students concentrate mostly on learning popular music chosen by the individual, but also learn standard music notation, various scales, improvisation, analyzing music, and basic music theory.

Rock Band Class Grades 9-12

Students in Rock Band classes learn how to play one or more traditional rock instruments (guitar, bass guitar, drums, and keyboards) in a rehearsal-oriented setting. The repertoire for the class represents a wide range of time periods and decades from rock music history, though it tends to be more organic and low-tech. Students are encouraged to suggest and contribute song ideas. There are numerous and varied types of performances available to the students throughout the school year.

Music Theory 1

This course is an entry-level course involving music fundamentals, such as, melody, rhythm, counterpoint, harmony, form, tonal systems, scales, tuning, intervals, consonance, and dissonance. It also considers durational proportions, the acoustics of pitch systems, composition, performance, orchestration, ornamentation, improvisation, and electronic sound production. The course introduces aural skills to develop the student's ear and singing voice.

Music Theory 2

This course succeeds Music Theory 1 that involves a more detailed study of music fundamentals. Students will utilize all the basic elements taught in music theory 1 to compose their own music literature. Another aspect of this course is analysis of music literature. Aural skills, rhythm and melodic dictation, and chord/interval identification are more complex.

AP Music Theory

Advanced Placement Music Theory is a course and examination offered by the College Board as part of the Advanced Placement Program to high school students who wish to earn credit for a college level music theory course. Some of the material covered in the course involves sight reading, in-depth terminology, musical phrasing and musical composition, music history, chord structure, cadences, and other areas of music theory. This course is recommended for students with particularly strong abilities in music, or students planning to pursue college music majors.

