

CHAMBER MUSIC BEGINNINGS

PRESENTED BY THE CHAMBER MUSIC SOCIETY OF LINCOLN CENTER



CURRICULUM



CMS
THE CHAMBER MUSIC SOCIETY OF LINCOLN CENTER



Mission Statement

The purposes for which The Chamber Music Society of Lincoln Center is created are to stimulate and support the appreciation, performance and composition of chamber music:

By presenting, sponsoring or providing for programs and activities designed to stimulate and encourage exposure to and understanding, knowledge and appreciation of the literature, history and performance of chamber music.

Through a three year cycle of three concert seasons, CMB will build a foundation for music appreciation and understanding, supplementing instruction in the arts of the schools involved.

A ROLLING THREE YEAR CURRICULUM

Exploring melody, rhythm, artistry and culture

Spend a full season with CMB and dig deep into one large concept for musical understanding over a three-concert series.

Enroll for three seasons for a comprehensive, well-balanced, beginning musical education aligned with the NYC Blueprint for the Arts.



- Students may enter the program at any time. Each season begins at the ground level of a new concept.
- Return for three seasons of in-depth coverage of our “big concepts:” melody, rhythm, and artistry/culture
- At the completion of three seasons, each NYC Blueprint for the Arts 5th Grade Benchmark will have been addressed in the concerts and in the classroom.

SEASON 1: MELODY

Concert 1: Basics of Melody

- Steps, skips, leaps
- Scales, basic musical notation
- Major/minor
- Melodic line vs. accompaniment
- Recognize different melodies within a single piece (A and B theme)
- Improvise/compose using steps, skips, leaps

Concert 2: Melodic Forms

- Review of concert 1 concepts
- Musical forms—Binary (AB), Ternary (ABA), Rondo (ABACA), Theme & Variation
- Comparison to forms in literature, visual art, dance
- Compose/improvise a piece in ABA form, compose/improvise variations

Concert 3: Classics in Your Classroom

- TAs perform in classes
- Recap, reinforce concepts from first two concerts
- Students ID steps/skips/leaps, forms, major/minor (check for understanding)
- Easier medium for discussion, improvising, Q&A

SEASON 2: RHYTHM

Concert 1: Basics of Rhythm

- What is rhythm?
- Rhythmic patterns/notation (whole, half, quarter, eighth), math related concepts
- Tempo and terminology (andante, moderato, allegro)

Concert 2: Rhythmic Forms

- Review rhythmic patterns and tempos from concert 1
- Duple and triple meter (2/4, 4/4, 3/4)
- Apply rhythmic patterns to meters (ex. how many quarter notes in each measure?)
- Compose/improvise rhythmic patterns for each meter

Concert 3: Classics in Your Classroom

- TAs perform in classes
- Recap, reinforce concepts from first two concerts
- Students ID duple, triple rhythms, tempos (check for understanding)
- Easier medium for discussion, improvising, Q&A

SEASON 3: ARTISTRY and CULTURE

Concert 1: Expressive Elements

- How can a composer change the way music sounds?
- Timbre (ensemble type, role of instruments in ensemble)
- Dynamics, phrasing
- Articulation
- How do these elements change the character/mood of a piece?

Concert 2: Music in History/Culture

- Compare use of concert one elements in all pieces on this concert
- Describe changes in a specific genre through historical periods—how did the period reflect itself in the music?
- Describe differences in a variety of genres/cultures
- Describe emotional elements/moods in pieces

Concert 3: Classics in Your Classroom

- TAs perform in classrooms
- Expand upon historical genres, cultural genres
- Students describe differences in genre/style using musical terminology from first concert
- Emotional aspects of the music—how is this evoked?

SEASON 1: MELODY

Blueprint Benchmark indicators to address Students will be able to/have students:

- perform and recognize musical forms: binary, ternary, rondo, and popular song.
- sing and play in harmony: rounds, songs with ostinato, and music in two parts.
- improvise and compose music on a given subject or from imagination.
- demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.
- create an original rhythmic piece in ABA form and conduct class performance using varying dynamics and tempos.
- demonstrate and articulate an understanding of the fundamental elements of music in varied repertoire using words, movements, or images.
- apply understanding of notation.
- recognize, identify, and notate the pitches of the treble clef.
- recognize and create graphic sound representations using traditional and non-traditional notation.
- examine a piece of music, using it as a tool to identify concepts such as pitch, dynamics, and meter.
- distinguish, compare, and contrast voices, instruments, and ensembles.
- identify, play, move to, and describe musical elements, using specific musical language (form, pitch, timbre).
- recognize clef of instrument being played.
- recognize eight-note Major scale pattern; start/end on same pitch.
- analyze form in writing and discussion, using musical vocabulary: binary (AB) and ternary (ABA) forms, da capo (“from the beginning”), del segno (“from the sign”), and repeat signs.
- follow an instrumental score, identifying musical symbols and vocabulary.
- examine a piece of instrumental music, using it as a tool to identify concepts such as pitch, dynamics, meter, and musical density.
- identify musical forms, using letters A, B, C, etc., in songs such as “Rondo Alla Turca” (Mozart) and “Twinkle, Twinkle Little Star.”
- perform the melody of “Ode to Joy” (from Beethoven’s Ninth Symphony) and/or follow a score of an arrangement played in class. Distinguish between the steps and leaps in the melody, and examine it for musical concepts such as pitch, dynamics, meter, and musical density. Listen to the orchestral version, and respond through drawing and creative writing.
- identify common forms in literature, visual arts, dance, and music (e.g., essay/sonata).
- transfer approaches to learning from other subjects to music (e.g., observation, problem solving, analysis, decoding).
- create a listening log of repertoire in which the title, composer, genre, style, and other characteristics are entered.
- use essay form to follow a listening map of the first movement of Mozart’s Piano Sonata No. 3 in B-flat Major.

SEASON 2: RHYTHM

Blueprint Benchmark indicators to address Students will be able to/have students:

- perform in duple and triple meters.
- perform in a variety of tempos.
- perform rhythmic patterns with accuracy: whole, half, quarter, eighth, and dotted rhythms.
- create simple meter compositions (4/4, 3/4, or 2/4).
- demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.
- create an original rhythmic piece in ABA form and conduct class performance using varying dynamics and tempos.
- demonstrate and articulate an understanding of the fundamental elements of music in varied repertoire using words, movements, or images.
- distinguish between duple and triple meters in a variety of tempos.
- apply understanding of notation.
- recognize and create graphic sound representations using traditional and non-traditional notation.
- examine a piece of music, using it as a tool to identify concepts such as pitch, dynamics, and meter.
- distinguish, compare, and contrast voices, instruments, and ensembles.
- identify, play, move to, and describe musical elements, using specific musical language (meter, tempo, rhythm, dynamics, timbre).
- identify basic terminology such as tempo (andante, moderato, allegro), dynamics (piano, forte, mezzo, crescendo, decrescendo), articulations (legato, staccato, slurs, ties, hooked bows).
- recognize bar lines, measures, time signatures, staff, and down/up bow.
- follow an instrumental score, identifying musical symbols and vocabulary.
- examine a piece of instrumental music, using it as a tool to identify concepts such as pitch, dynamics, meter, and musical density.
- read and clap/play rhythm patterns that include whole, half, quarter, eighth, and dotted rhythms.
- perform the melody of “Ode to Joy” (from Beethoven’s Ninth Symphony) and/or follow a score of an arrangement played in class. Distinguish between the steps and leaps in the melody, and examine it for musical concepts such as pitch, dynamics, meter, and musical density. Listen to the orchestral version, and respond through drawing and creative writing.
- apply arithmetical functions to the understanding of note values and meter.
- transfer approaches to learning from other subjects to music (e.g., observation, problem solving, analysis, decoding).
- create a listening log of repertoire in which the title, composer, genre, style, and other characteristics are entered.

SEASON 3: ARTISTRY

Blueprint Benchmark indicators to address Students will be able to/have students:

- perform in a variety of tempos.
- incorporate dynamics: crescendo and decrescendo.
- perform with a variety of timbres.
- improvise and compose music on a given subject or from imagination.
- demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.
- create an original rhythmic piece in ABA form and conduct class performance using varying dynamics and tempos.
- demonstrate and articulate an understanding of the fundamental elements of music in varied repertoire using words, movements, or images.
- apply understanding of notation.
- recognize and create graphic sound representations using traditional and non-traditional notation.
- examine a piece of music, using it as a tool to identify concepts such as pitch, dynamics, and meter.
- describe how genres and styles of music connect to history and culture.
- describe various emotive and expressive qualities of music.
- distinguish and describe music of varied styles.
- describe various emotional and expressive qualities of music.
- distinguish, compare, and contrast voices, instruments, and ensembles.
- identify, play, move to, and describe musical elements, using specific musical language (tempo, articulations, dynamics, timbre).
- identify basic terminology such as tempo (andante, moderato, allegro), dynamics (piano, forte, mezzo, crescendo, decrescendo), articulations (legato, staccato, slurs, ties, hooked bows).
- critique—in writing and discussion—individual's performance (e.g., pitch, articulations, bow control) and ensemble's performance (e.g., blend and balance) of a musical selection.
- make personal connections in writing and discussion: describe possible mood(s) intended by composer and interpret tempos/dynamics in performances.
- follow an instrumental score, identifying musical symbols and vocabulary.
- examine a piece of instrumental music, using it as a tool to identify concepts such as pitch, dynamics, meter, and musical density.
- listen to an American spiritual and, working in small groups, discuss feelings the song evokes. Use pantomime to demonstrate and capture responses.
- listen to an orchestral piece and, in small groups, brainstorm/list the emotions and feelings evoked by the music. Discuss and report back to the class.
- listen to a short piece of instrumental music and use music terminology to describe tempo, dynamics, meter, and musical density.
- apply familiar observational strategies to music analysis: Who? What? Where? When? Why?
- identify the cultural components of selected repertoire in concerts, recordings, and their own performances.
- draw parallels between the work of the composer and the visual artist.
- describe the ways in which different musical styles and genres evoke ranges of responses.
- transfer approaches to learning from other subjects to music (e.g., observation, problem solving, analysis, decoding).
- work in small groups and explore the historical roots of selected composers, musical eras, styles, and repertoire. Compare groups' findings.

CMS

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