

WALLENPAUPACK ARE SCHOOL DISTRICT
General Music Philosophy
K – 8

Music instruction provides training for students that benefits them in everything they do socially, educationally and psychologically. Responsibility, self-discipline and a feeling of self-worth are essential character traits which can be developed through participation in general music. As a functional art, music study transmits culture and chronicles the historical events of humankind. The personal expression and the intellectual and social needs of students can be fulfilled through a planned sequence of experiences in the general music classroom.

Music is a unique form of communication that imparts a realistic awareness to the most subjective realm of human experience. Through the basic elements of pitch, duration, dynamics and timbre music provides a means to expressively organize sound and silence into descriptive patterns which are reflective of human feelings and emotions.

WALLENPAUPACK AREA SCHOOL DISTRICT Music Curriculum Introductory Statements

Music is a basic expression of human culture. Therefore students "should have access to a balanced, comprehensive and sequential program of study in music."

Music is a content area in its own right. Therefore, the curriculum should revolve around musical elements. The music curriculum should follow a logical sequence of events based on musical elements, processes, styles and aesthetics.

The fundamental musical constituents of music are rhythm, melody, harmony, form and timbre. Through careful and directed study of these elements, students will be able to analyze, manipulate, and apply them to new situations.

Students should be immersed in the above concepts through different musical activities, including singing, playing instruments, listening, reading, writing and moving to music.

Children learn by doing. General Music activities should be experiential, i.e. hands-on experiences that make musical concepts understandable to children. These activities should celebrate the wide range of human experience and emotion that can be expressed through music.

Concepts and skills must always be presented within the context of an expressive piece of art. Skills and knowledge are valuable only to the extent that they interact with musical expressiveness and heighten the aesthetic development of the students.

The role of the music teacher is to provide opportunities for students to interact between conception and perception about music's expressive qualities.

Although the elements of music are universal, trying to respond to music of an unknown style is like trying to have a conversation with someone who speaks a foreign language. Therefore, music teachers have a responsibility to expose students to many different styles of music. By exposing students to music of many cultures, we open their ears to a broader range of human experience and increase the chance of touching their inner lives. In addition, we prepare them to participate fully in a diverse, global society.

All music is not created equal. Teachers should choose materials that have artistic depth, but that students are capable of perceiving. Music should be judged based on the craftsmanship, sensitivity and imagination of its musical elements. Music that is rich in these areas will allow for endless conceptual and aesthetic experiences for our students.