Pocono Mountain School District

Elementary General Music

Curriculum

Kdg – Sixth



Revised June 2018

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| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.3 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods, and concepts.--sing expressively using appropriate tempo/dynamics. |
| **SUGGESTED ACTIVITIES:**Vocal and mouth soundsExplore speaking and singing voices (sing/talk/whisper/calling)Match pitches (echo sing/rote learning)Expand vocal rangeSing in tuneSing in various tempiIdentify High/LowSing with expression, dynamics (loud/soft)Experience group and solo singing (call & response/echo)Sing songs from diverse cultures**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation of student performanceVerbal questions and answers**REMEDIATION:**Echo singSing the refrainGuided listening**ENRICHMENT:**Lead echo singingComposeSing a soloAttend live performanceUse of various technologySolfeggio/Kodaly hand signs (read and sing) So/Mi |
| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--identify selected classroom and orchestral instruments given aural and visual examples.--demonstrate proper playing techniques of instruments. |
| **SUGGESTED ACTIVITIES:**Play steady beats using bilateral and alternating motionsPlay rhythm patterns using sounds and silencesPlay melodic patterns (ostinatos) and melodic fragmentsPerform using body percussion and/or classroom instrumentsExplore various means of playing instrumentsAdd accompaniments to songsPlay instruments in combination**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performance**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingRhythmRead and notate music | **UNIT OBJECTIVES:**Students will be able to…--recognize different melodic directions.--recognize melodic repetition, rhythm and ostinatos.--demonstrate simple melodies through vocal and instrumental classroom performance.--read melodies of so and mi. |
| **SUGGESTED ACTIVITIES:**Read and identify high/low, aurally, and visuallyIdentify melodic direction (up/down/repeated patterns)Read and play high and low on melodic instrumentsSing and perform simple melodies**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters Pencil/paper | **ASSESSMENTS:**Teacher observation of performance**REMEDIATION:**Echo phrasesWorking with a partnerGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeRead and play Mi and So on a staff |

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| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentSing | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and perform simple rhythmic notation.--identify and/or demonstrate the following concepts:Tempo (fast/slow)Steady beat/no beatMeter in 2’s, 3’s, and 4’sRhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silent) |
| **SUGGESTED ACTIVITIES:**Body movement and/or singing to demonstrate tempo (fast/slow)Retell story with instruments and/or movement getting faster and slowerRead rhythms fast and slowWalk and/or clap steady beat, no beat Echo clap and echo sing with proper rhythmsPerform meter grouped in 2’s, 3’s and 4’sClap and play ostinato patternsPlay simple rhythms on pitched and unpitched instrumentsPhysically represent rhythmic notation**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressRhythm ChartsWorksheetsClassroom instrumentsSticks/cups/balls/jump ropesRhythm BingoComposer Posters | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answer**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.3—Critical Response**Compare and contrastEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within a piece of music, both aurally and visually.--identify simple music forms when presented aurally.--identify:IntroductionSame/different--explore loud and soft sections aurally.--recognize appropriate dynamics for various musical styles.--explore fast and slow sections aurally.--recognize appropriate tempi for various musical styles.--explore vocal and instrumental tone colors.--explore relationship between size and pitch. |
| **SUGGESTED ACTIVITIES:**Contrasting physical movement-done to match music (snap/tap/clap/stamp)DancingSing and identify same/differentPlay various instruments to specified form (same/different)Use chartsEvaluate likes and dislikes with regard to hearing preferencesDraw pictures to represent formCreate visual formsListen, perform and respond to various forms, tempi, dynamics, and tone colors.**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters | **ASSESSMENTS:**Teacher observationVerbal question/answer**REMEDIATION:**DancingMirroringPatterningGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Kindergarten |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.3—Historical and Cultural Context**Relate to geographic regions | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--experience various important masterpieces, including ballets, musicals, operas, and orchestral works.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Read biographies and study music from composers from various genres and culturesPerform to music of various genres and culturesSelect listening activities that show character/instrument relationships (i.e. “Peter and the Wolf”, “Tubby the Tuba”, “Silly Symphonies”, “Nutcracker”, etc.)Discuss and practice appropriate concert etiquette as a performer and an attendeeMirroringDramatization to musicStudy key vocabulary terms in relation to ballets, musicals, operas, and orchestral works**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observation**REMEDIATION:**Guided listening activities**ENRICHMENT:**Attend live performanceGive live classroom performanceUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.3 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods, and concepts.--sing expressively using appropriate tempo/dynamics. |
| **SUGGESTED ACTIVITIES:**Vocal and mouth soundsExplore speaking and singing voices (sing/talk/whisper/calling)Match pitches (echo sing/rote learning)Solfeggio/Kodaly hand signs (read and sing) So/Mi/LaExpand vocal rangeSing in tuneSing in various tempiIdentify High/LowSing with expression, dynamics (loud/soft)Sing with appropriate tone quality, posture, diction, and breathingExperience group and solo singing (call & response/echo)Sing songs from diverse cultures**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation of student performanceVerbal questions and answers**REMEDIATION:**Echo singSing the refrainGuided listening**ENRICHMENT:**Lead echo singingComposeSing a soloAttend live performanceUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--identify and categorize selected classroom and orchestral instruments, given aural and visual examples.--demonstrate proper playing techniques of instruments.--identify the 4 families of instruments. |
| **SUGGESTED ACTIVITIES:**Play steady beats using bilateral and alternating motions.Play rhythm patterns using sounds and silences.Play melodic patterns (ostinatos) and melodic fragments.Perform using body percussion and/or classroom instruments.Explore various means of playing instruments.Add accompaniments to songs.Play instruments in combination.Compose or improvise simple rhythmic and melodic accompaniments.**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performance**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingHarmonyRhythmRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--identify staff.--recognize different melodic directions.--read melodies of so, mi, and la on the staff.--respond and demonstrate phrases.--recognize melodic repetition, rhythm and ostinatos.--demonstrate simple harmonies through vocal and instrumental classroom performance. |
| **SUGGESTED ACTIVITIES:**Read and identify high/low on a staff, aurally, and visuallyRead and play Mi, So, La on a staffIdentify lines and spaces on a staffIdentify melodic direction (up/down/repeated patterns)Read and play high and low on melodic instrumentsSing musical phrases correctlySing and perform simple harmonies**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters Pencil/paper | **ASSESSMENTS:**Teacher observation of performance**REMEDIATION:**Echo phrasesWorking with a partnerGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technologyRead musical phrases correctly |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentSingRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and perform simple rhythmic notation.--identify and demonstrate the following concepts:Tempo (presto/largo)Steady beat/no beat/strong beatMeter in 2’s, 3’s, and 4’sRhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silent)Half note (ta-a) |
| **SUGGESTED ACTIVITIES:**Body movement and/or singing to demonstrate tempo (fast/slow)Retell story with instruments and/or movement getting faster and slowerRead rhythms fast and slowWalk and/or clap steady beat, no beat, & strong beat Echo clap and echo sing with proper rhythmsPerform meter grouped in 2’s, 3’s and 4’sClap and play ostinato patternsPlay simple rhythms on pitched and unpitched instrumentsPhysically represent rhythmic notationCompose and/or improvise simple rhythms**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressRhythm ChartsWorksheetsClassroom instrumentsSticks/cups/balls/jump ropesRhythm BingoComposer Posters | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answer**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.3—Critical Response**Compare and contrastAnalyzeInterpretEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within a piece of music, both aurally and visually.--identify simple music forms when presented aurally.--identify:IntroductionSame/differentSolo/chorus--explore and identify forte and piano sections aurally.--recognize appropriate dynamics for various musical styles.--explore and identify presto and largo sections aurally.--recognize appropriate tempi for various musical styles.--explore and identify vocal and instrumental tone colors.--explore various singing tone colors of men, women and children.--identify voices, including singing, speaking, whispering, calling.--identify relationship between size and pitch. |
| **SUGGESTED ACTIVITIES:**Contrasting physical movement-done to match music (snap/tap/clap/stamp)DancingSing and identify same/differentPlay various instruments to specified form (same/different)Use chartsEvaluate likes and dislikes with regard to hearing preferencesDraw pictures to represent formCreate visual formsListen, perform and respond to various forms, tempi, dynamics, and tone colors.**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters | **ASSESSMENTS:**Teacher observationVerbal question/answer**REMEDIATION:**DancingMirroringPatterningGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.3—Historical and Cultural Context**Relate to geographic regionsExplain historical, cultural, social context of an individual work in the arts**#9.4.3—Aesthetic Response**Communicate an informed individual opinion about the meaning of works in the arts | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--experience various important masterpieces, including ballets, musicals, operas, and orchestral works.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Select listening activities that show character/instrument relationships (i.e. “Peter and the Wolf”, “Nutcracker”)Discuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music from composers from various time periods and cultures Create improvisation to musicMirroring activitiesDramatization to music**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observation**REMEDIATION:**Guided listening activities**ENRICHMENT:**Attend live performanceGive live classroom performanceUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.3 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods and concepts.--sing expressively using appropriate tempo/dynamics.--sing so, mi, la, do, re. |
| **SUGGESTED ACTIVITIES:**Vocal and mouth soundsDevelop head voice with purity of sound through various exercisesExplore speaking and singing voices (sing/talk/whisper/calling)Match pitches (echo sing)Read and sing Solfeggio/Kodaly hand signs so, mi, la, do, reExpand vocal rangeSing in tuneSing in various tempiSing with dynamic expressionSing with appropriate tone quality, posture, diction, and breathingExperience group and solo singing Sing songs from diverse culturesSing simple ostinatos/rounds**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation Verbal question/answer**REMEDIATION:**Review previously taught concepts through new materialsVocal gamesEcho chartsCumulative songGuided listening**ENRICHMENT:**Classroom solo performanceAttend live performanceLead echo singingUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent. Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrange Improvise | **UNIT OBJECTIVES:**Students will be able to…--identify selected classroom and orchestral instruments, given aural and visual examples.--demonstrate proper playing techniques of instruments.--identify and categorize the four families of orchestral instruments. |
| **SUGGESTED ACTIVITIES:**Play steady beats using bilateral and alternating motionsPlay rhythm patterns using sounds and silencesPlay melodic patterns (ostinatos) and melodic fragmentsPerform using body percussion and/or instrumentsExplore various means of playing instrumentsAdd accompaniments to songsPlay instruments in combinationDevelop basic mallet techniquesCompose and/or improvise simple rhythmic and melodic accompaniments**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performancePencil/paper worksheets**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingHarmonyRhythmRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--identify staff.--recognize different melodic directions.--read pitches of so, mi, la, do, re on the staff.--identify, respond and demonstrate phrases.--recognize melodic repetition, rhythm, and ostinatos.--recognize the following music symbols: Treble Clef (G-Clef) Phrase marking--perform simple harmonies.--identify melodies that step, skip, leap, and repeat. |
| **SUGGESTED ACTIVITIES:**Read and identify high/low on a staff, aurally, and visuallyRead and play Mi, So, La, Do, Re on a staffIdentify lines and spaces on a staffIdentify melodic direction (up/down/repeated patterns)Identify melodies that move by step, skip, leap, repeat.Read and play high and low on melodic instrumentsSing and read musical phrases correctlySing and perform simple harmoniesDraw “rainbows” to represent phrasesDraw the shape (contour) of the phrase**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsPencil/paperComposer Posters | **ASSESSMENTS:**Teacher observation of performance**REMEDIATION:**Echo phrasesWorking with a partnerGuided listeningReview previously taught concepts through new materials**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentSingRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and perform simple rhythmic notation.--identify and demonstrate the following concepts:Tempo (presto/largo/moderato, accelerando & ritardando)Steady beat/no beat/strong beat/weak beatMeter in 2’s, 3’s, and 4’sRhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silence)Half note (ta-a)Syncopation (syn-co-pa) MeasureBar line Double bar line |
| **SUGGESTED ACTIVITIES:**Move to show tempo (presto/largo/moderato, accelerando, and ritardando)Clap/walk etc. to show steady beat and/or strong and weak beatEcho clap and echo sing, with proper rhythm Flashcards/worksheets to reinforce reading rhythmic notationBody movement to demonstrate various concepts (marching, galloping/skipping)Play classroom instrumentsConduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’sClap or play ostinato patterns on instrumentsWrite dictated rhythmsImprovise and/or compose simple rhythms**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressRhythm ChartsWorksheetsFlashcardsClassroom instrumentsSticks/cups/balls/jump ropesRhythm BingoComposer Posters | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answer**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.3—Critical Response**Compare and contrastAnalyzeInterpretEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within piece of music, both aurally and visually.--identify:Introduction/CodaPhrases (long/short)Same/differentSolo/chorusAB (verse/refrain) & ABA--follow musical symbols (repeat sign, D.C. al fine) to create form.--explore and identify forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo sections aurally and visually.--explore and identify presto, moderato, and largo sections aurally.--identify various singing tone colors of men, women and children.--identify relationship between size and pitch, exploring the terms soprano, alto, and bass |
| **SUGGESTED ACTIVITIES:**Contrasting physical movement-done to match music (stomp/snap/tap/clap)DanceSing and identify AB form (verse & refrain )and ABA form.Play various instruments to specified form (AB, ABA)Evaluate likes and dislikes with regard to hearing preferencesDraw pictures to represent formCreate visual forms.Listen, perform and respond to various forms, tempi, dynamics, and tone colors.**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper worksheets**REMEDIATION:**DancingMirroringPatterningReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Two |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.3—Historical and Cultural Context**Relate to geographic regionsExplain historical, cultural, social context of an individual work in the arts**#9.4.3—Aesthetic Response**Communicate an informed individual opinion about the meaning of works in the arts | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--experience various important masterpieces, including ballets, musicals, operas, and orchestral works.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Select listening activities that show character/instrument relationships (i.e. “Peter and the Wolf”, “Tubby the Tuba”, “Silly Symphonies”, “Nutcracker”, “Peer Gynt”)Discuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music from composers from various time periods and cultures Create improvisation to musicMirroring activitiesDramatization to music**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observation**REMEDIATION:**Guided listening activitiesReinforce AB and ABA form through movementMirroring and patterning activitiesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.3 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods and concepts.--sing expressively using appropriate tempo/dynamics.--sing so, mi, la, do, re, high do, low so, and low la. |
| **SUGGESTED ACTIVITIES:**Match pitches (echo sing)Develop head voice with purity of sound through various exercisesSing Solfeggio/Kodaly hand signs so, mi, la, do, re, high do, low so, and low la.Expand vocal rangeSing in tuneSing in various tempiSing with dynamic expressionSing with appropriate tone quality, posture, diction, and breathingExperience group and solo singing Sing songs from diverse culturesSing simple ostinatos/rounds/partner songs/call and response/countermelodies**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation Verbal question/answerSelf-critique/analysisRubric evaluationPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsVocal gamesEcho chartsCumulative songGuided listening**ENRICHMENT:**Classroom solo performanceAttend live performanceLead echo singingSing soloUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrange Improvise | **UNIT OBJECTIVES:**Students will be able to…--identify selected classroom and orchestral instruments, given aural and visual examples.--demonstrate proper playing techniques of classroom instruments.--identify and categorize the four families of orchestral instruments.--differentiate between band and orchestral instruments. |
| **SUGGESTED ACTIVITIES:**Play rhythm patterns using sounds and silencesPlay melodic patterns (ostinatos) and melodic fragmentsPerform using body percussion and/or classroom instrumentsAccompany one and two chord songs on a pitched instrumentPlay instruments in combinationCompose and/or improvise simple rhythmic and melodic accompaniments**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performancePencil/paper worksheets and testsRubric evaluationListening activities**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingHarmonyRhythmRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--recognize different melodic directions.--read pitches of so, mi la, do, re, low so, low la, and high do on the staff.--identify, respond and demonstrate long and short/same and different phrases.--identify melodic direction (upward/downward/repeated patterns).--recognize and perform types of harmonies.--identify melodies that move by step, skip, leap and repeat.--recognize melodic repetition, rhythm and ostinatos.--recognize the following music symbols:Treble Clef (G-Clef)Phrase markingStaff |
| **SUGGESTED ACTIVITIES:**Read and play Low So, Low La, Mi, So, La, Re, Do and high Do and pentatonic scale on a staffIdentify lines and spaces on a staff (with solfege)Sing and read musical phrases correctlyDraw “rainbows” to represent phrasesDraw the shape (contour) of the phraseUse physical movement to represent long/short phrases and same/different phrases**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsPencil/paperComposer Posters | **ASSESSMENTS:**Teacher observation of performancePaper/pencil test**REMEDIATION:**Echo phrasesWorking with a partnerGuided listeningReview previously taught concepts through new materials**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**Play an instrumentSingRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and perform simple rhythmic notation.--demonstrate even and uneven rhythm patterns.--identify and demonstrate the following concepts:TempoLargoAdagioAndanteModeratoAllegroPrestoAccelerandoRitardandoStrong beat/weak beatMeter/ Time Signature in 2’s, 3’s, and 4’sRhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silence)Half note (ta-a)Syncopation (syn-co-pa)Whole note (ta-a-a-a)Dotted half note (ta-a-a)Triplet (trip-le-ti) Fermata Measure, Bar line, Double bar line |
| **SUGGESTED ACTIVITIES:**Move to show tempo (largo/adagio/andante/moderato/allegro/presto)Clap/walk etc. to show strong and weak beatEcho clap and echo sing, with proper rhythm Use flashcards/worksheets to reinforce reading rhythmic notationUse body movement to demonstrate various concepts (marching, galloping/skipping)Play classroom instrumentsConduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’sClap or play ostinato patterns on instrumentsWrite dictated rhythmsCompose and perform original rhythm compositionsImprovise and compose simple rhythms**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressRhythm ChartsWorksheetsFlashcardsClassroom instrumentsSticks/cups/balls/jump ropesRhythm BingoComposer Posters | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answerPencil/paper tests and worksheets**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.3—Critical Response**Compare and contrastAnalyzeInterpretEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within piece of music, both aurally and visually.--recognize orchestral families visually/aurally.--follow musical symbols/notation (repeat sign, 1st & 2nd endings, D.C. al fine, D.S. al fine/coda) to create form.--identify simple music forms when presented aurally.--identify instruments (orchestra, band, various cultures).--identify various singing voices (men/women/children).--Identify:Introduction/CodaPhrases (long/short)Same/differentSolo/chorusAB (verse/refrain), ABA AABA, AABB, & RondoDynamics:Piano, Forte, Mezzo Piano, Mezzo Forte,Pianissimo, Fortissimo, Crescendo, Decrescendo.--identify relationship between size and pitch, exploring the terms soprano, alto, and bass |
| **SUGGESTED ACTIVITIES:**Use contrasting physical movement to match music (snap/tap/clap/stamp)Sing and identify verse & refrain Play various instruments to specified form Evaluate likes and dislikes with regard to hearing preferencesCreate visual forms.Listen, perform and respond to various forms & dynamics.**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressClassroom instrumentsComposer Posters | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper worksheets and tests**REMEDIATION:**DancingMirroringPatterningReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Three |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.3—Historical and Cultural Context**Relate to geographic regionsExplain historical, cultural, social context of an individual work in the arts**#9.4.3—Aesthetic Response**Communicate an informed individual opinion about the meaning of works in the arts | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--experience various important masterpieces, including ballets, musicals, operas, and orchestral works.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Select listening activities that show character/instrument relationships (i.e. “Nutcracker,” Carnival of Animals,” “Sorcerer’s Apprentice” etc.)Discuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music from composers from various time periods and cultures Create improvisation to musicMirroring and patterning activitiesDramatization to music**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Music K-8Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observationPencil/paper tests and worksheets**REMEDIATION:**Guided listening activitiesReinforce form through dancingMirroring and patterning activitiesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.5 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods and concepts.--sing with sensitivity to blend (choral sound).--develop confidence in solo singing.--sing in harmony.--identify various singing ranges. |
| **SUGGESTED ACTIVITIES:**Match pitches (echo sing/call & response)Sing Solfeggio/Kodaly and pentatonic scaleExpand vocal rangeDevelop head voice with purity of sound through various exercisesSing in various tempiExpand expressive control of the voiceSing with appropriate tone quality, posture, diction, breathing, and dynamicsExperience group and solo singingSing songs from diverse culturesSing ostinatos, counter-melodies, two-part, rounds, canons, and partner songs**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various Choral LiteratureMusic K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation Verbal question/answerSelf-critique/analysisRubric evaluationPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsVocal gamesEcho chartsCumulative songGuided listening**ENRICHMENT:**Classroom solo performanceAttend live performanceLead echo singingSing soloUse of various technologyParticipate in chorus |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrange Improvise | **UNIT OBJECTIVES:**Students will be able to…--demonstrate proper playing techniques of pitched and/or unpitched classroom instruments.--read and play simple melodies on the recorder with proper tone production and technique.--identify and use the following terms in reference to instruments:Legato, Staccato, Slur, Breath mark, Tie, Anacrusis --identify the four families of orchestral instruments and their members including methods of tone production.--differentiate between band and orchestral instruments. |
| **SUGGESTED ACTIVITIES:**Play melodic patterns (ostinatos), melodic fragments &accompaniments using body percussion and/or classroom instrumentsAccompany three chord songs on a pitched instrumentPlay instruments in combinationPlay syncopated patterns & rhythm roundsCompose or improvise simple rhythmic and melodic accompanimentsPlay the recorder to demonstrate:Proper playing and hand positionProper breathing and tone productionProper care and storage of instrumentsStaff reading of Pitches (D’, C’, B, A, G, E)**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressClassroom instrumentsInstrument postersWorksheetsRecorders | **ASSESSMENTS:**Teacher observation of performancePencil/paper worksheets and testsRubric evaluationListening activities**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceMake instrumentsAdditional recorder pitches (C, D, F, F#)Participate in classroom ensembleComposeUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingHarmonyRhythmRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--identify line and space notation on the treble clef staff.--use the letter names of the lines and spaces of the staff to read simple pitch notation in treble clef.--aurally and visually identify, respond and demonstrate long and short/same and different phrases.--aurally and visually identify melodic direction (upward/downward/repeated patterns).-aurally and visually identify melodies that move by step, skip, leap, and repeat.--recognize melodic repetition, rhythm and ostinatos.--aurally identify Major and minor tonalities.--recognize the following music symbols:Treble Clef (G-Clef)Phrase markingStaffLines (EGBDF) & Spaces (FACE)Octaves |
| **SUGGESTED ACTIVITIES:**Read and play Low Do, Low La, Mi, So, La, Re, Do, Fa, Ti and high Do and pentatonic scale on a staffIdentify lines and spaces on a staffSing and read musical phrases correctlyDraw “rainbows” to represent phrasesDraw the shape (contour) of the phraseUse physical movement to represent long/short phrases and same/different phrasesPlay various types of melodic phrases/harmonies/ostinatos on the recorder using D’, C’, B, A, G, EPlay Major and minor triads on pitched instruments**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8/Music ExpressClassroom instrumentsPencil/paperComposer PostersRecorders | **ASSESSMENTS:**Teacher observation of performancePaper/pencil test**REMEDIATION:**Echo phrasesWorking with a partnerGuided listeningReview previously taught concepts through new materials**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeUse of various technologies |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentSingRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and perform simple rhythmic notation.--demonstrate even and uneven rhythm patterns.--identify and demonstrate the following concepts:Steady beat/no beat/strong beat/weak beatMeter/Time Signature in 2’s, 3’s, and 4’sRhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silence)Whole note (ta-a-a-a)Half note (ta-a)Dotted half note (ta-a-a)Dotted quarter note (ta-i)Sixteenth notes (ti-ka-ti-ka)Syncopation (syn-co-pa)Triplet (Trip-le-ti) Symbols Fermata, Tie, Measure, Repeat Sign, Bar line, Double bar line |
| **SUGGESTED ACTIVITIES:**Clap/walk etc. to show strong and weak beatEcho clap and echo sing, with proper rhythm Use flashcards/worksheets to reinforce rhythmic notationClap and play syncopated patterns (syn-co-pa)Use body movement to demonstrate various concepts, free movement/dance/mirror Play classroom instrumentsConduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’sClap or play ostinato patterns on instrumentsWrite dictated rhythmsCompose and perform original rhythm compositions**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressRhythm Charts, Worksheets & FlashcardsClassroom instrumentsSticks/cups/balls/jump ropesRhythm BingoComposer Posters | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answerPencil/paper tests and worksheets**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technologies |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.5—Critical Response**Compare and contrastAnalyzeInterpretEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within piece of music, both aurally & visually.--recognize orchestral families and their members visually/aurally.--follow musical symbols/notation including tempo and dynamics to show form.--aurally identify Major and minor tonalities.--identify instruments (orchestra, band, and/or various cultures).--identify various singing ranges--Identify:Introduction/CodaPhrases (long/short)Same/differentSolo/chorusVariations using AB sections, ABC, & RondoD.C. al fine & D.S. al fineRepeat signCall & ResponseTempo:Presto, Moderato, Allegro, Ritardando, Accelerando,Largo, Adagio, AndanteDynamics:Piano, Forte, Mezzo piano, Mezzo forte, Pianissimo,Fortissimo, Crescendo, Decrescendo |
| **SUGGESTED ACTIVITIES:**Use contrasting physical movement to match music (stomp, snap/tap/clap)Sing/Play instruments and identify various forms (variations using AB sections, ABC, call and response, and/or rondo) Evaluate likes/dislikes with regard to hearing preferencesListen, perform and respond to various dynamics and tempo**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressClassroom instruments | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper worksheets and tests**REMEDIATION:**DancingMirroringPatterningReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Four |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.5—Historical and Cultural Context**Relate to geographic regionsExplain historical, cultural, social context of an individual work in the arts**#9.4.5—Aesthetic Response**Communicate an informed individual opinion about the meaning of works in the arts | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--experience various important masterpieces, including ballets, musicals, operas, and orchestral works.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Select listening activities that show character/instrument relationships (i.e. “Night on Bald Mountain”, “Grand Canyon Suite”, “Young Person’s Guide to the Orchestra”, etc.)Discuss how musical elements affect moodDiscuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music from composers from various time periods and culturesDiscuss the composer’s choice of instruments resulting in changing tone colorCreative improvisation to musicMirroring and patterning activitiesDramatization to music**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observationPencil/paper tests and worksheetsVerbal question and answerRubric Evaluations**REMEDIATION:**Guided listening activitiesMirroring and patterning activitiesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityCreate a RondoUse of various technologies |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Singing |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.5 Production, Performance and Exhibition of Music**SingRead music | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods and concepts.--sing with sensitivity to blend (choral sound).--develop confidence in solo singing.--sing in harmony.--identify various singing ranges. |
| **SUGGESTED ACTIVITIES:**Match pitches (echo sing/call & response)Sing Solfeggio/Kodaly and pentatonic scaleDevelop head voice with purity of sound through various exercisesExpand expressive control of the voiceSing with appropriate tone quality, posture, diction, breathing, and dynamicsExperience group and solo singing with confidenceSing songs from diverse culturesSing ostinatos/counter-melodies/two-part/rounds/canons/ partner songsPerform choral speaking**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressComposer Posters | **ASSESSMENTS:**Teacher observation Verbal question/answerSelf-critique/analysisRubric evaluationPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsVocal gamesEcho chartsCumulative songGuided listening**ENRICHMENT:**Classroom solo performanceAttend live performanceLead echo singingSing soloUse of various technologyParticipate in chorus |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrange Improvise | **UNIT OBJECTIVES:**Students will be able to…--demonstrate proper playing techniques on a variety of classroom instruments.--identify instrumental ensembles such as duet, trio, quartet, quintet, etc. |
| **SUGGESTED ACTIVITIES:**Play melodic patterns (ostinatos) and melodic fragmentsPerform accompaniments and melodies using body percussion and/or classroom instrumentsAccompany three chord songs on a pitched instrumentPlay instruments in combinationPlay syncopated patternsPlay rhythm rounds**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performancePencil/paper worksheets and testsRubric evaluationListening activities**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceMake instrumentsParticipate in classroom ensembleComposeUse of various technologyParticipate in Band |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Melody and Harmony |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentDurationPitchSingHarmonyRhythmRead and notate musicImprovise | **UNIT OBJECTIVES:**Students will be able to…--use a system (that is syllables, numbers or letters) to read simple pitch notation in the treble clef.--aurally and visually identify, respond and demonstrate long and short/same and different phrases.--aurally and visually identify melodic direction (upward/downward/repeated patterns).-aurally and visually identify melodies that move by step, skip, leap and repeat.--recognize melodic repetition, rhythm and ostinatos.--aurally identify Major and minor tonalities.--recognize half and whole steps.--recognize the following music symbols:Treble Clef (G-Clef), Phrase marking, Staff, Octaves,Key Signature, Flat, Sharp, Natural  |
| **SUGGESTED ACTIVITIES:**Identify lines and spaces on a staffSing and read musical phrases correctlyDraw the shape (contour) of the phraseUse physical movement to represent long/short phrases and same/different phrasesPlay various types of melodic phrases/harmonies/ostinatosSing and play melodic sequence and imitation using solfeggio, numbers, and/or pitchesPlay Major and minor triads on pitched instruments**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressClassroom instrumentsPencil/paperComposer PostersRecorders | **ASSESSMENTS:**Teacher observation of performancePaper/pencil testRubric Evaluation**REMEDIATION:**Echo phrasesWorking with a partnerGuided listeningReview previously taught concepts through new materials**ENRICHMENT:**Attend live performanceGive live classroom performancePerform a melody or harmony on a pitched instrumentCompose/improviseUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Rhythm and Time |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentSingRead and notate musicCompose and arrangeImprovise | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and/or perform simple rhythmic notation.--demonstrate even and uneven rhythm patterns.--explore mixed meters--identify and/or demonstrate the following concepts:Meter/Time Signature in 2’s, 3’s, 4’s and 6/8Articulation (legato/staccato)Rhythmic note values (Kodaly):Quarter note (ta)Eighth notes (ti-ti)Quarter rest (silence)Whole note (ta-a-a-a)Half note (ta-a)Dotted half note (ta-a-a)Dotted quarter note (ta-i)Sixteenth notes (ti-ka-ti-ka)Syncopation (syn-co-pa)Triplet (Trip-le-ti) Symbols: Fermata, Tie, Measure, Repeat Sign, Bar line,  Double bar line |
| **SUGGESTED ACTIVITIES:**Echo clap and echo sing, with proper rhythm Use flashcards/worksheets to reinforce rhythmic notationClap and play syncopated patterns (syn-co-pa)Use body movement to demonstrate various concepts, free movement/dance/mirror Play classroom instrumentsConduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, 4’s and 6/8Clap or play ostinato patterns on instrumentsWrite dictated rhythmsCompose and perform original rhythm compositionsSing songs in appropriate legato/staccato style**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressRhythm Charts, Worksheets & FlashcardsClassroom instrumentsSticks/cups/balls/jump ropesRhythm Bingo | **ASSESSMENTS:**Teacher observation of performanceVerbal question/answerPencil/paper tests and worksheets**REMEDIATION:**Circle gamesEcho gamesPatsching gamesChantsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceComposeStudent led activitiesUse of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Analysis: Form, Dynamics, Tempo, Tone Color |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.3.5—Critical Response**Compare and contrastAnalyzeInterpretEvaluate and form judgments | **UNIT OBJECTIVES:**Students will be able to…--explore sections within piece of music aurally & visually.--follow musical symbols/notation including tempo and dynamics to show form.--aurally identify Major and minor tonalities.--identify simple music forms, such as variations using AB sections, ABC, Rondo, Call and Response, and/or Theme and Variations.--listen and/or perform examples of music of various styles representing diverse cultures.--identify various singing ranges.--Identify:IntroductionCodaPhrases (long/short)Same/differentSolo/chorusD.C. al fine & D.S. al fineRepeat sign and 1st & 2nd endingsTempo:Presto, Moderato, Allegro, Ritardando, Accelerando,Largo, Adagio, Andante, A TempoDynamics:Piano, Forte, Mezzo piano, Mezzo forte, Pianissimo,Fortissimo, Crescendo, Decrescendo, Accent |
| **SUGGESTED ACTIVITIES:**Use contrasting physical movement and dance to match music (snap/tap/clap, stamp)Sing/play instruments and identify various forms (variations using AB sections, ABC, Call and Response, Theme and Variations, and/or rondo forms)Evaluate likes/dislikes with regard to hearing preferencesListen, perform & respond to dynamics**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8/Music ExpressClassroom instrumentsComposer Posters | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper worksheets and testsRubric Evaluation**REMEDIATION:**DancingMirroringPatterningReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityUse of various technologyCreate a Rondo |

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| **COURSE:** Elementary General Music | **GRADE(S):** Five |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.2.5—Historical and Cultural Context**Relate to geographic regionsExplain historical, cultural, social context of an individual work in the arts**#9.4.5—Aesthetic Response**Communicate an informed individual opinion about the meaning of works in the arts | **UNIT OBJECTIVES:**Students will be able to…--experience various famous composers.--recognize various musical styles such as folk, symphonic, jazz, modern, program music, ballet, Broadway musicals, and/or opera.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member. |
| **SUGGESTED ACTIVITIES:**Discuss how musical elements affect moodDiscuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music of composers from various time periods and culturesDiscuss the composer’s choice of instruments resulting in changing tone colorCreative improvisation to musicExperience various styles of music through listening and live performances (including, but not limited to):Folk, Symphonic, Jazz, Broadway, Modern, Program Music, & Opera**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8 & Music ExpressWorksheetsTransparenciesListening MapsComposer Posters | **ASSESSMENTS:**Teacher observationPencil/paper tests and worksheetsVerbal question and answerRubric Evaluations**REMEDIATION:**Guided listening activitiesReinforce form through dancingMirroring and patterning activitiesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceCreate a dance or activityCreate a RondoUse of various technology |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT: Singing** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music** | **UNIT OBJECTIVES:**Students will be able to…--develop independent and proper vocal techniques, methods, and concepts.--develop confidence in singing.--identify various singing ranges (Soprano, Alto, Tenor, Bass). |
| **ACTIVITIES:**Match pitches (echo sing/call & response)Expand expressive control of the voiceSing with appropriate tone quality, posture, diction, breathing, and dynamicsExperience group singing with confidenceSing songs from diverse culturesPerform choral speaking**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music Express | **ASSESSMENTS:**Teacher observationVerbal question/answerSelf-critique/analysisRubric evaluationPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsVocal gamesCumulative songGuided listening**ENRICHMENT:**Classroom solo performanceAttend live performanceLead echo singingUse of various technologySing ostinatos/counter melodies/two-part rounds/canons/partner songs/chord roots |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT:** Instruments |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**Play an instrumentDurationIntensityPitchTimbreCompositionFormGenreHarmonyRhythmTextureRead and notate musicCompose and arrange Improvise | **UNIT OBJECTIVES:**Students will be able to…--demonstrate proper playing techniques on a variety of classroom instruments.--identify instrumental ensembles such as duet, trio, quartet, quintet, etc. |
| **SUGGESTED ACTIVITIES:**Play melodic patterns (ostinatos) and melodic fragmentsPerform accompaniments and melodies using body percussion and/or classroom instrumentsAccompany three chord songs on a pitched instrumentPlay instruments in combinationPlay syncopated patternsPlay rhythm rounds**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressClassroom instrumentsInstrument postersWorksheetsInstrumental teacherComposer Posters | **ASSESSMENTS:**Teacher observation of performancePencil/paper worksheets and testsRubric evaluationListening activities**REMEDIATION:**Playing musical gamesEcho gamesColor worksheetsReview previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceMake instrumentsParticipate in classroom ensembleComposeUse of various technologyParticipate in Band |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT:** Melody and Harmony |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:****#9.1.5 Production, Performance and Exhibition of Music** | **UNIT OBJECTIVES:**Students will be able to…--use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef.--aurally and visually identify, respond and demonstrate long and short/same and different phrases.--aurally and visually identify melodic direction (upward/downward/repeated patterns). --aurally and visually identify melodies that move by step and leap.--recognize melodic repetition, rhythm and ostinatos.--aurally identify major and minor tonalities.--recognize the following music symbols: Treble Clef (G-Clef) Phrase marking Staff Octaves--recognize the following music symbols: Treble Clef (G-clef), Phrase marking, Staff, Octaves, Key Signature, Flat, Sharp, Natural  |
| **ACTIVITIES:**Identify lines and spaces on a staffSing and read musical phrases correctlyPlay various types of melodic phrases/harmonies/ostinatosSing and play melodic sequence and imitation using solfeggio, numbers, and/or pitches**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressClassroom instrumentsWorksheets | **ASSESSMENTS:**Teacher observationRubric evaluationPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsPlaying musical gamesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performancePerform a melody or harmony on a pitched instrumentUse of various technologyCompose/improvise |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT:** Rhythm and Time |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:****#9.1.5 Production, Performance and Exhibition of Music** | **UNIT OBJECTIVES:**Students will be able to…--develop the ability to recognize, read, write, and/or perform: Simple rhythmic notation Even and uneven rhythm patterns Tempo(fast/slow): Presto Moderato Allegro Ritardando Accelerando  Largo Meter in 2’s, 3’s, 4’s, 6/8 and mixed meter Articulation (legato/staccato) Rhythmic note values (Kodaly): Quarter note (ta) Eighth note (ti-ti) Quarter rest (silence) Whole note (ta-a-a-a) Half note (ta-a) Dotted half note (ta-a-a) Dotted quarter note (ta-i) Sixteenth notes (ti-ka-ti-ka) Syncopation (syn-co-pa) Triplet (tri-ple-ti) Fermata Tie Measure Repeat Sign  Bar line Double bar line  |
| **ACTIVITIES:**Echo clap and echo sing, with proper rhythmUse worksheets to reinforce reading rhythmic notationClap and play syncopated patterns (syn-co-pa) Play classroom instrumentsConduct/walk/clap/jump etc. to demonstrate the various meter groupings in 2’s, 3’s, 4’s, and 6/8Clap or play ostinato patterns on instruments**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressClassroom instrumentsWorksheets | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper tests and worksheets**REMEDIATION:**Review previously taught concepts through new materialsPlaying musical gamesGuided listening**ENRICHMENT:**Attend live performanceGive live classroom performanceUse of various technologyComposeStudent led activities |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT:** Analysis: Form, Dynamics, Tempo, and Tone Color |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:****#9.3.5 Critical Response** | **UNIT OBJECTIVES:**Students will be able to…--explore sections within a piece of music, both aurally and visually.--recognize orchestral families and their members aurally and visually, including methods of tone production.--follow musical symbols/notation including tempo and dynamics to show form.--aurally identify major and minor tonalities.--identify simple music forms when presented aurally.--demonstrate perceptual skills through aural examples of music.--identify: Introduction/Coda Phrases (long/short) Variations using AB sections D.C. al Fine  D.S. al Fine Repeat sign Call and Response ABC 1st and 2nd endings Theme and Variations Tempo: Presto Moderato Allegro Ritardando Accelerando Largo Dynamics: Piano Forte Mezzo piano Mezzo forte Pianissimo Fortissimo Crescendo Decrescendo Accent   |
| **ACTIVITIES:**Use contrasting physical movement to match music (snap/tap/clap)Sing and identify variations using AB sections,Theme and Variations, Call and Response, and/or Rondo formsEvaluate likes and dislikes with regards to hearing**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressClassroom instrumentsWorksheets | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper tests and worksheetsRubric evaluation**REMEDIATION:**Review previously taught concepts through new materialsGuided listening**ENRICHMENT:**Attend live performanceClassroom performance to demonstrate specified form (AB, ABA, ABC and Rondo forms)Use of various technologyCompose |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** |
| **UNIT:** Music Appreciation: Composers/Masterpieces, Genres, Cultures, Concert Etiquette |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:****#9.2.5 Historical and Cultural Context****#9.4.5 Aesthetic Response** | **UNIT OBJECTIVES:** Students will be able to…--experience various famous composers.--recognize various musical styles such as folk, symphonic, jazz, modern, program music, ballet, Broadway musicals, and/or opera.--listen, respond to, and perform examples of various genres.--listen, respond to, and perform examples of diverse cultural styles.--evaluate likes and dislikes with regard to hearing preferences.--display proper concert etiquette as a performer and audience member.  |
| **ACTIVITIES:**Discuss how musical elements affect moodDiscuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program)Study music from composers from various time periods and cultures (Bach, Beethoven, Brahms, Mozart, Prokofiev, Tchaikovsky, Copland, Haydn, Grofe, Gershwin, etc.)Discuss the composer’s choice of instruments resulting in changing tone colorExperience various styles of music through listening and live performances (including but not limited to):Folk MusicSymphonic MusicJazzBroadway MusicalsModern MusicProgram Music**RESOURCES:**Pearson Realize Interactive Music by Silver BurdettSpotlight on Music—Macmillan/McGraw-HillVarious supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)Various choral literatureMusic K-8Music ExpressListening MapsWorksheetsComposer posters | **ASSESSMENTS:**Teacher observationVerbal question/answerPencil/paper tests and worksheetsRubric evaluation**REMEDIATION:**Guided listening activities**ENRICHMENT:**Attend live performanceUse of various technologyCompose |

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| **COURSE:** Chorus | **GRADE(S):** Four |
| **UNIT:** Notation and Musical Terms |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.5—Production, Performance and Exhibition of Music**  | **UNIT OBJECTIVES:**Students will be able to…--identify and follow their part in a musical score.--read standard musical notation.--accurately perform instrumental accompaniments, as needed.--critically evaluate musical performances. |
| **SUGGESTED ACTIVITIES:**Follow a musical scoreRespond to and perform varied musical symbols and notation in a scoreFollow accompaniments and cuesEcho singing/independent singingEcho clapping/independent clapping**RESOURCES:**Musical scoresClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceTeacher guided student critique of performancesLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singing |

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| **COURSE:** Chorus | **GRADE(S): Four** |
| **UNIT:** Rehearsal and Concert Etiquette  |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.3.5—Critical Response****#9.4.5—Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to…--perform using appropriate concert etiquette. |
| **SUGGESTED ACTIVITIES:**Proper singing posture:Feet, shoulder width apartHands at side or behind backSitting or Standing tallAppropriate rehearsal and concert behaviorNo gumFocus on conductorNo talkingWalk on stage without jumpingFollowing behavior/commitment contractAttend rehearsals and concertsPerform appropriate choreography as indicated by director.**RESOURCES:**Musical scoresClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceTeacher guided student critique of performancesLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingAttend choral concert |

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| **COURSE:** Chorus | **GRADE(S):** Four |
| **UNIT:** Repertoire |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5—Production, Performance and Exhibition of Music****#9.2.5—Historical and Cultural Contexts** | **UNIT OBJECTIVES:**Students will be able to…--sing with expression and technical accuracy a varied repertoire of unison and/or 2 part (SA) independently.--successfully perform in a concert setting with a varied repertoire of choral music.--compare and contrast music from various cultures and time periods. |
| **SUGGESTED ACTIVITIES:**Sing a unison lineSing independent linesSing holiday and multicultural songs and pieces of music from various musical time periods**RESOURCES:**Musical scoresPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw-HillMusic K-8Music ExpressClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingAttend choral concert |

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| **COURSE:** Chorus | **GRADE(S):** Four |
| **UNIT: Vocal Technique** |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.3.5—Critical Response****#9.4.5—Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to…--sing a varied repertoire of music with appropriate vocal technique. |
| **SUGGESTED ACTIVITIES:**Respond appropriately to conductor’s directions**RESOURCES:**Musical scoresPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw HillMusic K-8Music ExpressClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingParticipate in District Festivals |

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| **COURSE:** Chorus | **GRADE(S):** Five |
| **UNIT:** Notation and Musical Terms |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1.5—Production, Performance and Exhibition of Music**  | **UNIT OBJECTIVES:**Students will be able to…--identify and follow their part in a musical score.--read standard musical notation.--accurately perform instrumental accompaniments, as needed.--critically evaluate musical performances. |
| **SUGGESTED ACTIVITIES:**Follow a musical scoreRespond to and perform varied musical symbols and notation in a scoreFollow accompaniments and cuesEcho singing/independent singingEcho clapping/independent clapping**RESOURCES:**Musical scoresPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw-HillMusic K-8Music ExpressClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceTeacher guided student critique of performancesLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singing |

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| **COURSE:** Chorus | **GRADE(S):** Five |
| **UNIT:** Rehearsal and Concert Etiquette  |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.3.5—Critical Response****#9.4.5—Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to…--perform using appropriate concert etiquette. |
| **SUGGESTED ACTIVITIES:**Proper singing posture:Feet, shoulder width apartHands at side or behind backSitting or Standing tallAppropriate rehearsal and concert behaviorNo gumFocus on conductorNo talkingWalk on stage without jumpingFollowing behavior/commitment contractAttend rehearsals and concertsPerform appropriate choreography as indicated by director**RESOURCES:**Musical scoresPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw-HillMusic K-8Music ExpressClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceTeacher guided student critique of performancesLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingAttend choral concert |

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| **COURSE:** Chorus | **GRADE(S):** Five |
| **UNIT:** Repertoire |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.1.5—Production, Performance and Exhibition of Music****#9.2.5—Historical and Cultural Contexts** | **UNIT OBJECTIVES:**Students will be able to…--sing with expression and technical accuracy a varied repertoire of unison and 2 part (SA) music independently.--successfully perform in a concert setting with a varied repertoire of choral music.--compare and contrast music from various cultures and time periods. |
| **SUGGESTED ACTIVITIES:**Sing a unison lineSing independent linesSing holiday and multicultural songs and pieces of music from various musical time periods.**RESOURCES:**Musical scoresClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingAttend choral concert |

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| **COURSE:** Chorus | **GRADE(S):** Five |
| **UNIT: Vocal Technique** |  |
| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:**  **#9.3.5—Critical Response****#9.4.5—Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to...--sing a varied repertoire of music with appropriate vocal technique. |
| **SUGGESTED ACTIVITIES:**Respond appropriately to conductor’s directions**RESOURCES:**Musical scoresPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw HillMusic K-8Music ExpressClassroom instruments for accompanimentAudio recordingsPiano | **ASSESSMENTS:**Teacher observation of student performanceLive performance for public**REMEDIATION:**Echo singing**ENRICHMENT:**Solo/soli singingParticipate in district festivals |

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| **COURSE: Chorus** | **GRADE(S): 6**  |
| **UNIT: Vocal Technique** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:** **#9.1 Production, Performance and Exhibition of**  **Music.****#9.3 Critical Response****#9.4 Aesthetic Response**  | **UNIT OBJECTIVES:**Students will be able to:--sing a varied repertoire of music with good breath control throughout their singing ranges both alone and with others. |
| **ACTIVITIES:**Singing a varied repertoire of music with emphasis on the following concepts:\*correct singing posture\*correct breathing skills\*proper diction (vowels and consonants)\*intonation awareness\*proper care and use of the voice**RESOURCES:**Vocal warm-up resourcesVocal OctavosChoral folderRehearsal recordings | **ASSESSMENTS:**Teacher ObservationAural EvaluationTeacher checklistSelf/group critiqueOral questioning**REMEDIATION:**Rehearsal Assistance-teacher/peerStudent Study Recording**ENRICHMENT:**Additional vocal repertoire in 3 part voicings (SSA or SAB)Participation in Choral FestivalsAdjudications |

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| **COURSE: Chorus** | **GRADE(S): 6**  |
| **UNIT: Vocal Repertoire** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:** **#9.1 Production, Performance and Exhibition of**  **Music****#9.2 Historical and Cultural Contexts****#9.3 Critical Response****#9.4 Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to:--sing with expression and technical accuracy a varied repertoire of 2 part (SA) vocal literature.--compare and contrast music from various cultures and time periods.--describe distinguishing characteristics of representative music genres and styles from a variety of cultures.--clarify by genre, style, historical period, composer and title a varied body of musical works. |
| **ACTIVITIES:**Sing choral literature in various styles including spirituals, folk songs, jazz, pop, patriotic, holiday and/or gospel as well as traditional choral repertoire with emphasis on the following concepts:\*performing individually and in small and large groups\*performing with proper concert etiquette\*singing in tune\*proper blend and balance\*responding to the conductor\* pitch and rhythm accuracy\*proper phrasing\* proper expressionStudents will:\*listen to musical examples representing a variety of musical styles, eras, cultures and composers\*discuss the similarities and differences of choral music written by various composers**RESOURCES:**Vocal warm-up resourcesPearson Realize Interactive Music by Silver BurdettSpotlight on Music by McMillan/McGraw-HillMusic K-8Music ExpressTwo part octavos (SA) including:\*two part harmony\*partner songs\*descantsRehearsal recordingsRecorded examples of music representing various musical styles, eras, cultures and composers | **ASSESSMENTS:**Teacher ObservationAural EvaluationTeacher checklistSelf/group critiqueOral questioning**REMEDIATION:**Rehearsal Assistance-teacher/peerStudent Study Recording**ENRICHMENT:**Additional vocal repertoire (SSA or SAB voicing)Participation in Choral FestivalsAdjudications |

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| **COURSE: Chorus** | **GRADE(S): 6**  |
| **UNIT: Rehearsal and Concert Etiquette** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:** **#9.3 Critical Response****#9.4 Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to:--perform using appropriate concert etiquette. |
| **ACTIVITIES:**Proper singing posture:\*Feet, shoulder width apart\*Hands at side or behind back\* Sitting or standing tallAppropriate rehearsal and concert behavior:\*No gum\*Focus on conductor\*No talking\*Walk on stage without jumpingAttend rehearsals and concertsPerform appropriate choreography as indicated by director**RESOURCES:**Recorded examples of ensemble performancesFamily feedback | **ASSESSMENTS:**Teacher ObservationTeacher-guided student critique of performancesLive performance for public**REMEDIATION:**Assistance-teacher/peer**ENRICHMENT:**Solo/soli singingAttend choral concert |

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| **COURSE: Chorus** | **GRADE(S): 6**  |
| **UNIT: Musical Notation** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |

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| **STATE STANDARDS:** **#9.1 Production, Performance and Exhibition of**  **Music** | **UNIT OBJECTIVES:**Students will be able to:--accurately read and/or write rhythm patterns using whole, half, quarter notes and their respective rests.--read at sight both stepwise and tonic triad melodic patterns in treble clef using standard musical notation.--identify, define, and perform standard notation symbols for dynamics and tempo. |
| **ACTIVITIES:**Read, write and/or perform rhythmic patterns using:\*whole, half, quarter notes and their respective rests\*time signatures including 2/4, 3/4, and 4/4\*sight-singing stepwise melodic patterns in a variety of major keys using traditional solfeggio\*read, define and identify traditional terminology for dynamic markings and tempo markings included in the musical score**RESOURCES:**Rhythm worksheetsSight-singing examples/textbooksMusic terminology worksheets | **ASSESSMENTS:**Teacher ObservationAural EvaluationTeacher checklistSelf/group critiqueOral questioningWritten evaluation**REMEDIATION:**Assistance-teacher/peerAdjustment-length of time**ENRICHMENT:**Sight singing tonic triad melodic patterns in a variety of major keysAdditional exercises, examples and worksheets |

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| **COURSE: Chorus** | **GRADE(S): 6**  |
| **UNIT: Criteria for Performance and Evaluation** |

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| **2014 NATIONAL MUSIC STANDARDS:****CREATING:**  Common Anchor #1. **Imagine:** Generate musical ideas for various purposes and contexts Common Anchor #2. **Plan and Make:** Select and develop musical ideas for defined purposes and contexts. Common Anchor #3. **Evaluate and Refine:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. **Present:** Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.**PERFORMING, PRESENTING, PRODUCING:**   Common Anchor #4. **Select:** Select varied musical works to present based on interest, knowledge, technical skill, and context. **Analyze:** Analyze the structure and context of a varied musical works and their implications for performance. **Interpret:** Develop personal interpretations that consider creators’ intent.Common Anchor #5. **Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Common Anchor #6. **Present:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**RESPONDING:**  Common Anchor #7. **Select:** Choose music appropriate for a specific purpose or context.**Analyze:** Analyze how the structure and context of varied musical works inform the response. Common Anchor #8. **Interpret:** Support interpretations of musical works that reflect creators’/performers’ expressive intent. Common Anchor#9. **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**CONNECTING:**  Common Anchor #10. **Connect:** Synthesize and relate knowledge and personal experiences to make music. Common Anchor #11. **Connect:** Relate musical ideas and works with varied context to deepen understanding. |
| **STATE STANDARDS:** **#9.1 Production, Performance and Exhibition of**  **Music****#9.3 Critical Response****#9.4 Aesthetic Response** | **UNIT OBJECTIVES:**Students will be able to…--critically evaluate music and musical performance by comparing them to similar or exemplary models.--develop criteria and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.--evaluate the quality and effectiveness of their own and others’ performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. |
| **ACTIVITIES:**\*Compare and contrast the strengths and weaknesses of a performance\*Evaluate self as both a solo and ensemble performer**RESOURCES:**Recorded examples of ensemble performancesFamily feedback | **ASSESSMENTS:**Teacher ObservationTeacher checklistSelf/group critiqueOral questioningWritten evaluation**REMEDIATION:**Assistance-teacher/peerAdjustment-length of time**ENRICHMENT:**Additional written critiquesComparison of self-critiques to professional critiques |