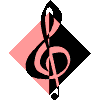
Pocono Mountain School District

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**  Sing  Read 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 sounds  Explore speaking and singing voices (sing/talk/whisper/calling)  Match pitches (echo sing/rote learning)  Expand vocal range  Sing in tune  Sing in various tempi  Identify High/Low  Sing 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 Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Composer Posters | | **ASSESSMENTS:**  Teacher observation of student performance  Verbal questions and answers  **REMEDIATION:**  Echo sing  Sing the refrain  Guided listening  **ENRICHMENT:**  Lead echo singing  Compose  Sing a solo  Attend live performance  Use of various technology  Solfeggio/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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  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. |
| **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  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Use 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 instrument  Duration  Pitch  Sing  Rhythm  Read 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 visually  Identify melodic direction (up/down/repeated patterns)  Read and play high and low on melodic instruments  Sing and perform simple melodies  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters  Pencil/paper | | **ASSESSMENTS:**  Teacher observation of performance  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Read 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 instrument  Sing | | **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 beat  Meter in 2’s, 3’s, and 4’s  Rhythmic 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 slower  Read rhythms fast and slow  Walk and/or clap steady beat, no beat  Echo clap and echo sing with proper rhythms  Perform meter grouped in 2’s, 3’s and 4’s  Clap and play ostinato patterns  Play simple rhythms on pitched and unpitched instruments  Physically represent rhythmic notation  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Rhythm Charts  Worksheets  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Evaluate 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:  Introduction  Same/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)  Dancing  Sing and identify same/different  Play various instruments to specified form (same/different)  Use charts  Evaluate likes and dislikes with regard to hearing preferences  Draw pictures to represent form  Create visual forms  Listen, perform and respond to various forms, tempi, dynamics, and tone colors.  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  **REMEDIATION:**  Dancing  Mirroring  Patterning  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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 cultures  Perform to music of various genres and cultures  Select 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 attendee  Mirroring  Dramatization to music  Study key vocabulary terms in relation to ballets, musicals, operas, and orchestral works  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  **REMEDIATION:**  Guided listening activities  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Use 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**  Sing  Read 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 sounds  Explore speaking and singing voices (sing/talk/whisper/calling)  Match pitches (echo sing/rote learning)  Solfeggio/Kodaly hand signs (read and sing) So/Mi/La  Expand vocal range  Sing in tune  Sing in various tempi  Identify High/Low  Sing with expression, dynamics (loud/soft)  Sing with appropriate tone quality, posture, diction, and breathing  Experience group and solo singing (call & response/echo)  Sing songs from diverse cultures  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Composer Posters | | **ASSESSMENTS:**  Teacher observation of student performance  Verbal questions and answers  **REMEDIATION:**  Echo sing  Sing the refrain  Guided listening  **ENRICHMENT:**  Lead echo singing  Compose  Sing a solo  Attend live performance  Use 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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose and arrange  Improvise | | **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 Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use of various technology |

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| **COURSE:** Elementary General Music | **GRADE(S):** One | |
| **UNIT:** Melody and Harmony |  | |
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| **STATE STANDARDS:**  **#9.1.3 Production, Performance and Exhibition of Music**  Play an instrument  Duration  Pitch  Sing  Harmony  Rhythm  Read and notate music  Improvise | | **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 visually  Read and play Mi, So, La on a staff  Identify lines and spaces on a staff  Identify melodic direction (up/down/repeated patterns)  Read and play high and low on melodic instruments  Sing musical phrases correctly  Sing and perform simple harmonies  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters  Pencil/paper | | **ASSESSMENTS:**  Teacher observation of performance  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use of various technology  Read 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 instrument  Sing  Read and notate music  Compose and arrange  Improvise | | **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 beat  Meter in 2’s, 3’s, and 4’s  Rhythmic 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 slower  Read rhythms fast and slow  Walk and/or clap steady beat, no beat, & strong beat  Echo clap and echo sing with proper rhythms  Perform meter grouped in 2’s, 3’s and 4’s  Clap and play ostinato patterns  Play simple rhythms on pitched and unpitched instruments  Physically represent rhythmic notation  Compose and/or improvise simple rhythms  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Rhythm Charts  Worksheets  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Analyze  Interpret  Evaluate 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:  Introduction  Same/different  Solo/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)  Dancing  Sing and identify same/different  Play various instruments to specified form (same/different)  Use charts  Evaluate likes and dislikes with regard to hearing preferences  Draw pictures to represent form  Create visual forms  Listen, perform and respond to various forms, tempi, dynamics, and tone colors.  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  **REMEDIATION:**  Dancing  Mirroring  Patterning  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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 regions  Explain 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 music  Mirroring activities  Dramatization to music  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  **REMEDIATION:**  Guided listening activities  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Use 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**  Sing  Read 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 sounds  Develop head voice with purity of sound through various exercises  Explore speaking and singing voices (sing/talk/whisper/calling)  Match pitches (echo sing)  Read and sing Solfeggio/Kodaly hand signs so, mi, la, do, re  Expand vocal range  Sing in tune  Sing in various tempi  Sing with dynamic expression  Sing with appropriate tone quality, posture, diction, and breathing  Experience group and solo singing  Sing songs from diverse cultures  Sing simple ostinatos/rounds  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Composer Posters | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  **REMEDIATION:**  Review previously taught concepts through new materials  Vocal games  Echo charts  Cumulative song  Guided listening  **ENRICHMENT:**  Classroom solo performance  Attend live performance  Lead echo singing  Use 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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose 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 motions  Play rhythm patterns using sounds and silences  Play melodic patterns (ostinatos) and melodic fragments  Perform using body percussion and/or instruments  Explore various means of playing instruments  Add accompaniments to songs  Play instruments in combination  Develop basic mallet techniques  Compose and/or improvise simple rhythmic and melodic accompaniments  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Pencil/paper worksheets  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use 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 instrument  Duration  Pitch  Sing  Harmony  Rhythm  Read and notate music  Improvise | | **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 visually  Read and play Mi, So, La, Do, Re on a staff  Identify lines and spaces on a staff  Identify melodic direction (up/down/repeated patterns)  Identify melodies that move by step, skip, leap, repeat.  Read and play high and low on melodic instruments  Sing and read musical phrases correctly  Sing and perform simple harmonies  Draw “rainbows” to represent phrases  Draw the shape (contour) of the phrase  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Pencil/paper  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  Review previously taught concepts through new materials  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use 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 instrument  Sing  Read and notate music  Compose and arrange  Improvise | | **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 beat  Meter in 2’s, 3’s, and 4’s  Rhythmic note values (Kodaly):  Quarter note (ta)  Eighth notes (ti-ti)  Quarter rest (silence)  Half note (ta-a)  Syncopation (syn-co-pa)  Measure  Bar 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 beat  Echo clap and echo sing, with proper rhythm  Flashcards/worksheets to reinforce reading rhythmic notation  Body movement to demonstrate various concepts (marching, galloping/skipping)  Play classroom instruments  Conduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’s  Clap or play ostinato patterns on instruments  Write dictated rhythms  Improvise and/or compose simple rhythms  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Rhythm Charts  Worksheets  Flashcards  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Analyze  Interpret  Evaluate and form judgments | | **UNIT OBJECTIVES:**  Students will be able to…  --explore sections within piece of music, both aurally and visually.  --identify:  Introduction/Coda  Phrases (long/short)  Same/different  Solo/chorus  AB (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)  Dance  Sing 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 preferences  Draw pictures to represent form  Create visual forms.  Listen, perform and respond to various forms, tempi, dynamics, and tone colors.  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper worksheets  **REMEDIATION:**  Dancing  Mirroring  Patterning  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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 regions  Explain 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 music  Mirroring activities  Dramatization to music  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  **REMEDIATION:**  Guided listening activities  Reinforce AB and ABA form through movement  Mirroring and patterning activities  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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**  Sing  Read 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 exercises  Sing Solfeggio/Kodaly hand signs so, mi, la, do, re, high do, low so, and low la.  Expand vocal range  Sing in tune  Sing in various tempi  Sing with dynamic expression  Sing with appropriate tone quality, posture, diction, and breathing  Experience group and solo singing  Sing songs from diverse cultures  Sing simple ostinatos/rounds/partner songs/call and response/countermelodies  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Self-critique/analysis  Rubric evaluation  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Vocal games  Echo charts  Cumulative song  Guided listening  **ENRICHMENT:**  Classroom solo performance  Attend live performance  Lead echo singing  Sing solo  Use 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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose 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 silences  Play melodic patterns (ostinatos) and melodic fragments  Perform using body percussion and/or classroom instruments  Accompany one and two chord songs on a pitched instrument  Play instruments in combination  Compose and/or improvise simple rhythmic and melodic accompaniments  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Pencil/paper worksheets and tests  Rubric evaluation  Listening activities  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use 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 instrument  Duration  Pitch  Sing  Harmony  Rhythm  Read and notate music  Improvise | | **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 marking  Staff |
| **SUGGESTED ACTIVITIES:**  Read and play Low So, Low La, Mi, So, La, Re, Do and high Do and pentatonic scale on a staff  Identify lines and spaces on a staff (with solfege)  Sing and read musical phrases correctly  Draw “rainbows” to represent phrases  Draw the shape (contour) of the phrase  Use physical movement to represent long/short phrases and same/different phrases  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Pencil/paper  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Paper/pencil test  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  Review previously taught concepts through new materials  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use 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 instrument  Sing  Read and notate music  Compose and arrange  Improvise | | **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:  Tempo  Largo  Adagio  Andante  Moderato  Allegro  Presto  Accelerando  Ritardando  Strong beat/weak beat  Meter/ Time Signature in 2’s, 3’s, and 4’s  Rhythmic 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 beat  Echo clap and echo sing, with proper rhythm  Use flashcards/worksheets to reinforce reading rhythmic notation  Use body movement to demonstrate various concepts (marching, galloping/skipping)  Play classroom instruments  Conduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’s  Clap or play ostinato patterns on instruments  Write dictated rhythms  Compose and perform original rhythm compositions  Improvise and compose simple rhythms  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Rhythm Charts  Worksheets  Flashcards  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  Pencil/paper tests and worksheets  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Analyze  Interpret  Evaluate 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/Coda  Phrases (long/short)  Same/different  Solo/chorus  AB (verse/refrain), ABA AABA, AABB, & Rondo  Dynamics:  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 preferences  Create visual forms.  Listen, perform and respond to various forms & dynamics.  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Classroom instruments  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper worksheets and tests  **REMEDIATION:**  Dancing  Mirroring  Patterning  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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 regions  Explain 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 music  Mirroring and patterning activities  Dramatization to music  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Music K-8  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Pencil/paper tests and worksheets  **REMEDIATION:**  Guided listening activities  Reinforce form through dancing  Mirroring and patterning activities  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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**  Sing  Read 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 scale  Expand vocal range  Develop head voice with purity of sound through various exercises  Sing in various tempi  Expand expressive control of the voice  Sing with appropriate tone quality, posture, diction, breathing, and dynamics  Experience group and solo singing  Sing songs from diverse cultures  Sing ostinatos, counter-melodies, two-part, rounds, canons, and partner songs  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various Choral Literature  Music K-8  Music Express  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Self-critique/analysis  Rubric evaluation  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Vocal games  Echo charts  Cumulative song  Guided listening  **ENRICHMENT:**  Classroom solo performance  Attend live performance  Lead echo singing  Sing solo  Use of various technology  Participate 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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose 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 instruments  Accompany three chord songs on a pitched instrument  Play instruments in combination  Play syncopated patterns & rhythm rounds  Compose or improvise simple rhythmic and melodic accompaniments  Play the recorder to demonstrate:  Proper playing and hand position  Proper breathing and tone production  Proper care and storage of instruments  Staff reading of Pitches (D’, C’, B, A, G, E)  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Classroom instruments  Instrument posters  Worksheets  Recorders | | **ASSESSMENTS:**  Teacher observation of performance  Pencil/paper worksheets and tests  Rubric evaluation  Listening activities  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Make instruments  Additional recorder pitches (C, D, F, F#)  Participate in classroom ensemble  Compose  Use 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 instrument  Duration  Pitch  Sing  Harmony  Rhythm  Read and notate music  Improvise | | **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 marking  Staff  Lines (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 staff  Identify lines and spaces on a staff  Sing and read musical phrases correctly  Draw “rainbows” to represent phrases  Draw the shape (contour) of the phrase  Use physical movement to represent long/short phrases and same/different phrases  Play various types of melodic phrases/harmonies/ostinatos on the recorder using D’, C’, B, A, G, E  Play Major and minor triads on pitched instruments  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8/Music Express  Classroom instruments  Pencil/paper  Composer Posters  Recorders | | **ASSESSMENTS:**  Teacher observation of performance  Paper/pencil test  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  Review previously taught concepts through new materials  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Use 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 instrument  Sing  Read and notate music  Compose and arrange  Improvise | | **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 beat  Meter/Time Signature in 2’s, 3’s, and 4’s  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:**  Clap/walk etc. to show strong and weak beat  Echo clap and echo sing, with proper rhythm  Use flashcards/worksheets to reinforce rhythmic notation  Clap and play syncopated patterns (syn-co-pa)  Use body movement to demonstrate various concepts, free movement/dance/mirror  Play classroom instruments  Conduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, and 4’s  Clap or play ostinato patterns on instruments  Write dictated rhythms  Compose and perform original rhythm compositions  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Rhythm Charts, Worksheets & Flashcards  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  Pencil/paper tests and worksheets  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Analyze  Interpret  Evaluate 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/Coda  Phrases (long/short)  Same/different  Solo/chorus  Variations using AB sections, ABC, & Rondo  D.C. al fine & D.S. al fine  Repeat sign  Call & Response  Tempo:  Presto, Moderato, Allegro, Ritardando, Accelerando,  Largo, Adagio, Andante  Dynamics:  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 preferences  Listen, perform and respond to various dynamics and tempo  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Classroom instruments | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper worksheets and tests  **REMEDIATION:**  Dancing  Mirroring  Patterning  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use 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 regions  Explain 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 mood  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  Discuss the composer’s choice of instruments resulting in changing tone color  Creative improvisation to music  Mirroring and patterning activities  Dramatization to music  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Pencil/paper tests and worksheets  Verbal question and answer  Rubric Evaluations  **REMEDIATION:**  Guided listening activities  Mirroring and patterning activities  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Create a Rondo  Use 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**  Sing  Read 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 scale  Develop head voice with purity of sound through various exercises  Expand expressive control of the voice  Sing with appropriate tone quality, posture, diction, breathing, and dynamics  Experience group and solo singing with confidence  Sing songs from diverse cultures  Sing ostinatos/counter-melodies/two-part/rounds/canons/ partner songs  Perform choral speaking  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Self-critique/analysis  Rubric evaluation  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Vocal games  Echo charts  Cumulative song  Guided listening  **ENRICHMENT:**  Classroom solo performance  Attend live performance  Lead echo singing  Sing solo  Use of various technology  Participate 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 instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose 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 fragments  Perform accompaniments and melodies using body percussion and/or classroom instruments  Accompany three chord songs on a pitched instrument  Play instruments in combination  Play syncopated patterns  Play rhythm rounds  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Pencil/paper worksheets and tests  Rubric evaluation  Listening activities  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Make instruments  Participate in classroom ensemble  Compose  Use of various technology  Participate 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 instrument  Duration  Pitch  Sing  Harmony  Rhythm  Read and notate music  Improvise | | **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 staff  Sing and read musical phrases correctly  Draw the shape (contour) of the phrase  Use physical movement to represent long/short phrases and same/different phrases  Play various types of melodic phrases/harmonies/ostinatos  Sing and play melodic sequence and imitation using solfeggio, numbers, and/or pitches  Play Major and minor triads on pitched instruments  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Classroom instruments  Pencil/paper  Composer Posters  Recorders | | **ASSESSMENTS:**  Teacher observation of performance  Paper/pencil test  Rubric Evaluation  **REMEDIATION:**  Echo phrases  Working with a partner  Guided listening  Review previously taught concepts through new materials  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Perform a melody or harmony on a pitched instrument  Compose/improvise  Use 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 instrument  Sing  Read and notate music  Compose and arrange  Improvise | | **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 6/8  Articulation (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 notation  Clap and play syncopated patterns (syn-co-pa)  Use body movement to demonstrate various concepts, free movement/dance/mirror  Play classroom instruments  Conduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2’s, 3’s, 4’s and 6/8  Clap or play ostinato patterns on instruments  Write dictated rhythms  Compose and perform original rhythm compositions  Sing songs in appropriate legato/staccato style  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Rhythm Charts, Worksheets & Flashcards  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo | | **ASSESSMENTS:**  Teacher observation of performance  Verbal question/answer  Pencil/paper tests and worksheets  **REMEDIATION:**  Circle games  Echo games  Patsching games  Chants  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Compose  Student led activities  Use 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 contrast  Analyze  Interpret  Evaluate 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:  Introduction  Coda  Phrases (long/short)  Same/different  Solo/chorus  D.C. al fine & D.S. al fine  Repeat sign and 1st & 2nd endings  Tempo:  Presto, Moderato, Allegro, Ritardando, Accelerando,  Largo, Adagio, Andante, A Tempo  Dynamics:  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 preferences  Listen, perform & respond to dynamics  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8/Music Express  Classroom instruments  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper worksheets and tests  Rubric Evaluation  **REMEDIATION:**  Dancing  Mirroring  Patterning  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Use of various technology  Create 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 regions  Explain 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 mood  Discuss 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 cultures  Discuss the composer’s choice of instruments resulting in changing tone color  Creative improvisation to music  Experience 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 Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8 & Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters | | **ASSESSMENTS:**  Teacher observation  Pencil/paper tests and worksheets  Verbal question and answer  Rubric Evaluations  **REMEDIATION:**  Guided listening activities  Reinforce form through dancing  Mirroring and patterning activities  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Create a dance or activity  Create a Rondo  Use 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 voice  Sing with appropriate tone quality, posture, diction, breathing, and dynamics  Experience group singing with confidence  Sing songs from diverse cultures  Perform choral speaking  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Self-critique/analysis  Rubric evaluation  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Vocal games  Cumulative song  Guided listening  **ENRICHMENT:**  Classroom solo performance  Attend live performance  Lead echo singing  Use of various technology  Sing ostinatos/counter melodies/two-part rounds/canons/partner songs/chord roots |

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| **COURSE: Elementary General Music** | **GRADE(S): Six** | |
| **UNIT:** Instruments |  | |
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| **STATE STANDARDS:**  **#9.1.5 Production, Performance and Exhibition of Music**  Play an instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Compose 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 fragments  Perform accompaniments and melodies using body percussion and/or classroom instruments  Accompany three chord songs on a pitched instrument  Play instruments in combination  Play syncopated patterns  Play rhythm rounds  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters | | **ASSESSMENTS:**  Teacher observation of performance  Pencil/paper worksheets and tests  Rubric evaluation  Listening activities  **REMEDIATION:**  Playing musical games  Echo games  Color worksheets  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Make instruments  Participate in classroom ensemble  Compose  Use of various technology  Participate 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 staff  Sing and read musical phrases correctly  Play various types of melodic phrases/  harmonies/ostinatos  Sing and play melodic sequence and imitation using solfeggio, numbers, and/or pitches  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Classroom instruments  Worksheets | **ASSESSMENTS:**  Teacher observation  Rubric evaluation  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Playing musical games  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Perform a melody or harmony on a pitched instrument  Use of various technology  Compose/improvise |

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

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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 rhythm  Use worksheets to reinforce reading rhythmic notation  Clap and play syncopated patterns (syn-co-pa)  Play classroom instruments  Conduct/walk/clap/jump etc. to demonstrate the various meter groupings in 2’s, 3’s, 4’s, and 6/8  Clap or play ostinato patterns on instruments  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Classroom instruments  Worksheets | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper tests and worksheets  **REMEDIATION:**  Review previously taught concepts through new materials  Playing musical games  Guided listening  **ENRICHMENT:**  Attend live performance  Give live classroom performance  Use of various technology  Compose  Student 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 forms  Evaluate likes and dislikes with regards to hearing  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Classroom instruments  Worksheets | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper tests and worksheets  Rubric evaluation  **REMEDIATION:**  Review previously taught concepts through new materials  Guided listening  **ENRICHMENT:**  Attend live performance  Classroom performance to demonstrate specified form (AB, ABA, ABC and Rondo forms)  Use of various technology  Compose |

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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 mood  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 (Bach, Beethoven, Brahms, Mozart, Prokofiev, Tchaikovsky, Copland, Haydn, Grofe, Gershwin, etc.)  Discuss the composer’s choice of instruments resulting in changing tone color  Experience various styles of music through listening and live performances (including but not limited to):  Folk Music  Symphonic Music  Jazz  Broadway Musicals  Modern Music  Program Music  **RESOURCES:**  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music—Macmillan/McGraw-Hill  Various supplemental resources (i.e. video/audio recordings, internet-based, and teacher-generated resources)  Various choral literature  Music K-8  Music Express  Listening Maps  Worksheets  Composer posters | **ASSESSMENTS:**  Teacher observation  Verbal question/answer  Pencil/paper tests and worksheets  Rubric evaluation  **REMEDIATION:**  Guided listening activities  **ENRICHMENT:**  Attend live performance  Use of various technology  Compose |

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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 score  Respond to and perform varied musical symbols and notation in a score  Follow accompaniments and cues  Echo singing/independent singing  Echo clapping/independent clapping  **RESOURCES:**  Musical scores  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Teacher guided student critique of performances  Live 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 apart  Hands at side or behind back  Sitting or Standing tall  Appropriate rehearsal and concert behavior  No gum  Focus on conductor  No talking  Walk on stage without jumping  Following behavior/commitment contract  Attend rehearsals and concerts  Perform appropriate choreography as indicated by director.  **RESOURCES:**  Musical scores  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Teacher guided student critique of performances  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Attend 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 line  Sing independent lines  Sing holiday and multicultural songs and pieces of music from various musical time periods  **RESOURCES:**  Musical scores  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw-Hill  Music K-8  Music Express  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Attend 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 scores  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw Hill  Music K-8  Music Express  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Participate 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. | | |
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| **SUGGESTED ACTIVITIES:**  Follow a musical score  Respond to and perform varied musical symbols and notation in a score  Follow accompaniments and cues  Echo singing/independent singing  Echo clapping/independent clapping  **RESOURCES:**  Musical scores  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw-Hill  Music K-8  Music Express  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Teacher guided student critique of performances  Live 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 apart  Hands at side or behind back  Sitting or Standing tall  Appropriate rehearsal and concert behavior  No gum  Focus on conductor  No talking  Walk on stage without jumping  Following behavior/commitment contract  Attend rehearsals and concerts  Perform appropriate choreography as indicated by director  **RESOURCES:**  Musical scores  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw-Hill  Music K-8  Music Express  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Teacher guided student critique of performances  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Attend 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 line  Sing independent lines  Sing holiday and multicultural songs and pieces of music from various musical time periods.  **RESOURCES:**  Musical scores  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Attend 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 scores  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw Hill  Music K-8  Music Express  Classroom instruments for accompaniment  Audio recordings  Piano | | **ASSESSMENTS:**  Teacher observation of student performance  Live performance for public  **REMEDIATION:**  Echo singing  **ENRICHMENT:**  Solo/soli singing  Participate 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 resources  Vocal Octavos  Choral folder  Rehearsal recordings | **ASSESSMENTS:**  Teacher Observation  Aural Evaluation  Teacher checklist  Self/group critique  Oral questioning  **REMEDIATION:**  Rehearsal Assistance-teacher/peer  Student Study Recording  **ENRICHMENT:**  Additional vocal repertoire in 3 part voicings (SSA or SAB)  Participation in Choral Festivals  Adjudications |

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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 expression  Students 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 resources  Pearson Realize Interactive Music by Silver Burdett  Spotlight on Music by McMillan/McGraw-Hill  Music K-8  Music Express  Two part octavos (SA) including:  \*two part harmony  \*partner songs  \*descants  Rehearsal recordings  Recorded examples of music representing various musical styles, eras, cultures and composers | **ASSESSMENTS:**  Teacher Observation  Aural Evaluation  Teacher checklist  Self/group critique  Oral questioning  **REMEDIATION:**  Rehearsal Assistance-teacher/peer  Student Study Recording  **ENRICHMENT:**  Additional vocal repertoire (SSA or SAB voicing)  Participation in Choral Festivals  Adjudications |

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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 tall  Appropriate rehearsal and concert behavior:  \*No gum  \*Focus on conductor  \*No talking  \*Walk on stage without jumping  Attend rehearsals and concerts  Perform appropriate choreography as indicated by director  **RESOURCES:**  Recorded examples of ensemble performances  Family feedback | **ASSESSMENTS:**  Teacher Observation  Teacher-guided student critique of performances  Live performance for public  **REMEDIATION:**  Assistance-teacher/peer  **ENRICHMENT:**  Solo/soli singing  Attend choral concert |

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

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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 worksheets  Sight-singing examples/textbooks  Music terminology worksheets | **ASSESSMENTS:**  Teacher Observation  Aural Evaluation  Teacher checklist  Self/group critique  Oral questioning  Written evaluation  **REMEDIATION:**  Assistance-teacher/peer  Adjustment-length of time  **ENRICHMENT:**  Sight singing tonic triad melodic patterns in a variety of major keys  Additional exercises, examples and worksheets |

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

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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…  --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 performances  Family feedback | **ASSESSMENTS:**  Teacher Observation  Teacher checklist  Self/group critique  Oral questioning  Written evaluation  **REMEDIATION:**  Assistance-teacher/peer  Adjustment-length of time  **ENRICHMENT:**  Additional written critiques  Comparison of self-critiques to professional critiques |