

## HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: **Second Grade**

STANDARD: **1. Sing, alone and with others, a varied repertoire of music.**

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Sing independently on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</p>	<ul style="list-style-type: none"> <li>-Remind students how to use proper posture while singing</li> <li>-Remind kids how to listen to one another and keep a steady beat while singing</li> <li>-Play singing games with solos to get students to sing by themselves and listen for singing on pitch and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>-Variety of songs, keeping a steady beat.</li> <li>-Singing Games</li> <li>-Silver Burdett <u>Making Music</u> Book Grade 2</li> </ul>	<p>-Observation of students keeping proper posture, while singing steadily using proper diction.</p>
<p>b. Sing expressively with appropriate dynamics.</p>	<ul style="list-style-type: none"> <li>-Learn songs using different dynamic markings and expression.</li> <li>-Have students draw a line however they want and have students sing using pitch exploration and changing dynamics.</li> <li>-Listen to a song with different dynamics and have them move or hold up a card showing the appropriate dynamic marking</li> </ul>	<ul style="list-style-type: none"> <li>-Recordings</li> <li>-Dynamics flashcards</li> <li>-Songs using different dynamics</li> <li>-Silver Burdett <u>Making Music</u> Grade 2 Book</li> </ul>	<p>-Teacher observation of whether or not students understand the difference between different dynamics</p>

<p>c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p>	<p>-Students learn a variety of songs: multicultural, folk songs, lullabies, patriotic, holiday tunes, etc.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Music K-8 magazine</p> <p>-other music resources or books</p>	<p>- Observation of students' performance of songs learned</p>
<p>d. Sing ostinatos and rounds</p>	<p>-Have students learn a song that can be sung as a canon or round, Ex. "Frere Jacques". Split students into 2 groups and have each group contain a leader to help each other sing in tempo and pitch.</p> <p>-Sing songs that have simple ostinatos. Sing the ostinato for the students first while they sing the melody, so they can hear the correct way of performing it. A great piece to use is "A Turkey Named Bert" where they also play ostinatos on instruments as they sing them.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Music K-8 magazine</p> <p>-Recordings</p> <p>-Instruments</p>	<p>-Teacher observation of students' ability to sing in two to three part singing (ostinatos and rounds)</p>
<p>e. Sing in groups, matching dynamic levels and responding to cues of a conductor.</p>	<p>-Practice with students coming in with just cues from teacher and when to stop from just cues.</p> <p>-Play a game with conducting cues and asking what you are conducting or sing on a pitch or improvising using that cue</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Teacher</p> <p>-Students voices</p>	<p>-Teacher observation of how students respond to cues and with blending of their voices.</p>

	<p>conducted. Ask other children to conduct using those same types of cues.</p> <p>-Whenever students are singing, encourage students to listen to their neighbors and try to blend their voices by being able to hear themselves and still hear their neighbor.</p>		
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**STANDARD: 2. Play instruments, alone and with others, a varied repertoire of music.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
<p>a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</p>	<p>-Have rhythms on a chart or board and have them learn the rhythms and be able to play on a classroom instrument. Add dynamics with an erasable marker and ask the students to try playing the same rhythms but adding the dynamics.</p> <p>-Keep a steady beat with a song using body percussion, rhythm percussion, and/or melodic instruments.</p> <p>-Play a rhythm ostinato/pattern on a non-pitched percussion instrument</p>	<p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Charts with rhythms</p> <p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Songs that are easy to keep a steady beat with</p> <p>-Boomwhackers Curriculum Book</p>	<p>-Teacher observation of whether or not students can internalize a steady tempo using instruments and have the ability to play an ostinato while others sing.</p>

<p>b. Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p>	<ul style="list-style-type: none"> <li>- Play simple rhythms/ostinato pattern on appropriate instruments as an introduction to a song and along with the song.</li> <li>-Learn chordal patterns to songs being learned. Ex. “Silver Moon Boat” CG chord pattern on xylophone throughout song</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> <li>-Boomwhackers Curriculum</li> <li>-Charts with Chordal patterns or ostinato patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students being able to play chordal, rhythmic and melodic patterns on classroom instruments</li> </ul>
<p>d. Echo short rhythms and melodic patterns.</p>	<ul style="list-style-type: none"> <li>-Teacher plays a rhythm and students echo pattern on instruments.</li> <li>-Use call and response songs with simple rhythms and have students echo one another.</li> <li>-Have students come up with words: like favorite color, instrument that they learned about, name, etc and have them say and play the rhythm of the word on their rhythm instrument and have the class echo what the student played. You could also do the same thing with body percussion and just have a rhythm clapping echo game.</li> </ul>	<ul style="list-style-type: none"> <li>-Call and response songs or songs with simple rhythm patterns</li> <li>-Silver Burdett Making Music Grade 2</li> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> <li>-Boomwhackers Curriculum Book</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students being able to echo patterns accurately</li> </ul>

e. Perform in groups, and responding to the cues of a conductor.	<ul style="list-style-type: none"> <li>-Have a drum circle game where the students have instruments and have to respond to cues teacher or a student makes. Using cues for dynamics, tempo, articulations, etc.</li> <li>-Play simple borduns to songs they learn.</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students understanding of cues made</li> </ul>
f. Perform independent instrumental parts while other students sing or play contrasting parts.	<ul style="list-style-type: none"> <li>-Have the students improvise rhythms while the rest sing a song.</li> <li>-Play independent instrument parts to a variety of songs</li> <li>-Play borduns to songs they know using a layering technique with contrasting parts (pg 321 in Silver Burdett as an example)</li> </ul>	<ul style="list-style-type: none"> <li>-Boomwhackers Curriculum Book</li> <li>-Silver Burdett Making Music Grade 2</li> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students playing individual parts accurately and independently.</li> </ul>

**STANDARD: 3. Improvise melodies, variations, and accompaniments**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Improvise “answers” in the same style to given rhythmic and melodic phrases.	<ul style="list-style-type: none"> <li>-Have students break up into groups of two and have a student play a specific four beat pattern and have the other improvise a four beat pattern as a response. Good example on pg 267 in Silver Burdet</li> </ul>	<ul style="list-style-type: none"> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students understanding of how to improvise “answers”.</li> </ul>

<p>b. Improvise simple rhythmic and melodic ostinato accompaniments</p>	<p>-Encourage students to improvise melodic accompaniments using specific notes on a melodic instrument with set guidelines for rhythms. Give them a card with a rhythm to use.</p> <p>-Improvise melodies on break sections of songs using specific notes on a xylophone or pitched instrument or on rhythm instrument</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Rhythm cards for guidelines</p>	<p>-Teacher observation of students understanding of improvising rhythmic and melodic accompaniments</p>
<p>c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p>	<p>-Use the pentatonic scale or other specific notes on xylophones and have students improvise on those given notes on specific rhythms to embellish on a melody the rest of the class is singing.</p> <p>-Have students take certain word(s) out a song they are learning and play ostinato using different notes of the key song is in. Good example is pg 217 student book Silver Burdett.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Rhythm cards for guidelines</p>	<p>-Teacher observation of students understanding of how to improvise simple variations or embellishments to melodies</p>
<p>d. Students improvise short songs using a variety of sound sources.</p>	<p>-Have students come up with a short rhythmic pattern using body percussion and have the class echo in a call and response style.</p>	<p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Rocks</p>	<p>-Teacher observation of students' willingness and gradual comfort with creating or improvising short songs.</p>

	-Create a rock composition through improvisation of rhythms played by everyone using rocks.		
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**STANDARD: 4. Compose and arrange music within specified guidelines**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Create and arrange music to accompany readings or dramatizations.	- Have students create sounds to stories or poems using classroom instruments.	-Various classroom instruments, stories and poems.  -Silver Burdett <u>Making Music</u> Grade 2	-Teacher observation of sources students choose for stories.
b. Create and arrange short songs and instrumental pieces within specified guidelines.	-Have students write a rhythmic phrase using quarter, quarter rest and a pair of eighth notes at least once and play for the class. Good example would be “Silver Moon Boat” and Music Reading Worksheet D-3 in Silver Burdett Book.  -Use music writing software and write a rhythmic phrase	-Silver Burdett <u>Making Music</u> Grade 2  -Finale Notepad  -Various classroom instruments  -Music Paper or rhythm writing worksheet	-Assessment through worksheet or phrase student wrote.
c. Students use a variety of sound sources when composing.	-Use music writing software and write a melody or rhythmic pattern  -Students’ choose items that are not normal classroom rhythm or melodic instruments to accompany stories or songs.	-Silver Burdett <u>Making Music</u> Grade 2  -Finale Notepad  -Various classroom instruments	-Teacher observation of how students use resources to compose

	-Have students think of instruments or other sounds sources that could imitate different sound words in songs.		
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**STANDARD: 5. Read and notate music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Read whole, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.	<ul style="list-style-type: none"> <li>- Learn songs in 2/4, 3/4, 4/4 and learn how to read the rhythms using a system such as numbers, names, or ta-ti's and ta's.</li> <li>-Read rhythm charts and different patterns to get used to seeing them in different ways. Also try playing on classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> <li>-Rhythm Charts</li> <li>-Songs in 2/4,3/4, 4/4 meters</li> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of whether or not students' understand the rhythm system and how to read simple rhythm patterns in various meters.</li> <li>-Quiz verbally</li> </ul>
b. Use a system to read pitch notation in the treble clef in major keys.	<ul style="list-style-type: none"> <li>-Good activities to learn notes on the staff in the Boomwhacker curriculum book.</li> <li>-Have the students think of the music staff as a ladder and as you climb up the ladder the pitches sound higher and as you climb down they sound</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</li> <li>-Boomwhackers Curriculum Books</li> <li>- Silver Burdett <u>Making Music</u> Grade 2</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of whether student understands music staff and what happens to pitch going up and down the staff; and also understands different pitch names.</li> <li>-Teacher observation of students beginning to understand how to read pitch maps.</li> </ul>

	-Learn pitch syllables so, mi, do and la. Learn how to read pitch maps using those syllables. (pg. 59 in student book is a good example)	-Easy pitch reading maps	
c. Students identify symbols and traditional terms referring to dynamics and articulation and interpret them correctly when performing.	-Take a look at music with different dynamic and articulation symbols and become detectives in finding these dynamic markings. Ask the students what they mean and have them try to perform them.  -Learn about what a tie looks like and the difference between them. Take a look at “Frere Jacques” and find where the ties are and what they mean. (student book page 125)	-Classroom instruments  -Silver Burdett <u>Making Music</u> Grade 2  -Worksheets to circle dynamics and articulations	-Assessment through responses on worksheets  -Teacher observation of students performing and interpreting markings correctly
d. Students use standard symbols to notate rhythms and pitch in simple patterns presented by teacher.	-Teach students how to correctly draw a quarter note, eighth notes and quarter rest. Have students practice writing notes.  -Have students write a rhythmic phrase using quarter, quarter rest and a pair of eighth notes at least once and play for the class. Good example would be “Silver	-Silver Burdett <u>Making Music</u> Grade 2  -Grade 2 Resource Book for worksheets used for writing rhythm patterns  -Music Paper  -Pencils  -Classroom rhythm instruments	-Assessment through worksheet or phrases students’ write, and did they write the notation correctly.

	Moon Boat” and Music Reading Worksheet D-3 in Silver Burdett Book or “Go Around the Corn Sally” (pg. 12).		
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**STANDARD: 6. Listen to, analyze, and describe music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Identify simple forms when presented aurally	<ul style="list-style-type: none"> <li>-Ask students how many sections or phrases they hear in a piece of music (Good example “Michael Row the Boat Ashore” pg 18) Figure out together what form it is in.</li> <li>-Listen to a blues piece and ask the students to notice ideas that repeat and that are different. Have them create movements to show the different sections.</li> <li>-Have a listening worksheet with different forms written on it and have the students listen to a song and circle which one best fits the song. (Good example on pg. 200-201 “Shoo Fly” in student Silver Burdett Book)</li> </ul>	<ul style="list-style-type: none"> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> <li>-Recordings with different styles and forms</li> <li>-Form worksheet</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of students’ responses</li> <li>-Assessment of form worksheet</li> <li>-Teacher observation of movements to the specific form</li> </ul>

<p>b. Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures.</p>	<ul style="list-style-type: none"> <li>-Ask students to come up with different ways to keep a steady beat to a song using their bodies.</li> <li>-Listen to a piece of music that has different texture, and have them hold up one finger if it's thin texture or one voice or instrument and hold up five fingers when they hear a thick texture.</li> <li>-When you talk about melodic contour, have the students show the movement of the melody with their bodies or hands.</li> </ul>	<ul style="list-style-type: none"> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> <li>-Recordings</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of whether or not students' make the appropriate movements to the skills or characteristics being asked to show.</li> <li>-Students' evaluate each other and help each other with making sure they are making the appropriate movements to the skills or characteristics being asked to show.</li> </ul>
<p>c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</p>	<ul style="list-style-type: none"> <li>-When learning new terminologies, have the students point out these new characteristics being learned and be able to explain what they mean</li> <li>-Have students write in their music journals what they hear in a piece of music: including timbres heard, dynamics, tempo</li> <li>-Students need to know how many counts each notation or</li> </ul>	<ul style="list-style-type: none"> <li>-Silver Burdett <u>Making Music</u> Grade 2</li> <li>-Recordings</li> <li>-Music Journal</li> <li>-Notation rhythms worksheet for assessment of what they know</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of student responses</li> <li>-Responses in music journal</li> <li>-Worksheets</li> </ul>

	rhythm gets. Have them match the ones that all equal one beat and write down how many beats the other notation is worth or circle only the rhythms that equal one beat and go over how many beats the others are worth.		
d. Identify the sounds of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.	-Practice identifying sounds of instruments and voices by playing instrument or timbre bingo, or practice by writing in their music journal what they heard for a listening exercise.	-Recordings  -Silver Burdett <u>Making Music</u> Grade 2  -Music Journals  -Instrument Bingo Cards	-Music Journals  -Student responses when asked what they heard

**STANDARD: 7. Evaluate music and music performances**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Devise criteria for evaluating performances and compositions.	-Listen to two different recordings of similar songs. Ask them what's the same and different about the two recordings.  -Have them develop criteria for performances of different songs. What should we look for when we perform this piece? And have groups perform and have the whole class fill out their criteria	-Silver Burdett <u>Making Music</u> Grade 2  -Tape recorder/video recorder  -Criteria Forms  -Journals  -Recordings  -Songs	-Teacher assessment through journal entries and criteria they formed and whether it is appropriate for piece or not

	forms or in journals.  -Videotape performance of a song and have the students write in a journal using criteria that they decided upon that should be evaluated.		
b. Students explain, using appropriate terminology, their personal preferences for specific musical works and styles	-Have students write in a journal whenever you listen to a different style of music or a song that's performed two different ways, what they liked and what they disliked. Let them know they need to use music terms (fast, slow, piano, forte, correct instrument names) when they write their entries. Discuss what students wrote.	-Silver Burdett <u>Making Music</u> Grade 2  -Recordings  -Journals	-Assessment through journal entries and verbal responses

**STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
a. Identify Similarities and differences in the meanings of common terms used in the various arts.	-Discuss how tap dancing and music rhythms are similar and different. Music has steady beat and rhythms which is a pattern of long and short sounds. Tap dancing has rhythm. Have them listen to a recording or watch a video excerpt that contains tap dancing and have them	-Silver Burdett <u>Making Music</u> Grade 2 (good example on page 10-11)  -"Pictures at an Exhibition" with story also.  -Paper to draw  -Recordings or videos	-Teacher assesses through drawings, student responses, and readings.

	<p>compare and contrast tap dancing with music rhythms.</p> <p>-Discuss patterns in art and music. How music patterns are our rhythms and form (same/different)</p> <p>-Listen to a song and have them draw their interpretations of what is going on and discuss what their thoughts were. Can tie this into “Pictures at an Exhibition” if you want also.</p>	<p>-Pictures with patterns</p>	
<p>b. Identify ways in which the principles and subject matter of other disciplines are related to those of music.</p>	<p>-Discuss how poetry/stories and music is both a form of expression. Have them read a short poem and try to make them sound different, then discuss how music is the same and different from reading and dramatizing</p> <p>-Tie music into history like with Morse code when talking about rhythms. Morse code was a series of long and short sounds and was developed as a line of communication.</p> <p>-Learn about the history behind</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Poems/Short Stories</p> <p>-Recordings/CD’s</p>	<p>-Teacher assesses through observation with readings and student responses</p>

	<p>songs that you learn. For example, when learning an African spiritual, you can tie it into African history and how slavery helped bring over different styles of music.</p> <p>-Use songs that use the same subject matter being taught in the classroom. Second graders learn about fish, so you can learn a song about fish.</p>		
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**STANDARD: 9. Understand music in relation to history and culture**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
<p>b. Describe in simple terms how elements of music are used in various world cultures.</p>	<p>-After learning a characteristic of music like: piano, forte, fast, slow, instrument names and timbres, etc, listen to a song from another country and ask the students to see if they notice something they just learned about. Have them raise their hands whenever they hear that characteristic.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Multicultural recordings</p>	<p>-Teacher observation of students responses</p>

<p>c. Identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>	<p>-“Go Around the Corn Sally” or “Down the Ohio” good example of how you can discuss work songs, field hollers or sea shanties and how people today sing songs to make the work day go faster.</p> <p>-Learn play party songs and discuss how dances and play parties were popular in the 1800s. Also discuss how dancing is still popular today.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Singing games and play parties</p> <p>-Recordings</p>	<p>-Teacher observation of students responses</p>
<p>d. Identify and describe the roles of musicians in music settings and cultures.</p>	<p>-Discuss different roles of musicians from around the world. Example: What drummer’s roles are to the Ashanti people in Africa? (pg. 65 in Silver Burdett)</p> <p>-Learn call and response songs with drumming from Africa and have students create their own calls and have the rest of the class respond.</p> <p>-Learn about different performers or types of careers in the music field. (Instrumentalists, composers, conductors, singers, etc</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Classroom instruments</p> <p>-Pictures of different famous musicians, composers, conductors</p> <p>-Recordings</p> <p>-<u>Themes to Remember</u> by Marjorie Persens</p>	<p>-Teacher observation of performances and responses to different careers in the music field.</p>

**STANDARD: 10. Identify the range of careers in the field of music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Resources &amp; Materials</b>	<b>Assessment</b>
<p>a. identify occupations in which people sing or play musical instruments.</p>	<p>-Learn about different performers or types of careers in the music field. (Instrumentalists, composers, conductors, singers, etc)</p> <p>-Have students write in their journal as many careers and musicians as they can think of and what they do.</p>	<p>-Silver Burdett <u>Making Music</u> Grade 2</p> <p>-Classroom instruments</p> <p>-Pictures of different famous musicians, composers, conductors</p> <p>-Recordings</p> <p>-<u>Themes to Remember</u> by Marjorie Persens</p> <p>-Journals</p>	<p>-Teacher verbally assesses what students know about the different careers in music.</p> <p>-Journal entries</p>
<p>d. recognize that people evaluate music and music performances.</p>	<p>-Have them develop criteria for performances of different songs. What should we look for when we perform this piece? And have groups perform and have the whole class fill out their criteria forms or in journals.</p> <p>-Videotape performance of a song and have the students write in a journal using criteria they decided upon that should be evaluated.</p>	<p>-Tape recorder</p> <p>-Video tape recorder or video of a performance</p> <p>-Journals</p> <p>-Criteria chart developed by students</p>	<p>-Students self evaluate and make evaluations on performances.</p> <p>-Journal entries or evaluation forms</p>