

HINSDALE MUSIC CURRICULUM

GRADE LEVEL: Elementary

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

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Students sing using appropriate posture and maintain a steady beat.</p>	<p>K-1: -Teach students how to use proper posture while singing -Teach kids how to listen to one another and keep a steady beat while singing. -Singing games with solos -Student Performance 2-3: -Sing solfege note maps -Play singing games with solos to get students to sing by themselves. -Sing recorder music on note-name 4-5: -Sing songs with call and response or solos and chorus and have individuals sing the solo parts. -Discuss how you go about making a sound to sing and what organs and muscles you are using. -Sing songs in groups and have them listen to each other and critique one another. -Study Choral Scores -Breathing/Singing exercises</p>	<p>K-1: -Poster of proper posture -Variety of songs & games, keeping a steady beat. 2-3: -Singing Games -Call and response / solo and chorus songs -Solfege Maps -Recordings, live performances -Recorder music 4-5: -Variety of songs, keeping a steady beat. -Singing Games -Call and response / solo and chorus songs -Solfege Maps -Posters/Pictures -Tape Recorder/Digital Recorder -Music Journal -Choral Scores -Diaphragm Video</p>	<p>K-1: -Observation 2-3: -Teacher Observation -demonstration and peer assessment 4-5: -Observation of students keeping proper posture, while singing steadily and on pitch using proper diction. -Thinking Maps -Peer and Self- critique -Teacher observation of how students perform the music they are singing. -Music Journal entries</p>

<p>b. Students sing using expression: sad, mad, happy, scared, silly, etc. Difference between singing, speaking, shout, and whisper voice, Loud/soft, High/Low</p>	<p>K-1: -Look at pictures of kids who have different expressions/ moods on their faces. Then move using those same types of expressions to different mood music. -Scarf Dance - Lullabies to show soft voices -Learn songs using different dynamic markings. -Play games using dynamic markings and having to play 2-3: -Learn songs using different dynamic markings and expression. -Have students draw a line however they want and have students sing using pitch exploration and changing dynamics. -Listen to a song with different dynamics and have them move or hold up a card showing the appropriate dynamic marking -Dynamic beach ball game 4-5: -Have students write in their music journals what they interpret certain songs are about and how they should sing it with the correct expression -Be able to sight-read easy pitch maps and songs using</p>	<p>K-1: -“Grizzly Bear” great song to use for loud/soft/crescendo “Mad...Sad...Glad: A piece in three Mood-ments” -Piano and Forte flashcards (or other dynamics you would like to teach) 2-3: -Songs using different dynamics -Dynamics Flashcards -Beachball 4-5: -Variety of songs that have dynamic markings and phrasing. -Music Journals -Tape Recorder/Digital Recorder -Music Journal</p>	<p>K-1: -Observation - Self-assess expression 2-3: -Observation Self/peer assessment 4-5: -Teacher observation of students’ performing the dynamics, expression and phrasing. -Thinking Maps</p>
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	<p>solfege and or hand signs.</p> <p>-Learn how to sing vowels and consonants correctly to make a song sound more resonant and beautiful.</p> <p>-Choir Rehearsal and Performance</p>		
<p>c. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</p>	<p>K-1: -Lullabies, patriotic songs, folk tunes, holiday tunes, and multicultural songs.</p> <p>-Performance</p> <p>2-3:</p> <p>-Students learn a variety of songs: multicultural, folk songs, lullabies, patriotic, holiday tunes, etc.</p> <p>4-5: -Students learn a variety of songs: multicultural, folk songs, lullabies, patriotic, holiday tunes, etc.</p> <p>Also: multicultural, folk songs, country, rock, pop, lullabies, patriotic, holiday tunes, sea shanties, work songs, etc.</p> <p>-Listen and compare two songs. Write in their music journals what is similar and what is different.</p> <p>-Choir Rehearsal and Performance</p>	<p>K-1: -Examples: “Yankee Doodle” and “My Dreydl”</p> <p>2-3:</p> <p>-Music K-8 magazine</p> <p>-other music resources or books</p> <p>-Instruments</p> <p>4-5:</p> <p>-Recordings and live performances</p> <p>-Music K-8 magazine</p> <p>-other music resources or books</p> <p>-Music Journal</p> <p>-Performance</p>	<p>K-1: -Observation</p> <p>2-3: -Observation</p> <p>-Self/Peer assessment</p> <p>4-5:</p> <p>- Observation of students’ performance of songs learned</p> <p>-Thinking Maps</p> <p>-Music Journal Entries</p> <p>-Audience feedback</p>
<p>d. Students sing ostinatos, partner songs, and rounds</p>	<p>K-1:</p> <p>2-3: -Have students learn a song that can be sung as a canon or round</p>	<p>K-1:</p> <p>2-3: -“Frere Jacques”, “A Turkey Named Bert”</p> <p>- Partner songs: “This Old Man”</p>	<p>K-1:</p> <p>2-3: -Teacher Observation</p> <p>-Self/Peer Assessment</p> <p>4-5: -Teacher observation of</p>

	<ul style="list-style-type: none"> -Sing songs that have simple ostinatos. -Create and perform ostinatos -Sing partner songs. <p>4-5: -Sing songs that contain ostinatos, partner songs and are rounds.</p> <ul style="list-style-type: none"> -Choir Rehearsal and Performance 	<p>and “Michael Finnegan”</p> <ul style="list-style-type: none"> -Smartboard 4-5: -Music K-8 magazine -Recordings <p>-Sheet Music</p>	<p>students’ ability to sing in two to three part singing (ostinatos, rounds, and partner songs)</p>
<p>e. Students sing in groups, blending vocal timbres, matching dynamic levels and responding to cues from a conductor</p>	<p>K-1: -Practice with students coming in with just cues from teacher and when to stop from just cues and games</p> <ul style="list-style-type: none"> -Students learn cues for loud/soft and fast/slow. -Play a game with conducting cues <p>2-3: - Ask other children to conduct using those same types of cues.</p> <ul style="list-style-type: none"> - encourage students to listen to their neighbors and try to blend their voices -Choral performance in and out of class <p>4-5:</p> <ul style="list-style-type: none"> -Practice with students coming in with teacher cues -Play a game with conducting cues and asking what you are conducting or sing on a pitch or improvising using that cue conducted. -Encourage students to listen 	<p>K-1: -Teacher</p> <ul style="list-style-type: none"> -Recordings -Student voices <p>2-3:</p> <ul style="list-style-type: none"> -Teacher -Students voices <p>4-5: -Teacher</p> <p>-Students voices</p> <p>-Choral Music</p>	<p>K-1: - Performance at community meetings and concerts</p> <p>2-3:- Observation</p> <ul style="list-style-type: none"> -Self/Peer Assessment <p>4-5: -Teacher observation</p> <ul style="list-style-type: none"> -Self/Peer Assessment -Audience feedback

	<p>to their neighbors and try to blend their voices</p> <p>-Choir Rehearsal and Performance</p>		
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STANDARD: 2. Play instruments, alone and with others, a varied repertoire of music.

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Students perform in rhythm and maintain a steady beat.</p>	<p>K-1: - learn the rhythms and be able to play on a classroom instrument.</p> <p>-Keep beat with a song using body percussion or percussion instruments.</p> <p>2-3: -Have rhythms on a chart or board and have them learn the rhythms and be able to play on a classroom instrument.</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>-Learn how to play a countermelody and keep a steady beat with the rest of the class.</p> <p>-Recorder Karate</p> <p>4-5: -Play call and response patterns on various classroom instruments</p>	<p>K-1: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Charts with rhythms</p> <p>2-3:</p> <p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Charts with rhythms</p> <p>-Songs that are easy to keep a steady beat with</p> <p>-Boomwhackers Curriculum Book</p> <p>-Recorders, website, karate belts</p> <p>4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, recorder</p> <p>-Charts with rhythms</p> <p>-Boomwhackers Curriculum Book</p> <p>-keyboards or ukulele</p> <p>-Music books</p>	<p>K-1: -Teacher observation</p> <p>2-3: -Teacher observation</p> <p>-Recorder Karate</p> <p>4-5: -Teacher observation</p>

	<p>-Play steady beats to songs that change time signatures. Split into two groups and have one group play one time signature and the other group play steady beat on the different time signature.</p> <p>-Learning keyboarding or ukulele</p>		
<p>b. Students perform easy rhythm patterns on rhythmic instruments.</p>	<p>K-1: - Play simple rhythms on appropriate instruments Good example: “Starlight, Starbright”“Pussy Willow”</p> <p>2-3: - Play simple rhythms/ostinato pattern on appropriate instruments -Learn chordal patterns to songs being learned. Learn how to play a song using thin and thick texture using various instruments</p> <p>4-5: -Play rhythmic ostinatos and accompaniments on appropriate classroom instruments to songs they have learned. -Learn chordal patterns to songs being learned.</p>	<p>K-1: - Tape recorder</p> <p>2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum -Charts with Chordal patterns or ostinato patterns</p> <p>4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>-Boomwhackers Curriculum -Charts with Chordal patterns or ostinato patterns -piano</p>	<p>K-1: -Teacher observation -Self assessment with a recording</p> <p>2-3: -Teacher observation</p> <p>4-5: -Teacher observation of</p>
<p>c. Students perform expressively a varied repertoire of music</p>	<p>K-1:</p> <p>2-3: -Learn how to play rhythm instruments and songs from various cultures</p>	<p>K-1</p> <p>2-3: -Various songs from different cultures</p> <p>4-5:</p>	<p>K-1:</p> <p>2-3:-Teacher observation</p> <p>4-5: -Teacher observation</p>

<p>representing diverse genres and styles.</p>	<p>such as Latin America, Africa, Japan, China, etc. 4-5: -Learn how to play rhythm instruments and songs from various cultures such as Latin America, Africa, Japan, China, etc. -Discuss different instruments from various cultures. See pictures and listen to them. If they are available, be able to play them along with the song they are learning that contains that instrument.</p>	<p>-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Music K-8 Magazine -Various songs from different cultures -Pictures of instruments from around the world -Sheet music or charts for instrumental parts</p>	
<p>d. Students echo short rhythms and melodic patterns.</p>	<p>K-1: -Play a short rhythm and have students echo the pattern. -Call and response songs - Say and play the rhythm of the word on their rhythm instrument' 2-3: -Teacher plays a rhythm and students echo pattern on instruments. -Use call and response songs with simple rhythms and have students echo one another. -"Sneaky Snake" Rhythm game 4-5: -Have students' create a simple ostinato to perform with a song or speech piece they know. Have the rest of the class echo the ostinato.</p>	<p>K-1: -Boomwhackers curriculum and Boomwhacker instruments -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -metronome 2-3: -Call and response songs or songs with simple rhythm patterns -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum Book -Rhythm cards -Smartboard 4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums,</p>	<p>K-1: -Teacher observation 2-3: - Teacher observation 4-5: -Teacher observation of students being able to echo patterns accurately</p>

		<p>Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum Book</p>	
<p>e. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>K-1: - Circle game where the students have instruments and have to respond to cues teacher or a student makes. 2-3: -Have a drum circle game where the students have instruments and have to respond to cues teacher or a student makes. -Play simple borduns to songs they learn. -Have students play countermelody or harmony to a song they are learning and have them listen to each other and learn how to blend with the other students who are singing or playing other instrumental parts. -Play tremolos on chordal instruments and have them follow your cues for dynamic levels. 4-5: -Play a game where the students are the conductors and they create the dynamic levels for the rest of the class to follow.</p>	<p>K-1:-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones 2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones 4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum Book</p>	<p>K-1: - Observation 2-3: -Teacher observation 4-5: -Teacher observation</p>

	<p>-Learn instrumental parts to songs that the students are learning. Examples would be instrumental ostinatos, accompaniments, borduns, countermelodies, descants, etc to different styles of music.</p>		
<p>f. Students perform independent instrumental parts while other students sing or play contrasting parts</p>	<p>K-1: - improvise rhythms while the rest sing a song. -Play independent instrument parts to a variety of songs 2-3: -Have the students improvise rhythms while the rest sing a song. -Play independent instrument parts to a variety of songs -Play borduns to songs they know using a layering technique with contrasting parts -Learn how to play countermelodies on melodic instruments such as recorder to songs they have learned -Play independent instrument parts to a variety of songs 4-5: -Create their own harmony or ostinato part to a song they know or are learning. -Learn instrumental accompaniment, ostinato, or countermelody parts to go along with music from</p>	<p>K-1:-Boomwhackers Curriculum Book -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones 2-3: -Boomwhackers Curriculum Book -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones 4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum Book</p>	<p>K-1: - Observation 2-3: -Teacher observation -Assess whether students can play parts independently and accurately. 4-5: -Assess whether students can play parts independently and accurately.</p>

	<p>diverse cultures.</p> <ul style="list-style-type: none"> -Have students identify the note names in the xylophone parts of a song by letter name, and be able to accompany the rest of the class singing the song. -Play simple chords that go to a song they are learning. 		
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STANDARD: 3. Improvise melodies, variations, and accompaniments

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Students will improvise “answers” in the same style to given rhythmic and melodic phrases</p>	<p>K-1:</p> <p>2-3: -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.</p> <ul style="list-style-type: none"> -Improv Circle -Using notes B, A, and G have students work with a partner to improvise question and answer phrases on the recorder or other melodic instrument -Improv adding notes as 	<p>K-1:</p> <p>2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, melodic, chordal, recorders</p>	<p>K-1:</p> <p>2-3: -Teacher observation -Self/Peer Assessment</p> <p>4-5: -Teacher assesses students’ ability to follow and create answers to given phrases.</p>

	<p>learned (C,E,D) Create movements in 4 beat or other pattern and make sure leader puts emphasis on beat 1, and have the rest of the class copy what leader gave them.</p> <p>4-5: -Using specific notes or scales, have students work with a partner to improvise question and answer phrases on the recorder or other melodic instrument ending on a specified note. -Create movements in 4 beat or other pattern and make sure leader puts emphasis on beat 1, and have the rest of the class copy what leader gave them.</p>		
<p>b. Improvise simple rhythms or melodies</p>	<p>K-1: - game where students have to say a rhythm or melody different from you. - name in a rhythmic pattern using body percussion or a percussion instrument. - song where you add or improvise the melody or lyrics. -Theater/improv -Guided “jam session” 2-3: -Encourage students to improvise melodic accompaniments using specific notes on a melodic</p>	<p>K-1: -Body percussion, classroom instruments ie. rhythm sticks, drums, etc... -Song “Pirate Ship” or “Down by the Bay” have to come up with a rhyming word to add to the melody. -Bean bags, bells 2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Rhythm cards for guidelines 4-5: -Classroom instruments:</p>	<p>K-1: -Observe 2-3: -Teacher observation 4-5: -Teacher observation</p>

	<p>instrument with set guidelines for rhythms.</p> <ul style="list-style-type: none"> -Improvise melodies on break sections of songs using specific notes on a xylophone or pitched instrument or on rhythm instrument -Improvise rhythms or ostinatos to songs students are learning on unpitched instruments. <p>4-5:</p> <ul style="list-style-type: none"> -Improvise rhythms or ostinatos to songs students are learning on unpitched or pitched instruments. 	<p>Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, melodic, chordal, recorders</p>	
<p>c. Students will improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p>	<p>K-1: - pentatonic scale when you talk about songs from different cultures, and have them improvise using the pentatonic scale.</p> <ul style="list-style-type: none"> -students improvise on rhythm instruments /improvise along with a call and response song. <p>2-3: -Use the pentatonic scale or other specific notes on xylophones and have students improvise</p> <ul style="list-style-type: none"> -Have students take certain word(s) out a song they are learning and play ostinato using different notes of the key song is in. 	<p>K-1: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <ul style="list-style-type: none"> -Call and response songs <p>2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <ul style="list-style-type: none"> -Rhythm cards for guidelines -Mozart “Twinkle Twinkle” variations <p>4-5: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, melodic, chordal, recorders</p>	<p>K-1: -Teacher Observation</p> <p>2-3: -Teacher Observation</p> <p>4-5: -Teacher observation</p>

	<ul style="list-style-type: none">-Have students play a specific rhythm and have them improvise different accents to the rhythm to make it sound different-Create body percussion parts during rests in songs. <p>4-5:</p> <ul style="list-style-type: none">-Use the pentatonic scale or a major scale 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.-Have students pick a timbre they heard in a song and create an ostinato using specific notes on a keyboard or other melodic/chordal instrument.-Have students play a specific rhythm and have them improvise different accents to the rhythm to make it sound different.-Create body percussion parts during rests in songs.		
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<p>d. Students will improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom and sounds produced by electronic means</p>	<p>K-1: -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>2-3:</p> <ul style="list-style-type: none"> -Have students come up with a short rhythmic pattern using body percussion and have the class echo in a call and response style. -Have students take different words in songs and play the rhythms of the words on specific instruments that they come up with. -Improvise introductions and codas to different songs they have learned <p>4-5:</p> <ul style="list-style-type: none"> -Have students come up with a short rhythmic pattern using body percussion, non-pitched percussion or melodic instruments (specific notes, start simple with 2 or 3 notes) and have the class echo in a call and response style. -Have students take different words in songs and play the rhythms of the words on specific instruments that they come up with. -Improvise introductions and codas to different songs they 	<p>K-1: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <p>4-5:</p> <ul style="list-style-type: none"> -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, recorders 	<p>K-1:-Teacher Observation</p> <p>2-3: -Teacher Observation</p> <p>4-5:</p> <ul style="list-style-type: none"> -Teacher observation of students' ability to create and improvise short patterns and melodies or movements to different pieces.
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	have learned to make it more interesting and to see if they understand the concepts of an introduction and coda.		
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STANDARD: 4. Compose and arrange music within specified guidelines

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students create music to accompany readings or dramatizations.	<p>K-1:- Have students create sounds to stories or poems using various sources in the classroom.</p> <p>2-3: - Have students create sounds to stories or poems using classroom instruments.</p> <p>4-5: -Have students improvise an instrumental accompaniment to create ABA form with poems. -Using a set of chords they know, have students play their own rhythm patterns using those set of chords only. -Have students sing notes from</p>	<p>K-1:-Various classroom instruments, stories and poems.</p> <p>2-3: -Various classroom instruments, stories and poems.</p> <p>4-5: -Poems -Classroom instruments -Songs -Music K-8 Magazine -Recordings, live performances</p>	<p>K-1:-Teacher observation</p> <p>2-3: -Teacher assessment through student composition</p> <p>4-5: -Teacher observation of student performances, and whether they understand the assignment and are able to improvise</p>

	<p>a chord along with a song on a syllable like doo or la, changing the note when there should be a chord change. Sing those changes along with the rest of the class singing the song.</p> <ul style="list-style-type: none"> -Improvise harmonies during “breaks” or rests in songs 		
<p>b. Students will create and arrange short songs and instrumental pieces within specified guidelines</p>	<p>K-1:</p> <p>2-3: -Have students write a rhythmic phrase using quarter, quarter rest and a pair of eighth notes at least once and play for the class.</p> <ul style="list-style-type: none"> -Use music writing software and write a rhythmic phrase -Have students create an ostinato, an introduction and a coda to familiar songs. <p>4-5:</p> <ul style="list-style-type: none"> -Take a concept that you are teaching the students, like the pentatonic scale, themes and variations, coda, etc and give students guidelines to compose a piece using the concept you want them to master. -Specify certain notes that students can use to create an accompaniment by ear to a song they are learning. Have them insert the notes whenever they wish to. -Have two groups of students, 	<p>K-1:</p> <p>2-3: -Finale Notepad</p> <ul style="list-style-type: none"> -Various classroom instruments -Music Paper or rhythm writing worksheet -Music Paper -Finale Notepad -Instructions of set guidelines <p>4-5: -Finale Notepad</p> <ul style="list-style-type: none"> -Music Staff Paper -Recordings, live performances -Charts -Movements <ul style="list-style-type: none"> -Classroom instruments -Songs -Music K-8 Magazine -Recordings, live performances -Classroom instruments: xylophones, ukulele, piano 	<p>K-1:</p> <p>2-3: -Assessment through worksheet or phrase student wrote.</p> <p>4-5:</p> <ul style="list-style-type: none"> -Teacher assesses through final project of composition. Also through observations of students understanding of concepts wanting them to master. -Thinking Maps

	<p>one group calls and the other group responds. Have the response group play the response that's in a song they have learned. Have the call group come up with a call that will make sense with the response group. Then switch groups.</p> <ul style="list-style-type: none"> -Have students improvise on a song that uses the pentatonic scale. Improvise an ostinato or a countermelody using that particular pentatonic scale the song is in. You could also do this on any major key a particular song is in too. -Break students up into groups and have them come up with a way to notate a piece using dynamics and a variety of sounds. Have them invent a way to notate their compositions and include the appropriate symbols for dynamics. 		
<p>c. Students will use a variety of sound sources when composing</p>	<p>K-1: Students' choose items that are not normal classroom rhythm or melodic instruments to accompany stories or songs.</p> <ul style="list-style-type: none"> -Have students think of instruments or other sound sources that could imitate different sound words in songs. 	<p>K-1: -Stories or poems -Songs with sound words -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Smartboard Stories 2-3: -Finale Notepad -Various classroom instruments</p>	<p>K-1: -Teacher observation 2-3: -Teacher Observation -Teacher assessment through student composition 4-5: -Teacher assessment through student composition and did they understand the concepts? -Thinking Maps</p>

	<p>2-3: -Use music writing software and write a melody or rhythmic pattern</p> <ul style="list-style-type: none"> -Students' choose items that are not normal classroom rhythm or melodic instruments to accompany stories or songs. -Have students think of instruments or other sounds sources that could imitate different sound words in songs. -Have students' digitally record sounds they hear around them and create a sound composition using those recorded sounds <p>4-5:</p> <ul style="list-style-type: none"> -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. -Have students think of instruments or other sounds sources that could imitate different sound words in songs. -Have students' digitally record sounds they hear around them and create a sound composition using those recorded sounds into a sequencing program like Audacity. 	<ul style="list-style-type: none"> -Free music sequencing program like Audacity -Digital Recorder <p>4-5:</p> <ul style="list-style-type: none"> -Finale Notepad -Classroom instruments -Free music sequencing program like Audacity -Digital Recorder 	
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STANDARD: 5. Read and notate music

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Students read whole, half, quarter and eighth notes and rests in 2/4, and 4/4.</p>	<p>K-1:</p> <ul style="list-style-type: none"> - Learn songs in 2/4 and 4/4 and learn how to read the rhythms using a system such as numbers, names, or ta-ti's and ta's. - Play games or use movement for students to feel the rhythms patterns or remember the rhythm names. <p>2-3: -Read rhythm charts and different patterns to get used to seeing them in different ways. Also try playing on classroom instruments</p> <ul style="list-style-type: none"> - Learn songs in 2/4, 3/4, 4/4 and learn how to read rhythms using a system such as numbers or note names -Be rhythm detectives and find new rhythms or concepts in a song, such as syncopated rhythms and sixteenth notes, etc. <p>4-5:</p> <ul style="list-style-type: none"> - Learn songs in 2/4, 3/4, 4/4, 6/8 and learn how to read rhythms using a system such as numbers or note names -Work on reading rhythm charts or songs that contain time signature changes 	<p>K-1:-Folk Songs, Patriotic songs, songs</p> <ul style="list-style-type: none"> -body percussion -Rhythm cards -Smart board <p>2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones</p> <ul style="list-style-type: none"> -Rhythm Charts -Songs in 2/4,3/4, 4/4 meters <p>4-5:</p> <ul style="list-style-type: none"> -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, recorders -Rhythm Charts <p>-Songs in 2/4, 3/4, 4/4, 6/8 and changing meters</p>	<p>K-1:-Teacher observation</p> <p>2-3: -Teacher observation</p> <ul style="list-style-type: none"> -Quiz verbally <p>4-5: -Teacher observation of whether or not students' understand the rhythm system and how to read simple rhythm patterns in various meters.</p> <ul style="list-style-type: none"> -Quiz (written and verbally) -Thinking Maps

<p>b. Students will use a system to read simple pitch notation in the treble clef in major keys</p>	<p>K-1: 2-3: -Activities to learn notes on the staff in the Boomwhacker curriculum book. -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 -Learn pitch syllables so, mi, do and la. Learn how to read pitch maps using those syllables. -Learn the C Scale on recorder and other melodic/chordal instruments. 4-5: -Learn pitch syllables do, re, mi, fa, so, and la. Learn how to read pitch maps using those syllables. Also, sing songs that use those pitches and see if students recognize the pitches. -Learn tricks to remembering the name of the notes on the bass clef and what the bass clef looks like. -Have students sight-read simple melodies on melodic instruments in the bass and treble clef</p>	<p>K-1: 2-3: -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Boomwhackers Curriculum Books -Rug with staff and bean bags -Easy pitch reading maps -Solfege reading maps -Songs using Do, re, mi, so, la 4-5: -Boomwhacker curriculum book -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones, recorders -Solfege reading maps -Songs using Do, re, mi, fa, so, la -Songs using all the notes of the scale</p>	<p>K-1: 2-3: -Teacher observation 4-5: -Teacher observation of whether student understands music staff -Teacher observation of students' understanding -Thinking Maps</p>
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<p>c. Students will identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p>	<p>K-1:-Movement to recordings to show soft/loud and fast/slow. -Carnival of the Animals -Listen to live performance or recording and hold up cards referring to the dynamics being played or sung. -Look at a piece of music and be detectives and find different dynamic markings. -Play different dynamics on classroom instruments 2-3: -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. -Take a look at music with different dynamic, articulation, and tempo symbols and become detectives in finding these markings 4-5: -Take a look at music with different dynamic, articulation, and tempo</p>	<p>K-1:-Recordings or live performance that are fast/slow and loud/soft -Piano and forte flashcards -Sheet music with piano and forte dynamic markings -Beach Ball 2-3: -Classroom instruments Worksheets to circle dynamics and articulations -Symbols chart game -Smartboard 4-5: -Worksheets to circle markings (dynamics, repeats, articulations, tempo) being asked to find. -Boomwhacker curriculum book -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones -Sheet music -Recordings -Quizzes</p>	<p>K-1:-Teacher observation of students’ movement to fast/slow and loud/soft selections. 2-3: -Assessment through responses on worksheets -Teacher observation of students performing 4-5: -Assessment from worksheet responses -Teacher observation of students performing and interpreting markings correctly -Thinking Maps -Quizzes and worksheets -Teacher observation of student responses</p>
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	<p>symbols and become detectives in finding these markings. Ask the students what they mean and have them perform them or show the concepts through purposeful movement.</p> <ul style="list-style-type: none"> -Have worksheets and quizzes to assess whether they understand the definitions of terminologies and markings in music that has been discussed. -Have students notate what a scale looks like and label the pitches and solfege on the treble clef. 		
<p>d. Students will use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p>K-1: 2-3: -Teach students how to correctly draw a quarter note, eighth and sixteenth notes and quarter rest. Have students practice writing notes.</p> <ul style="list-style-type: none"> -Have students write a rhythmic phrase using quarter, quarter rest and a pair of eighth notes at least once and play for the class. -Use notation software to notate rhythms ostinatos that they have created for songs or even to write the notes of the scale. -Have students write a rhythmic phrase using all the 	<p>K-1: 2-3: -Music Paper -Pencils -Classroom rhythm instruments -Worksheets to practice writing notation and notes on the staff. -Finale Notepad 4-5: -Staff paper -Paper to write rhythms on -Worksheets to practice writing notation and notes on the staff. -Finale Notepad -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body</p>	<p>K-1: 2-3: -Assessment through worksheet or phrases students' write 4-5: -Assessment through worksheets or phrases students' write, and did they write the notation correctly on staff paper and or through the notation software. -Teacher observation of performance of patterns and rhythms written. -Thinking Maps -Assessment through worksheets and composition projects.</p>

	<p>rhythms on different pitches using the C scale that you present to them on the board or play to them.</p> <p>-Have students write simple rhythms in different time signatures and perform for the class.</p> <p>4-5:</p> <p>-Have students write a rhythmic phrase using all the rhythms on different pitches using a scale that you present to them on the board or play to them.</p> <p>-Have students write simple rhythms in different time signatures and perform for the class, or have groups write a four beat pattern and rotate each group to try to perform the patterns and critique.</p> <p>-Give students a worksheet with blank measures and have them use standard rhythm or pitch notation to fill in the blanks</p> <p>-Have students work together to create a 8 measure rhythm pattern and write down the rhythm notation together to be able to perform.</p>	<p>percussion, xylophones, recorders</p> <p>-Staff Paper</p>	
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STANDARD: 6. Listen to, analyze, and describe music

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. Students will identify simple music forms when presented aurally</p>	<p>K-1: -Listen to a call and response song and ask the kids what they heard voice wise. -Listen to recordings with same and different patterns.</p> <p>2-3: -Ask students how many sections or phrases they hear in a piece of music -Listen to a blues piece and ask the students to notice ideas that repeat and that are different. -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.</p> <p>4-5: -Ask students how many sections or phrases they hear in a piece of music. What phrases are the same, which are different? How would you label this piece of music? -Have students listen to a piece of music and when they hear a section that changes have them raise their hand or use purposeful movements to show the different sections of the song (Ex Call and response or AB Form) -Listen to different examples of music and be able to describe</p>	<p>K-1: -Pictures to show same and different patterns that will go along with the songs -Call and response songs and other simple form songs -Recordings</p> <p>2-3: -Recordings with different styles and forms -Form worksheet</p> <p>4-5: -Recordings with different styles and forms -Form worksheet -Listening Maps</p>	<p>K-1: Observation 2-3: -Assessment of form worksheet -Teacher observation</p> <p>4-5: -Teacher observation of students' responses -Assessment of form worksheet -Teacher observation of movements to the specific form -Thinking Maps -Music Journal Entries</p>

	<p>various concepts in music</p> <ul style="list-style-type: none"> -Look at listening maps and analyze what is going on in the listening map. -Compare and contrast two different versions of one song. Use appropriate music terminology to explain the similarities and differences. Have them write in their music journals. 		
<p>b. Students will demonstrate perceptual skills by moving to aural examples of music.</p>	<ul style="list-style-type: none"> K-1:-Students move to music examples showing loud/soft, fast/slow “Peter and the Wolf” -Scarf Dancing 2-3: Ask students to come up with different ways to keep a steady beat to a song using their bodies. -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. -When you talk about melodic contour, have the students show the movement of the melody with their bodies or hands. -Ask students different questions about what is going on in a piece of music, such as how many beats a word is held for? 	<ul style="list-style-type: none"> K-1:-Different styles of music on CD’s, records, live performances, etc. -Scarves, parachute, movement items 2-3: -Recordings 4-5: -Recordings -Music Journals 	<ul style="list-style-type: none"> K-1:-Teacher observation 2-3: -Teacher observation -Students’ evaluate each other and help each other 4-5: -Teacher observation of whether or not students’ make the appropriate movements to the skills or characteristics being asked to show. -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. -Music Journal Entries -Thinking Maps

	<p>4-5:</p> <ul style="list-style-type: none">-When you talk about melodic contour, have the students show the movement of the melody with their bodies or hands.-Ask students different questions about what is going on in a piece of music, such as how many beats a word is held for? Look for skips and steps. Or where are the different phrases in the song and how many measures are in each phrase? Have them write in their music journals their journals and have a discussion.-Have students create purposeful movement to show prominent features in a piece of music such as: accents, articulations, tempo, dynamics, form, etc.-Have students learn how to conduct. Learn the pattern, steady beat, tempo, and dynamics.		
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<p>c. Students will use appropriate terminology in describing some sound sources/instruments in music and surroundings and performances.</p>	<p>K-1: -Take a sound walk -Listen to songs that have sound sources other than just instruments 2-3:- Have the students point out these new terminologies -Have students write in their music journals what they hear in a piece of music: including timbres heard, dynamics, tempo Have students match the notations 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. Discuss the concepts you want the students to know and understand. Discuss different markings in music and the different timbres. -Have students write in their music journals what they hear in a piece of music: including timbres heard, dynamics, tempo, texture -Compare and contrast different pieces that they heard in groups 4-5: -Discuss the concepts you want the students to know and understand. Discuss different</p>	<p>K-1: -CD's with songs using different sound sources and instruments that they have learned about. -Smartboard games 2-3: -Recordings -Music Journal -Notation rhythms worksheet for assessment of what they know -Word Wall 4-5: -Recordings -Music Journal</p>	<p>K-1: -Teacher assess through discussion 2-3: -Teacher observation of student responses -Responses in music journal -Worksheets 4-5: -Teacher observation of student responses -Responses in music journal -Worksheets -Thinking Maps</p>
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	<p>markings in music and the different timbres.</p> <ul style="list-style-type: none"> -Have students write in their music journals what they hear in a piece of music: including timbres heard, dynamics, tempo, texture, form the piece is in, etc -Compare and contrast different pieces that they heard in groups -When you have students take a look at partner songs, have them take a look at the chords and have them analyze and compare the chord structure. -Identify notes in the chords in the song they are learning and play them on a harmonic instrument. 		
<p>d. Students will identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</p>	<p>K-1: -Listen to sound excerpts and have the students look at a picture and describe or identify the sound that they are hearing</p> <p>-Listen to the story of "Peter and the Wolf"</p> <p>2-3: -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.</p> <p>-Learn about different instruments from various cultures and practice listening to</p>	<p>K-1: -"Peter and the Wolf" or other story with orchestral instruments</p> <p>-Recordings with different instrument timbres, and characteristics</p> <p>-Pictures of different instruments</p> <p>2-3: -Recordings</p> <p>-Music Journals</p> <p>-Instrument Bingo Cards</p> <p>4-5:</p> <p>-Music Journals</p> <p>-Pictures of instruments</p>	<p>K-1: -Teacher assessment</p> <p>2-3: -Music Journals</p> <p>-Student responses when asked what they heard</p> <p>4-5:</p> <p>-Music Journal entries</p> <p>-Student responses when asked what they heard</p> <p>-Thinking Maps</p> <p>-Instrument Quiz</p> <p>-Instrument Jeopardy</p>

	<p>these and being able to identify what they are.</p> <ul style="list-style-type: none">-Assign each student an instrument, and have them stand up when they hear the sound of their instrument come up in a piece of music.-Have students write in their music journals what timbres they heard and how many different timbres they heard, and identify what they instruments were. <p>4-5:</p> <ul style="list-style-type: none">-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.-Have students write in their music journals what timbres they heard and how many different timbres they heard, and identify what they instruments were.-Have students compare and contrast instruments and sounds from around the world. Have them write in their music journals about their thoughts using appropriate music terminology.	<ul style="list-style-type: none">-Instrument Bingo Cards-dsokids.org-skskids.org-Instruments-Jeopardy!	
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e. Students will respond through purposeful movement to selected prominent features in a piece of music	<p>K-1: -Show dynamics, moods, tempo, etc through their movement</p> <p>- Listening to an example students have to move to show what they think is going on in the music</p> <p>2-3:</p> <p>4-5: -Have students move to show different elements in a piece of music, such as dynamics, form and tempo.</p>	<p>K-1: - Recorded performances, live performances</p> <p>2-3:</p> <p>4-5:</p> <p>-Recordings</p> <p>-Music Journals</p>	<p>K-1: -Observe students movement</p> <p>2-3:</p> <p>4-5:</p>
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STANDARD: 7. Evaluate music and music performances

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students will begin to devise criteria to evaluate performances.	<p>K-1:-Record or video tape performances of songs and movements and ask them if they showed the different skills such as: did they sing soft? Or loud where they were supposed to? Did they sing together</p> <p>-watch each other perform their movements to a recording and evaluate each other and discuss if the movements peers made were suitable to what was going on in the piece.</p> <p>-Record a performance of a song they sung or played and</p>	<p>K-1:-tape recorder, video recorder</p> <p>-Chart paper to write down criteria for evaluating</p> <p>2-3:</p> <p>-Tape recorder/video recorder</p> <p>-Criteria Forms</p> <p>-Journals</p> <p>-Recordings</p> <p>-Songs</p> <p>4-5:</p> <p>-Video or audio recorder</p>	<p>K-1:-Students self assess</p> <p>-Teacher observes</p> <p>2-3: -Teacher assessment through journal entries and criteria they formed and whether it is appropriate for piece or not</p> <p>4-5:</p> <p>-Teacher assessment through journal entries and criteria they formed and whether it is appropriate for piece or not.</p> <p>-Thinking Maps</p> <p>-Evaluate own singing and instrumental performances</p>

	<p>have them listen to it.</p> <p>2-3: -Listen to two different recordings of similar songs. Ask them what's the same and different about the two recordings.</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 that they decided upon that should be evaluated.</p> <p>4-5:</p> <p>-Have them develop criteria for performances of different songs. What should we look for when we perform this piece? Make sure they include dynamics, tempo, and articulations. And have groups perform and have the whole class fill out their criteria forms or in journals. Have the class critique each other.</p> <p>-Watch performances of other performers or shows, like American Idol, and critique and evaluate using criteria that they</p>	<p>-Songs</p> <p>-Chart of devised criteria</p> <p>-Classroom instruments</p> <p>-Journals</p> <p>-American Idol or other performances that are on tape or DVD</p>	
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	have set should be evaluated.		
b. Students will be able to explain the difference between loud and soft, fast/slow, and expression in a music performance/example	<p>K-1:-Have students listen to a piece of music and describe whether the music sounds soft/loud or is it fast/slow.</p> <p>-Students can move to the music to show loud/soft, or fast/slow</p> <p>-Listen to different music and be able to pick out instrument timbres and tell you the instrument</p> <p>2-3: -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</p> <p>-Play two different recordings of the same song and have the students discuss or write in a journal which one they preferred and what they liked about it. Make sure they use music terminologies.</p> <p>4-5:</p> <p>-Have students listen to different styles of music from</p>	<p>K-1:</p> <p>-Recordings, or live performances</p> <p>-Parachute</p> <p>-Recordings: "Peter and the Wolf"</p> <p>2-3: -Recordings</p> <p>-Journals</p> <p>4-5:</p> <p>-Journals</p> <p>-Recordings or live performances</p>	<p>K-1:</p> <p>-Teacher observation</p> <p>2-3: -Assessment through journal entries and verbal responses</p> <p>4-5:</p> <p>-Teacher can assess through students' journal entries</p> <p>-Teacher observation of student responses</p> <p>-Thinking Maps</p>

	<p>different cultures, realms (electronic, instrumental, vocal) and genres, and hold a discussion about what they heard and what they liked or didn't like about it. Have the students write in a journal.</p> <p>-Ask students what makes a piece a certain genre? Have them describe using music terminologies.</p> <p>-Play two different recordings of the same song and have the students discuss or write in a journal which one they preferred and what they liked about it. Make sure they use music terminologies.</p>		
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STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students identify and understand the similarities and differences in the various arts.	<p>K-1:- Have students listen to a piece of music and have the students' draw what they think is going on in the music or what picture is being painted in their head.</p> <p>- Look at a picture that is similar to a song they will listen to. Ask what they think</p>	<p>K-1:-Recordings</p> <p>-Paper</p> <p>-Crayons or colored pencils</p> <p>Examples</p> <p>-Songs with repeated patterns</p> <p>-Picture(s) with repeated pattern</p> <p>-Pictures depicting mood</p> <p>2-3: -"Pictures at an</p>	<p>K-1:</p> <p>-Teacher observation</p> <p>-Pictures that students' draw to go along with the music</p> <p>2-3:</p> <p>-Teacher assesses through drawings, student responses, and readings.</p> <p>4-5:</p>

	<p>is going on in the picture and then listen to a song.</p> <ul style="list-style-type: none"> - Look at a picture that has patterns, and discuss how music has patterns also. Look at a song that has a repeated pattern. <p>2-3: -Discuss how tap dancing and music rhythms are similar and different.</p> <ul style="list-style-type: none"> -Discuss patterns in art and music. How music patterns are our rhythms -Listen to a song and have them draw their interpretations of what is going on and discuss what their thoughts were. <p>Ask the students which painting each articulation would be used. Discuss how legato is a smooth articulation and how staccato is a short articulation almost like painting a bunch of dots.</p> <p>4-5:</p> <ul style="list-style-type: none"> -Have students compare and contrast a painting and a song in their music journals using appropriate music terminologies. 	<p>Exhibition” with story also.</p> <ul style="list-style-type: none"> -Paper to draw -Recordings or videos -Pictures with patterns/paintings <p>4-5:</p> <ul style="list-style-type: none"> -Paintings or pictures -Recordings/live performance -Music Journals 	<ul style="list-style-type: none"> -Teacher observation of students’ responses. -Student journal entries -Thinking Maps
<p>b. Students begin to identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of</p>	<p>K-1:-Singing “Allison’s Camel” is a great song with counting and using math skills Discuss history behind music they learn and what was going</p>	<p>K-1: -Various songs dealing with curriculum 2-3: -Poems/Short Stories -Recordings/CD’s -curriculum documents from</p>	<p>K-1: -Observation of responses given -Observe the students’ performance</p>

<p>music. (Cross curriculum activities: science, math, history, social skills, etc)</p>	<p>on in our culture or other cultures for the song to be written.</p> <ul style="list-style-type: none"> -Learn songs tying into first grade curriculum Ex: science (butterflies), history, math, etc <p>2-3: -Discuss how poetry/stories and music is both a form of expression.</p> <ul style="list-style-type: none"> -Tie music into history like with Morse code when talking about rhythms. -Learn about the history behind songs that you learn. -Use songs that use the same subject matter being taught in the classroom. Include game songs, cross curriculum activities/songs about subjects that they are learning in their classroom so they can see the connection. <p>4-5:</p> <ul style="list-style-type: none"> -Listen to recordings and ask what musicians/composers used to create an expression. -Include game songs, cross curriculum activities/songs about subjects that they are learning in their classroom so they can see the connection. -Have students' read a short poem and talk about how there are different ways you can read that poem. Using expression changes the way 	<p>classroom subjects</p> <p>4-5:</p> <ul style="list-style-type: none"> -Poems -Recordings, live performances -Classroom instruments -Posters 	<p>2-3: -Teacher assesses through observation with readings and student responses</p> <p>4-5:</p> <ul style="list-style-type: none"> -Activities or games that will assess whether they understand the connection of everyday life or subjects with music. -Teacher observation of student responses -Thinking Maps
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	someone might interpret what is being read, and explain that it is the same in music.		
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STANDARD: 9. Understand music in relation to history and culture

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students will identify by genre or style aural examples of music from various historical periods and cultures	<p>K-1: Discuss the history and cultural source behind songs they learn</p> <p>2-3: -Learn about different styles of music from different periods and cultures. They should be able to distinguish between music from Asia, and music from the United States. Each culture has its unique sound and instruments.</p> <p>-Write in music journal about the different characteristics of music from the different cultures or historical periods, so that they have something to refer to.</p> <p>4-5: -Learn about different styles of music from different periods and cultures. They should be</p>	<p>K-1: -Maps -Books -Video (youtube)</p> <p>2-3: -Recordings and or live performances -Music journals</p> <p>4-5: -Music Journals -Music K-8 Magazine -Recordings and or live performances -<u>Themes to Remember</u> by Marjorie Persens -Charts of different genres and their characteristics</p>	<p>K-1: -Teacher Observation</p> <p>2-3: -Music Journal entries -Teacher observation of student responses</p> <p>4-5: -Music Journal entries -Teacher observation of student responses of what they heard in different performances or recordings. -Thinking Maps</p>

	<p>able to distinguish between music from Asia, Australia, Africa, etcetera and music from the United States. Each culture has its unique sound and instruments.</p> <p>-Write in music journal about the different characteristics of music from the different cultures or historical periods, so that they have something to refer to.</p> <p>-Group students together and have them listen to music that is from another culture or genre, and have them make a list together in their music journals of the characteristics of the music.</p> <p>-Ask students questions as to what characteristics make a song a part of a particular genre.</p>	<p>-Music Journals</p> <p>-Recordings, live performances</p>	
<p>b. Students will describe in simple terms how elements of music are used in various world cultures</p>	<p>K-1: Specific instrumentation from different cultures.</p> <p>-Play a game where you play a CD or recording with different instruments and have them name that instrument or play an instrument bingo.</p> <p>2-3: -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.</p> <p>- Whenever you learn a song that</p>	<p>K-1: -Pictures of instruments from around the world Instrument Bingo Cards</p> <p>2-3: -Multicultural recordings Music Journals</p> <p>4-5: -Singing games</p> <p>-Songs for dancing</p> <p>-Recordings</p> <p>-Themes to Remember by</p>	<p>K-1: -Teacher observation</p> <p>2-3: -Teacher observation -Student Journal entries</p> <p>4-5: -Teacher observation of student responses</p> <p>-Thinking Maps</p> <p>-Journal entries</p> <p>-Teacher observation of student responses in discussions</p>

	<p>is multicultural, discuss different instrumentation, rhythms, and pitches that various cultures and historical periods use. Have students write in their music journals what they learned and compare and contrast different cultures.</p> <p>-Discuss call and response, where it came from and how it influenced American culture and its music.</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.</p> <p>4-5: -Discuss and describe different uses for music such as dancing, ceremonies/celebrations, entertainment, etc.</p> <p>-Teach students singing games and discuss how in different cultures music can be made into singing games to teach children cultural traditions</p> <p>Have students write in their music journals what they learned and compare and contrast different cultures.</p>	<p>Marjorie Persens</p> <p>-Music Journals</p> <p>-Recordings</p>	
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<p>c. Students identify various uses of music in their daily experiences.</p>	<p>K-1:-Discuss history and culture that goes behind the songs that they learn. Such as “My Dreydl” and “Yankee Doodle” “The Star Spangled Banner”</p> <p>-Talk about lullabies and when they are used. How they could use that in their lives, and why they are used.</p> <p>-Learn a song that is used as a game. It could be a song from our culture or another culture.</p> <p>2-3: -Learn play party songs and discuss how dances and play parties were popular in the 1800s.</p> <p>-Discuss and describe different uses for music such as dancing, ceremonies/ celebrations, entertainment, etc.</p> <p>-Teach students singing games and discuss how in different cultures music can be made into singing games to teach children cultural traditions</p> <p>4-5:</p> <p>-Discuss and describe different uses for music such as dancing, ceremonies/ celebrations, entertainment, etc.</p> <p>Play party songs, Popular Dance songs, and singing games</p> <p>-Discuss how in different cultures music can be made into singing games to teach children cultural traditions</p>	<p>K-1:-Maps</p> <p>-Books about subject learning about</p> <p>-Recordings</p> <p>-Game Songs</p> <p>2-3: -Singing games and play parties</p> <p>-Recordings</p> <p>-Songs for dancing</p> <p>4-5:</p> <p>-Singing games</p> <p>-Songs for dancing</p> <p>-Recordings</p> <p>-<u>Themes to Remember</u> by Marjorie Persens</p>	<p>K-1:-Teacher observation</p> <p>2-3: -Teacher observation</p> <p>4-5:</p> <p>-Teacher observation of student responses</p> <p>-Thinking Maps</p>
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<p>d. Students will identify and describe the roles of musicians in music settings and cultures</p>	<p>K-1: -Discuss how music is important to different cultures. -Talk about a conductors, performers, and modern-day composers (classical v. pop v. folk) Play a circle game where each student gets a turn with being a conductor and has conduct cues to the other students. 2-3: -Discuss different roles of musicians from around the world. -Learn call and response songs with drumming from Africa -Learn about different performers or types of careers in the music field. -Talk about groups from around the world and how different roles can be similar or different from groups here in the United States. 4-5: -Learn about different performers or types of careers in the music field. (Instrumentalists, composers, conductors, singers, etc.) -Discuss what a composer is and talk about different ones whenever you learn a new song. -Composer Project -Talk about groups from around the world and how different roles can be similar or different</p>	<p>K-1: -Music K-8 Magazine -Recordings -Pictures of a conductor, composers that you discuss, and other roles. -Instruments -Youtube video -Keene State College 2-3: -Classroom instruments -Pictures of different famous musicians, composers, conductors -Recordings -<u>Themes to Remember</u> by Marjorie Persens 4-5: -Pictures of different famous musicians, composers, conductors -Recordings -<u>Themes to Remember</u> by Marjorie Persens</p>	<p>K-1: - Teacher observation, questions 2-3: -Teacher observation of performances and responses 4-5: -Teacher observation of responses to different careers in the music field. -Thinking Maps -Composer project</p>
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	from groups here in the United States.		
e. Demonstrate audience behavior appropriate for the context and style of music.	<p>K-1: -“Star Spangled Banner” versus “Take Me Out to the Ballgame” and other music you might hear or use in experiences in life.</p> <ul style="list-style-type: none"> - Class discussion - Practice/demonstration in class and at various school events -Student performance in class <p>2-3: -Discuss what appropriate audience behavior is and why we should behave in certain ways during a performance. Whenever students perform, stress upon them good audience behavior.</p> <p>4-5: -Discuss what appropriate audience behavior is and why we should behave in certain ways during a performance. Whenever students perform, stress upon them good audience behavior.</p>	<p>K-1:-Recordings</p> <ul style="list-style-type: none"> -Recordings, live performances -Songs/Sheet music <p>2-3: -Chart on what was discussed for good audience behavior.</p> <ul style="list-style-type: none"> -Recordings, live performances <p>4-5:</p> <ul style="list-style-type: none"> -Chart on what was discussed for good audience behavior. <ul style="list-style-type: none"> -Recordings, live performances 	<p>K-1:-Teacher questions based on the songs used in life experiences and when they are used.</p> <ul style="list-style-type: none"> -Teacher observation of behaviors in a concert setting and while students sing the National Anthem. - Verbal self evaluation by class <p>2-3: -Teacher observation of students showing good audience behaviors during performances</p> <p>4-5:</p> <ul style="list-style-type: none"> -Teacher observation of students showing good audience behaviors during performances <p>-Thinking Maps</p>
f. Students will describe the way music has been a continuous part of the history of human culture	<p>K-1:</p> <p>2-3:</p> <p>4-5: -Have a discussion of how music started way back with the cave man and has been continuous ever since and how it has been an important part of the human culture.</p> <p>-Have discussions of how a change in culture has also</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5: -Pictures of different famous musicians, composers, conductors</p> <ul style="list-style-type: none"> -Recordings <p>-<u>Themes to Remember</u> by Marjorie Persens</p>	<p>K-1:</p> <p>2-3:</p> <p>4-5: -Teacher observation of student responses and research.</p> <ul style="list-style-type: none"> -Journal Entries <p>-Thinking Maps</p>

	<p>influenced how music has changed and made the way it is today.</p> <p>-Have students work in groups and research different time lines in the music culture.</p> <p>-Have students write about how they think music has changed and why they think it has been a continuous part of human culture. Then have them write what they have learned at the end of the year or unit.</p>	-Music Journals	
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STANDARD: 10. Identify the range of careers in the field of music

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students identify occupations in which people sing or play musical instruments	<p>K-1:-Discuss composers of songs</p> <p>-Identify different instruments musicians can play</p> <p>-Learn what a conductor is & basic cues and 4-beat pattern</p> <p>2-3: -Learn about different performers or types of careers in the music field.</p> <p>-Have students write in their journal as many careers and musicians as they can think of and what they do.</p>	<p>K-1:-<u>Themes to Remember</u> by Marjorie Kiel Persens</p> <p>-Instrument charts and pictures</p> <p>-Videos about orchestra and music occupations</p> <p>-Rhythm sticks</p> <p>2-3: -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>K-1:-Observation</p> <p>2-3: -Teacher verbally assesses what students know about the different careers in music.</p> <p>-Journal entries</p> <p>4-5:</p> <p>-Teacher verbally assesses what students know about the different careers in music.</p> <p>-Journal entries</p> <p>-Worksheets</p>

	<p>4-5: -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>-Discuss careers where improvisation is used.</p>	<p>-Journals</p> <p>4-5: -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>-Thinking Maps</p>
<p>b. Students will identify local resources where people can take part in singing</p>	<p>K-1:</p> <p>2-3: -Have students' research different local groups where they can take part in performing or singing.</p> <p>-Discuss different performance groups that you are involved in the area and let them know of performances.</p> <p>-Take students to a performance of a local group</p> <p>-Give students camp fliers for places to go to perform.</p> <p>-Let students know when there are local performances</p> <p>4-5: -Have students' research different local groups where they can take part in performing or singing.</p> <p>-Discuss different performance</p>	<p>K-1:</p> <p>2-3: -Internet</p> <p>-Newspapers</p> <p>-Fliers</p> <p>-Performances</p> <p>-Music Journal, to jot down local resources</p> <p>4-5:</p> <p>-Internet</p> <p>-Newspapers</p> <p>-Fliers</p> <p>-Performances</p> <p>-Music Journal, to jot down local resources</p>	<p>K-1:</p> <p>2-3: -Teacher assessment of students' research and acknowledgement of performance groups in the area.</p> <p>4-5:</p> <p>-Teacher assessment of students' research and acknowledgement of performance groups in the area.</p> <p>-Thinking Maps</p>

	<p>groups that you are involved in the area and let them know of performances.</p> <ul style="list-style-type: none"> -Take students to a performance of a local group -Give students camp fliers for places to go to perform. -Let students know when there are local performances -Have students' research composers and arrangers who are from the area, or wrote music in the area. 		
<p>c. Students will identify professions where skills of arranging and composing music are used</p>	<p>K-1:</p> <p>2-3: -Research arrangers and composers</p> <ul style="list-style-type: none"> -Ask students to write in their music journals where composers and arrangers may be used. -Talk about movies and how movies are more interesting with music. Discuss how there are film composers and arrangers who make music happen in movies. <p>4-5: -Research arrangers and composers</p> <ul style="list-style-type: none"> -Ask students to write in their music journals where composers and arrangers may be used. -Talk about movies and how movies are more interesting with music. Discuss how there are film composers and 	<p>K-1:</p> <p>2-3: -Music Alive Magazine</p> <ul style="list-style-type: none"> -Music K-8 Magazine -Internet -Recordings -Music Journals <p>4-5: -Music Alive Magazine</p> <ul style="list-style-type: none"> -Music K-8 Magazine -Internet -Recordings -Music Journals 	<p>K-1:</p> <p>2-3: -Teacher assessment through student research or journal entries</p> <ul style="list-style-type: none"> -Teacher observation of student responses <p>4-5:</p> <ul style="list-style-type: none"> -Teacher assessment through student research or journal entries -Teacher observation of student responses -Thinking Maps

	<p>arrangers who make music happen in movies.</p> <p>-Discuss what an accompanist is and why they are important. Then have them write in their music journals, where you would find accompanists and where would they perform.</p>		
<p>d. Students will recognize that people evaluate music and music performances.</p>	<p>K-1:</p> <p>2-3: -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>4-5:</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 that they decided upon</p>	<p>K-1:</p> <p>2-3: -Tape recorder</p> <p>-Video tape recorder or video of a performance</p> <p>-Journals</p> <p>-Criteria chart developed by students</p> <p>4-5:</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>K-1:</p> <p>2-3: -Students self evaluate and make evaluations on performances.</p> <p>-Journal entries or evaluation forms</p> <p>4-5:</p> <p>-Students self evaluate and make evaluations on performances.</p> <p>-Journal entries or evaluation forms</p> <p>-Thinking Maps</p>

	that should be evaluated.		
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