

Music Curriculum

Kindergarten. Unit 1. Rhythm

Essential Question: How do you keep a steady beat?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	<p style="text-align: center;">Steady Beat</p> Identify, recognize and respond to steady beat vs. non steady beat. Clap/march to the steady beat.	Visual assessment based on the accuracy of walking and running to the steady beat.	Music
2.1 Demonstrate and respond to the beat. 3.1 Play independently with steady tempo, rhythmic accuracy. 3.4 Echo and perform easy rhythmic patterns on classroom instruments. 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments. 5.1 Perceive, describe, and respond to basic elements of music.	<p style="text-align: center;">Playing Rhythmic Patterns</p> Recognize rhythmic patterns. Echo rhythmic patterns. Create their own rhythmic patterns.	Visual assessment based on performing rhythmic patterns with body and/or classroom instruments.	Rhythm sticks Music
2.1 Demonstrate and respond to the beat. 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments. 5.5 Respond through purposeful movement to selected prominent music characteristics.	<p style="text-align: center;">Rhythmic Movement</p> Create ways to move to steady beats. Create movements to illustrate tempos. Create rhythmic movements with streamers or scarves.	Visual assessment on maintaining steady beat.	Scarves Streamers Music Disco Ball

Music Curriculum

Kindergarten. Unit 2. Expressive Qualities

Essential Question: How does music make you feel?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 2.3 Identify symbols and traditional terms referring to tempo. 5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 6.1 When viewing or listening music ask and answer questions such as, “ <i>How does this work make me feel?</i> ”	<p style="text-align: center;">Fast/Slow</p> <p>Listen, identify and respond to fast and tempos though beanbag activities.</p> <p>Use appropriate music terminology; Allegro/Adagio.</p>	<p>Visual assessment and participation of beanbag and movement activities.</p> <p>Oral responses.</p>	<p>Music</p> <p>Piano</p> <p>Beanbags</p>
2.3 Identify symbols and traditional terms referring to dynamics. 5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 6.1 When viewing or listening music ask and answer questions such as, “ <i>How does this work make me feel?</i> ”	<p style="text-align: center;">Loud/Soft</p> <p>Listen, identity and respond to loud and soft dynamics.</p> <p>Use appropriate music terminology; Forte/Piano.</p>	<p>Visual assessment and participation of listening activities.</p> <p>Oral responses.</p>	<p>Music</p> <p>Piano</p>
5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 6.1 When viewing or listening music ask and answer questions such as, “ <i>How does this work make me feel?</i> ”	<p style="text-align: center;">High/Low</p> <p>Listen, identity and respond to high and low sounds.</p> <p>Discuss the difference between high/low and loud/soft.</p>	<p>Visual assessment and participation of listening activities.</p> <p>Oral responses.</p>	<p>Music</p> <p>Piano</p>

Music Curriculum

Kindergarten. Unit 3. Music and Movement

Essential Question: What is the importance of movement with music?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	<p style="text-align: center;">Free Dance</p> <p>Move expressively to music of various dynamic levels and tempos.</p> <p>Use scarves to help demonstrate slow/fast movements.</p>	Visual assessment of participation.	Music Scarves Disco Ball
2.1 Demonstrate and respond to the beat. 5.5 Respond through purposeful movement to selected prominent music characteristics. 5.1 Perceive, describe, and respond to basic elements of music. 8.3 Perform or create works inspired by historical or cultural styles.	<p style="text-align: center;">Structured Musical Games and/or Dance</p> <p>Demonstrate musical patterns through simple movements.</p> <p>Demonstrates rhythm and steady beat.</p>	Visual assessment of participation.	Music Parachutes Streamers Disco Ball
5.1 Perceive, describe, and respond to basic elements of music. 5.5 Respond through purposeful movement to selected prominent music characteristics. 8.3 Perform or create works inspired by historical or cultural styles.	<p style="text-align: center;">Sign Language</p> <p>Dramatize song lyrics.</p> <p>Use appropriate movements while singing to help learn lyrics.</p> <p>Using American Sign Language while singing.</p>	Visual assessment of participation.	Music Sign Language references

Music Curriculum

Kindergarten. Unit 4. Singing

Essential Question: What instrument do you use when you sing?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.1 Sing independently. 1.4 Sing ostinatos, partner songs, rounds and simple two-part songs. 1.5 Sing in groups. 10.1 Integrate knowledge of music and apply the arts to learning other disciplines.	<p style="text-align: center;">Melody</p> Explore melody through nursery rhymes. Explore singing simple rounds in a group. Sing melodies of songs solo and in a group.	Aural assessment. Singing participation.	Music Song cards
1.1 Sing independently. 1.5 Sing in groups. 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping).	<p style="text-align: center;">Tone Color</p> Explore various uses of the voice; singing, speaking, whispering, shouting...	Aural assessment. Singing participation.	Music
1.1 Sing independently. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music.	<p style="text-align: center;">Rhythm</p> Maintain a steady beat while singing. Solo and group singing. Create and follow movements to help keep the beat.	Aural assessment. Singing participation.	Music Song Cards

Music Curriculum

Kindergarten. Unit 5. Performance

Essential Question: What is proper performer and audience etiquette?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 5.6 Describe and demonstrate audience skills of listening attentively. 6.2 Investigate uses and meanings of examples of music in children's daily lives, homes, and communities. 10.1 Integrate knowledge of music and apply the art to learning other disciplines. .	Musical selections for school wide sing-alongs Perform a variety of patriotic selections. Perform a variety of seasonal selections. Perform appropriate pop music selections.	Aural and visual assessment of participation	Music Microphone Piano
5.6 Describe and demonstrate audience skills of listening attentively.	Audience and performance etiquette Understand the importance of attentive listening skills. Responding appropriately in performance settings.	Participation in discussions. Oral assessment. Visual assessment of participation at school performances.	Music
1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.5 Respond through purposeful movement to selected prominent music characteristics. 5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for individual class performances Variety of songs will be performed from memory. Songs will be accompanied with purposeful movement alongside lyrics.	Participation and observation. Aural and visual assessment. Peers and community will be present.	Music Prop/Costumes Microphone Stage and Scenery

Music Curriculum

Grade 1. Unit 1. Instrumental Recognition

Essential Question: How do instruments produce sound?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music	Identify Recognize and identify orchestral instruments by appearance. Read instrumental book showing pictures.	Observation of Participation Visual matching assessment with instrumental pictures	Instrument pictures Instrumental book
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.4 Identify the sounds of a variety of instruments. 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “how does this instrument produce sound?”	Sound Recognition Listen to recordings of instrument sounds. Recognize instruments by sound. Play Instrumental Bingo	Listening/matching game assesement	Instrumental game cards Instrumental musical excerpts via DVD/CD
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music.	Classify Read Instrumental family book which classifies instruments in their correct instrumental family; strings, percussion, woodwinds, brass.	Matching game assessment Participation in discussion	Instrument charts Instrumental family book

Music Curriculum

Grade 1. Unit 2. Instrumental Playing

Essential Question: How is music created?

Standard	Benchmark Tasks (activities)	Assessments	Resources
3.4 Perform melodic patterns independently on melodic classroom instruments. 3.6 Perform independent instrumental parts while other students sing. 5.1 Perceive, describe, and respond to basic elements of music.	<p style="text-align: center;">Melody</p> Discuss what is melody. Play patterns on handbells. Play simple melodies on handbells.	Visual and aural assessment of participation.	Handbells Music
3.1 Play independently with steady tempo, rhythmic accuracy. 3.4 Echo and perform easy rhythmic patterns on classroom instruments.	<p style="text-align: center;">Rhythm</p> Play steady beats on body or classroom instruments. Echo playing rhythmic patterns. Explore the difference between long and short sounds.	Visual assessment of participation. Oral assessment of long and short sounds.	Rhythm sticks Jingle bells Small percussive instruments Music
4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping). 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “how does this instrument produce sound?” 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	<p style="text-align: center;">Tone Color</p> Explore different sound effects for poetry and stories. Identify sound sources from nature.	Oral assessment based on the participation during the discussion	Rhythm sticks Jingle bells Small percussive instruments Music

Music Curriculum

Grade 1. Unit 3. Composers

Essential Question: What does a composer do?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.2 Listen to and describe aural examples of music. 5.4 Identify the sounds of a variety of instruments. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	<p style="text-align: center;">Composers</p> <p>Discuss what a composer does.</p> <p>Explore how music can tell a story.</p> <p>Explore tone color and how different instruments can represent different thing, such as animals, nature.</p>	<p>Oral assessment based on the participation during the discussion</p>	<p>Music</p> <p>Composer Book</p>
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.4 Identify the sounds of a variety of instruments. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i> 7.1 Investigate how artists create their work.	<p style="text-align: center;">Carnival of the Animals</p> <p>Introduce composer Camilles Saint-Sains.</p> <p>Explore the tone color of how the instruments represent animals.</p> <p>Instrumental recognition.</p>	<p>Listening assessment and participation</p> <p>Visual assessment of pointing out what instruments represent what animals</p>	<p>Music</p> <p>Carnival of the Animals book/dvd</p> <p>Instrument pictures</p>
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.4 Identify the sounds of a variety of instruments. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i> 7.1 Investigate how artists create their work.	<p style="text-align: center;">Peter and the Wolf</p> <p>Introduce composer Sergei Prokofiev.</p> <p>Discuss how the story is told through music.</p> <p>Introduce the tone color of how instruments represent characters.</p> <p>Instrument recognition.</p>	<p>Listening assessment and participation</p> <p>Visual assessment of pointing out what instruments represent what character</p>	<p>Music</p> <p>Peter and the Wolf book/dvd</p> <p>Instrument pictures</p>

Music Curriculum

Grade 1. Unit 4. Singing

Essential Question: What is the difference between singing and speaking voice?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.1 Sing independently. 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation. 1.5 Sing in groups. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music.	Expressive Qualities Explore moods of song lyrics and through singing. Explore singing with various dynamic levels. Solo and group singing. Use correct music terminology.	Aural assessment Singing participation	Music Song Cards
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Melody and Form Increase clarity of diction through singing various fairy tales and rhymes. Practice singing the correct melody and pitch. Solo and group singing. Discuss repetition and contrasting parts of the song.	Aural assessment. Singing participation. Participation in discussion.	Music Song Cards
1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music.	Rhythm Increase control of tempo through singing. Recognize the importance of staying with the beat.	Aural assessment. Singing participation	Music Song Cards

Music Curriculum

Grade 1. Unit 5. Performance

Essential Question: How do you acquire confidence when speaking/singing to an audience?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Stage Presence Discuss correct posture. Discuss appropriate behavior. Focus on clearer diction with public speaking and singing.	Visual and aural assessment of participation. Participation in discussion.	Music Speaking parts
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 5.6 Describe and demonstrate audience skills of listening attentively. 6.2 Investigate uses and meanings of examples of music in children's daily lives, homes, and communities. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for school wide sing-alongs Perform a variety of patriotic selections. Perform a variety of seasonal selections. Perform appropriate pop music selections.	Participation in discussion. Visual assessment of participation at school performances.	Music Piano
1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.5 Respond through purposeful movement to selected prominent music characteristics. 5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for individual class performances Variety of songs will be performed from memory. Solo/Group singing. Songs will be accompanied with purposeful movement. Public speaking skills.	Participation and observation. Aural and visual assessment. Peers and community will be present.	Music Stage and Scenery Props/Costumes Microphone

Music Curriculum

Grade 2. Unit 1. Musical Expression

Essential Question: What are the different ways you can enjoy music?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 5.5 Respond through purposeful movement to selected prominent music characteristics. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i> 8.3 Perform or create works inspired by historical or cultural styles.	Movement Moves expressively to simple folk or line dances. Rhythmically expressive dance. Use of facial or body expressions as a form of movement to music.	Visual assessment of participation.	Music
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.4 Identify the sounds of a variety of instruments. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i> 7.1 Investigate how artists create their work.	Listening Recognize expressive qualities. Recognition of instrumental musical representation. Perceive tempo and dynamic change, eg. Music from Edvard Grieg's, <u>Peer Gynt</u> .	Listening assessment. Participation in discussion.	Musical Stories CD/DVD Music
2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i>	Present Music Expression Display musical expression with tempo. Display musical expression with dynamics. Dramatize song lyrics and expression while singing	Aural assessment of participation. Participation in discussion.	Music Song Lyrics

Music Curriculum

Grade 2. Unit 2. Reading and Music terminology

Essential Question: How is music like learning another language?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music.	Melody and Staff Recognize melodic contour; upward/downward skip/step. Recognize line vs. space notes. Recognize verse vs. chorus	Listening assessment. Participation in discussion. Oral assessment.	Music Piano
2.3 Identify symbols and traditional terms referring to dynamics. 2.4 Use standard symbols. 5.3 Use appropriate terminology in describing music.	Musical Symbols Recognize and identify basic musical symbols. Understand meaning behind musical symbols.	Participation in game.	Music Symbol bingo cards
2.1 Demonstrate and respond to the beat. 2.5 Read whole, half, quarter...notes and rests 3.1 Play independently with steady tempo, rhythmic accuracy. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	Rhythm and Note Value Note recognition and identification of quarter, half and whole notes/rests. Demonstrates and counts/claps presented rhythms.	Participation in clapping activities.	Music Whiteboard

Music Curriculum

Grade 2. Unit 3. Music Appreciation

Essential Question: How can a story be told without spoken words?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i>	<p style="text-align: center;">Opera</p> Introduce what an opera is. Discuss how a story can be told by music and singing. Listen to excerpts of Opera.	Listening assessment. Participation in discussion.	Music Opera DVD/CD
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i> 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	<p style="text-align: center;">Patriotic Music – Marches</p> Introduce what a march is. Discuss the meanings and differences of American Patriotic Holidays. Listen to excerpts of Marches.	Listening assessment. Participation in discussion.	Music Patriotic DVD/CD
5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>"How does this work make me feel?"</i>	<p style="text-align: center;">Ballet</p> Introduce what a ballet is. Discuss how a story can be set to music/movement. Listen to excerpts of Ballets.	Listening assessment. Participation in discussion.	Music Ballet DVD/CD

Music Curriculum

Grade 2. Unit 4. Singing

Essential Question: In what way is singing a more effective form of communication compared to speaking?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.1 Sing independently. 1.2 Sing expressively with appropriate dynamics, phrasing and interpretation. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music.	Melody Singing vs. Speaking voice. Increase confidence in solo singing. Solo/group singing.	Aural assessment. Singing participation.	Music Lyric Sheet
1.1 Sing independently. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music.	Rhythm Explore singing a variety of tempos and rhythms. Increased accuracy in maintaining a steady beat.	Aural assessment. Singing participation.	Music Lyric Sheet
1.1 Sing independently. 1.5 Sing in groups. 1.2 Sing expressively with appropriate dynamics, phrasing and interpretation. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	Expressive Qualities Use appropriate dynamics. Dramatize songs through movement in a variety of songs. Provide a performance setting within the classroom for vocal expression. Solo and group singing.	Aural assessment. Singing participation.	Music Lyric Sheet

Music Curriculum

Grade 2. Unit 5. Performance

Essential Question: How can musical performances develop imagination and creativity?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Performance Skills Discussion on audience member vs. performer. Discuss how does a performance and music can affect human emotions.	Participation in discussion. Oral assessment.	Music Speaking parts
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 5.6 Describe and demonstrate audience skills of listening attentively. 6.2 Investigate uses and meanings of examples of music in children's daily lives, homes, and communities. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for school wide sing-alongs Perform a variety of patriotic selections. Perform a variety of seasonal selections. Perform appropriate pop music selections.	Participation in discussion. Visual assessment of participation at school performances.	Music Piano Lyric Sheets
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 2.1 Demonstrate and respond to the beat. 5.5 Respond through purposeful movement to selected prominent music characteristics. 5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for individual class performances Variety of songs will be performed in solo/group singing from memory. Songs will be accompanies with purposeful movement. Public speaking skills and increased speaking confidence. Audience skills/appropriate stage presence.	Participation and observation Aural and visual assessment. Peers and community will be present.	Music Stage Props/Costumes Microphone Lyric Sheets

Music Curriculum

Grade 3. Unit 1. Reading Music

Essential Question: How do you read music?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 2.4 Use standard symbols. 2.5 Read whole, half, quarter notes and rests 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music.	Note Recognition Identify quarter, half, whole notes and rests. Use correct music terminology.	Performance assessment on recorder. Aural assessment.	Music Sheet music Enlarged Music Recorder
2.4 Use standard symbols. 5.3 Use appropriate terminology in describing music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	Musical Notation Identify line and space notes. Identify and recognize letter names in the treble clef.	Performance assessment on recorder. Aural assessment. Written assessment.	Music Sheet music Enlarged Music Recorder
2.3 Identify symbols and traditional terms referring to dynamics, tempo. 2.4 Use standard symbols.	Symbols Identify basic musical symbols e.g. repeat signs, clef, staff... Identify basic dynamic symbols.	Performance assessment on recorder. Aural Assessment.	Music Sheet music Enlarged Music Recorder

Music Curriculum

Grade 3. Unit 2. Composers

Essential Question: What is a musical genre?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.2 Listen to and describe aural examples of music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>“How does this work make me feel?”</i> 7.1 Investigate how artists create their work.	<p style="text-align: center;">Bach</p> Introduce music of the Baroque era/genre. Discuss the difference between a Harpsichord vs. Piano. Explore Bach’s Biography.	Listening assessment. Participation in discussion.	Music CD Mozart DVD Reading Sheet
5.2 Listen to and describe aural examples of music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>“How does this work make me feel?”</i> 7.1 Investigate how artists create their work.	<p style="text-align: center;">Mozart</p> Introduce music of the Classical era/genre. Explore Mozart’s biography	Listening assessment. Participation in discussion.	Music CD Bach DVD Reading Sheet
5.2 Listen to and describe aural examples of music. 5.6 Describe and demonstrate audience skills of listening attentively. 6.1 When viewing or listening music ask and answer questions such as, <i>“How does this work make me feel?”</i> 7.1 Investigate how artists create their work.	<p style="text-align: center;">Beethoven</p> Introduce music of the Classical/Romantic era/genre Discussion of Symphony. Explore Beethoven’s biography.	Listening assessment. Participation in discussion.	Music CD Beethoven DVD Reading Sheet

Music Curriculum

Grade 3. Unit 3. Recorders

Essential Question: How do you hold and create a musical sound with the recorder?

Standard	Benchmark Tasks (activities)	Assessments	Resources
3.1 Play independently with appropriate technique and correct posture.	Fingering Correct posture. Correct hand position. Correct finger position.	Aural Assessment Performance Assessment Peers and community will be present. Visual assessment at school performances.	Recorders Music Sheet Music Enlarged Music
3.1 Play independently with steady tempo, rhythmic accuracy. 3.2 Play from memory or written notation a varied repertoire. 3.5 Perform in groups, blending timbers, matching dynamics and responding to the conductor. 3.6 Perform independent instrumental parts while other students sing. 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “how does this instrument produce sound?”	Tone Correct embouchure. Create a pleasing recorder tone.	Aural Assessment Performance Assessment Peers and community will be present. Visual assessment at school performances.	Recorders Music Sheet Music Enlarged Music
2.1 Demonstrate and respond to the beat. 2.2 Using a system to read in the treble clef. 2.3 Identify symbols and traditional terms referring to tempo. 2.4 Use standard symbols. 3.1 Play independently with steady tempo, rhythmic accuracy. 3.2 Play from memory or written notation a varied repertoire. 3.5 Perform in groups, blending timbers, matching dynamics and responding to the conductor. 3.6 Perform independent instrumental parts while other students sing. 3.7 Perform on one instrument accurately and independently.	Playing Group/independent playing. Play recorder with singing parts. Display a basic understanding of the fundamentals of recorder playing.	Aural Assessment Performance Assessment Peers and community will be present. Visual assessment at school performances.	Recorders Music Sheet Music Enlarged Music

Music Curriculum

Grade 3. Unit 4. Singing

Essential Question: How can you find out what a song is about?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction, correct posture. 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor. 2.1 Demonstrate and respond to the beat. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music 5.5 Respond through purposeful movement to selected prominent music characteristics.	<p style="text-align: center;">Melody</p> Increase melodic accuracy. Solo and group singing. Continue to explore songs with movement/dance and dramatic expression.	Aural assessment. Singing participation.	Music Lyric Sheet
1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction, correct posture. 1.3 Sing from memory a variety of songs. 5.6 Describe and demonstrate audience skills of listening attentively.	<p style="text-align: center;">Solo Singing</p> Gain more confidence in singing solo in front of the classroom audience. Be a courteous audience when listening to fellow classmates sing.	Aural assessment. Singing participation.	Music Lyric Sheet
10.1 Integrate knowledge of music and apply the art to learning other disciplines.	<p style="text-align: center;">Lyrics</p> Explore meanings of words Discuss rhyme/poem Create lyrics	Aural assessment. Singing participation.	Music Lyric Sheet

Music Curriculum

Grade 3. Unit 5. Performance

Essential Question: How can you achieve a meaningful performance?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Performance Skills Discussion on audience member vs. performer. Explore what a meaningful performance is. Discuss if performance have to be public to make it meaningful.	Discussion participation. Oral assessment.	Music Speaking parts
1.1 Sing independently. 1.3 Sing from memory a variety of songs. 1.5 Sing in groups. 5.6 Describe and demonstrate audience skills of listening attentively. 6.2 Investigate uses and meanings of examples of music in children's daily lives, homes, and communities. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Musical selections for school wide sing-alongs Perform a variety of patriotic selections. Perform a variety of seasonal selections. Perform appropriate pop music selections.	Participation in discussions. Visual assessment of participation at school performances.	Music Piano Lyric Sheets
1.3 Sing from memory a variety of songs. 2.1 Demonstrate and respond to the beat. 3.1 Play independently with steady tempo, rhythmic accuracy. 3.2 Play from memory or written notation a varied repertoire 3.5 Perform in groups, blending timbers, matching dynamics and responding to the conductor. 3.6 Perform independent instrumental parts while other students sing. 3.7 Perform on one instrument accurately and independently 5.5 Respond through purposeful movement to selected prominent music characteristics. 5.6 Describe and demonstrate audience skills of listening attentively. 10.1 Integrate knowledge of music and apply the art to learning other disciplines.	Recorder A variety of selections will be performed with accompaniment. Correct posture, fingering and tonal quality. Explore personal musical and stage expression. Increased stage presence and confidence speaking/singing and playing to a large audience.	Aural and visual assessment of participation at school performances. Peers and community will be present.	Music Recorders Microphone Risers Speaking Parts Lyric Sheets

Music Curriculum

Grade 4. Unit 1. Review and assessment of prior knowledge / Learning the Kodaly Counting System

Essential Question: How do we vocalize written musical rhythms?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests</p> <p>3.1 Play independently with accurate steady tempo and rhythmic accuracy.</p> <p>3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</p> <p>3.5 Perform in groups responding to the cues of a conductor</p> <p>5.1 Perceive, describe, and respond to the basic elements of music.</p> <p>5.3 Use appropriate terminology in describing music.</p> <p>5.5 Respond through purposeful movement to selected prominent music characteristics.</p>	<p>Learning the “Rhythm, Rhythm, Rhythm” song, with hand signs.</p> <p>“Run/Walk the Room” to show the subdivision of quarter notes into eighth</p> <p>Labeling rhythms with appropriate counting syllables.</p> <p>Rhythm Pizza to demonstrate understanding of beat subdivisions notes.</p> <p>“Sit the Rhythm” Students will show specified rhythms by sitting in chairs, with a chair representing a beat, and using themselves as notes.</p> <p>How to turn a whole note into a sixteenth, written and aural.</p>	<p>Visual assessment of labeling rhythms with appropriate counting syllables.</p> <p>Visual assessment of Rhythm Pizza to demonstrate understanding of beat subdivisions.</p>	<p>“Rhythm, Rhythm, Rhythm” video - via SafeShare projected by overhead</p> <p>16 chairs for Sit the Rhythm</p>

Music Curriculum

Grade 4 Unit 2. Learning Music Notation and Dictating Rhythm

Essential Questions: What does musical written language look like? What is a dictation?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Use standard symbols. 3.1 Play independently with steady tempo, rhythmic accuracy. 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments. 4.5 Create and arrange short songs and instrumental pieces within teacher specified guidelines. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 5.5 Respond through purposeful movement to selected prominent music characteristics.	Learn/review rhythmic notes (whole, half, quarter, eighth) Creating paper rhythm grids that show the breakdown of longer notes into smaller ones. Body percussion (clapping, snapping, stomping, etc.) to standard nursery rhymes/folk songs to show understanding of specific rhythms. Teacher/student and partner dictations. Rhythm compositions, with performances.	Class dictation exercises and observation of participation. Aural assessment of group rhythm performances. Written assessment: Students will fill in missing beats in 2, 3, and 4-beat rhythms, first with notes then with rests to show understanding of rhythmic values Written assessment: Rhythm compositions - check for understanding by writing music that fits within specific parameters	Personal dry erase boards, markers Staff paper Piano

Music Curriculum

Grade 4. Unit 3. Winter Extravaganza Performances

Essential Questions: Why do we perform in the Winter Extravaganza? What does it take to have a successful performance for myself and as a class?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.</p> <p>1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>2.1 Demonstrate and respond to the beat.</p> <p>5.1 Perceive, describe, and respond to basic elements of music.</p> <p>5.6 Describe and demonstrate audience skills of listening attentively.</p> <p>6.2 Investigate uses and meanings of examples of music in children’s daily lives, homes, and communities.</p> <p>8.3 Perform or create works inspired by historical or cultural styles.</p> <p>10.1 Integrate knowledge of music and apply the arts to learning other disciplines.</p>	<p>Each class will prepare a song to be performed by memory for the Winter Extravaganza that is representative of a cultural holiday celebrated within the Plainville community.</p>	<p>Small group singing and aural assessment.</p> <p>“Pass the Phrase”</p> <p>“Critique the Teacher” (Finding errors in lyrics and melody)</p>	<p>Recordings</p> <p>Lyric sheets</p> <p>Piano accompaniment</p> <p>Orff instruments</p>

Music Curriculum

Grade 4. Unit 4. Understanding Musical Phrasing

Essential Questions: What is a phrase in music? How are phrases organized? What is a coda? How do we label form?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.5 Respond through purposeful movement to selected prominent music characteristics. 6.1 When viewing or listening music ask and answer questions such as, <i>“How does this work make me feel?”</i>	<p>Moving to Peer Gynt Students will move around the room in a way that appropriately reflects the music being played.</p> <p>Pass the Phrase Ball Students will pass the ball to a classmate when the phrase changes.</p> <p>Write your own coda to a song that is played.</p> <p>Phrase mapping</p> <p>Learn how to label form in music and what to listen for</p>	<p>Written assessment of phrase mapping (A drawing exercise that will show student understanding of phrases.)</p> <p>Participation in discussion.</p> <p>Visual Participation of tasks.</p>	<p>Recording of Grieg’s, <u>Peer Gynt: In the Hall of the Mountain King</u></p> <p>Two small stuffed ball</p>

Music Curriculum

Grade 4. Unit 5. Close listening through the music of John Williams

Essential Questions: What is a close listening? Why is John Williams an important composer?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form</p> <p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p> <p>5.6 Describe and demonstrate audience skills</p> <p>6.1 When listening to music, ask and answer, "Who made this and why?" And "How does this make me feel?"</p> <p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects</p>	<p>Listen: Clips of John Williams works. Discussion: What do these pieces have in common? Biography of John Williams</p> <p>Video: The composition process of the Star Wars soundtrack</p> <p>Introduction to SQUILT (Super Quiet UnInterrupted Listening Time) coloring map for Star Wars theme, SQUILT written layout</p> <p>Discussion: The influence of classical composers on John Williams</p>	<p>Participation in discussion</p> <p>Written: Completed Star Wars color map</p>	<p>Video: "Endlessly Compelling: The Music of Star Wars"</p> <p>Recording of various John Williams compositions</p> <p>SQUILT layout worksheet</p> <p>Star Wars coloring map</p>

Music Curriculum

Grade 4. Unit 6. Notes on the Treble Clef Staff

Essential Questions: What is the difference between a pitch and a note? How are the notes on the music staff organized?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Use a system to read simple pitch notation in the treble clef 2.7 Identify and define standard notation symbols for pitch, rhythm 2.8 Use standard notation to record their own musical ideas and those of others 3.4 Perform easy melodic patterns accurately 5.1 Perceive, describe, and respond to basic elements of music, including beat, pitch, melody	Discussion: Gathering around the large floor staff to learn/review notes on lines and spaces along with tools to help remember Spelling Bee Game: Spelling words on the staff using the musical alphabet Treble Clef Baseball and Relay Races	Visual assessment: Note identification Written Assessment: Word Spelling	Large taped floor staves (5) Five sets of labeled index cards with musical alphabet Treble Clef Baseball Game Kit for Treble Relay Races

Music Curriculum

Grade 4. Unit 7. Boomwhackers and Instruments of the Orchestra

Essential Questions: How do Boomwhackers produce sound? What does that tell us about the sound production of instruments in the orchestra? What is an octave?

Standard	Benchmark Tasks (activities)	Assessments	Resources
3.4. Echo and perform easy rhythmic, melodic patterns accurately 3.6 Perform independent instrumental parts while other students sing or play contrasting parts 5.1 Perceive, describe, and respond to basic elements of music, including pitch, texture 5.2 Listen to and describe aural examples of music of various instrumentation 5.3 Use appropriate terminology in describing music instruments and voices 5.4 Identify the sounds of a variety of instruments 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “how does this instrument produce sound?”	Non Verbal organizing of Boomwhackers from lowest to highest Proper playing of Boomwhackers Discussion of vibration to produce sound Discussion: Octaves and Scales Families of orchestral instruments and non-orchestral instruments Orchestra seating map	Visual assessment: Recognition of octaves Visual assessment: Identifying instrument families Written assessment: orchestra layout	Boomwhackers Large floor staff Piano Instruments powerpoints Instrument posters Seating map worksheet

Music Curriculum

Grade 5. Unit 1. Re-Introduction to Boomwhackers, Scales, and Octaves. Introduction to Chords.

Essential Questions: How are the Boomwhackers (BWs) organized and what do their different lengths mean? What is a chord? What is a scale? What is an octave What is a cadence?

Standard	Benchmark Tasks (activities)	Assessments	Resources
3.1 Play independently with steady tempo, rhythmic accuracy. 3.4 Echo and perform easy rhythmic patterns on classroom instruments. 4.3 Improvise and compose simple rhythmic variations on familiar melodies 4.6 Improvise and compose simple harmonic accompaniments 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “how does this instrument produce sound?”	Order Boomwhackers from low to high to learn meaning of lengths and demonstrate scale. Finding octaves on the piano Creating chords and chord progressions with BWs. Learning about tension and release in music through different chord progressions Playing along with various musical selections.	Participation in discussion. Visual assessment of identification tasks: chord or scale cadence octave Visual assessment of participation.	Piano Boomwhackers Music

Music Curriculum

Grade 5. Unit 2. Tonality in Music

Essential Questions: What does tonality mean? What is the difference between major and minor?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music.	Defining and hearing the difference between major and minor chords, scales, and songs. Discussing what makes a song major or minor. Major or Minor? - Listening to excerpts and holding up a blue card if minor, yellow if major.	Visual assessment of identification tasks: major or minor. Participation in discussion.	Flute or piano Music in major and minor keys Blue and yellow colored cards

Music Curriculum

Grade 5. Unit 3. “Stuff on the Staff”

Essential Questions: What is the meaning behind the symbols that are seen on a piece of music? How do they affect what the performer does?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Using a system to read in the treble clef. 2.3 Identify symbols and traditional terms referring to tempo. 2.4 Use standard symbols. 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music.	Using the grand floor staff to identify the components of written music - clefs, time signatures, key signatures, bar lines, measures, sharps/flats Placing large cut-outs of musical symbols in their correct places with correct labels. Looking at actual sheet music to a well known pop song and identifying the symbols found on it.	Written assessment where students will be asked to circle specific music symbols, draw examples, and identify the names of music symbols. Observation of Participation.	Painters tape for large floor staff Large music symbols with name cards Dry erase folders, markers Sheet music Ladybug projector

Music Curriculum

Grade 5. Unit 4. Winter Extravaganza Performances

Essential Questions: Why do we perform in the Winter Extravaganza? What does it take to have a successful performance for myself and as a class?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.</p> <p>1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>2.1 Demonstrate and respond to the beat.</p> <p>5.1 Perceive, describe, and respond to basic elements of music.</p> <p>5.6 Describe and demonstrate audience skills of listening attentively.</p> <p>6.2 Investigate uses and meanings of examples of music in children’s daily lives, homes, and communities.</p> <p>8.3 Perform or create works inspired by historical or cultural styles.</p> <p>10.1 Integrate knowledge of music and apply the arts to learning other disciplines.</p>	<p>Each class will prepare a song to be performed by memory for the Winter Extravaganza that is representative of a cultural holiday celebrated within the Plainville community.</p> <p>Discussion: How is this year’s culture, holiday, and song different from what my class studied last year?</p>	<p>Small group singing aural assessment.</p> <p>“Pass the Phrase”</p> <p>“Critique the Teacher” (Finding errors in lyrics and melody)</p>	<p>Recordings</p> <p>Lyric sheets</p> <p>Piano accompaniment</p> <p>Orff instruments</p>

Music Curriculum

Grade 5. Unit 5. Folk Music

Essential Questions: What makes music fit into the category of folk? What is the history of folk music?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>1.4 Sing partner songs, rounds, with and without accompaniment</p> <p>5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, melody, texture, and form</p> <p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying cultural and/or geographic context</p> <p>5.5 Respond through purposeful movement to selected music</p> <p>6.1 When viewing or listening to examples of music, ask and answer questions such as, “Who made this, and why?” “How does this work make me feel?”</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history</p> <p>8.4 Identify American styles and genres of dance and music and describe their sources, trace their evolution</p>	<p>Discussion: What do you think of when you hear folk music?</p> <p>Discussion: What is folk music and how did it evolve? How does it relate to dancing today?</p> <p>Learning “Alabama Gal” folk dance and lyrics</p> <p>Discovering rhythmic dialogue and mimicry through body percussion</p>	<p>Participation in discussion</p> <p>Scored visual assessment of folk dance</p> <p>Visual assessment of body percussion activity</p>	<p>Folk Music Powerpoint</p> <p>Recordings of various folk music songs</p>

Music Curriculum

Grade 5. Unit 6. Dynamics and Tempo

Essential Questions: How can we describe music more effectively? What is tempo? What are dynamics?

Standard	Benchmark Tasks (activities)	Assessments	Resources
1.2 Sing expressively with appropriate dynamics 2.3 Identify symbols and traditional terms referring to dynamics and tempo and interpret them correctly when performing 2.4 Use standard symbols to notate rhythm and dynamics in simple patterns performed by the teacher 2.7 Identify, define, and use standard notation symbols for dynamics, tempo 5.3 Use appropriate terminology in describing music 5.5 Respond through purposeful movement to music characteristics or to specific music occurrences while singing or listening to music 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology	Learning the terminology for dynamics, creating a volume knob to have a visual Vocalizing the different dynamics of music via voice and instruments Creating dynamic swatches to show the different levels of volume Tempo Circle: moving to the different tempi in music Tempo & Dynamic Charts: Creating charts with visuals; listening to and categorizing songs to graph the speed and volume	Written and visual assessment of dynamics identification Visual assessment of tempo understanding Oral assessment of dynamic and tempo understanding	Student journals Paint swatches Recordings of songs with various tempi Materials for charts - large squares of paper, cartoon pictures, glue, scissors, colored pencils, rulers

Music Curriculum

Grade 5. Unit 7. History of Patriotic Music

Essential Questions: How did the anthems of our country gain their significance? How do these songs affect our emotions and feelings toward the country?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods</p> <p>5.3 Use appropriate terminology in describing music</p> <p>5.4 Identify the sounds of a variety of instruments,</p> <p>5.8 Describe specific music occurrences in a given aural example, using appropriate terminology</p> <p>6.1 When listening to music, ask and answer questions such as, “What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?”</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas,, and customs at a particular time in history</p> <p>7.2 Describe the roles of artists in specific cultures and periods, considering aspects such as: the conditions under which artists created, performed, and/or exhibited work</p> <p>8.4 Identify American styles and genres of music, describe their sources, trace their evolution, and cite well-known artists associated with these styles</p> <p>9.2 Identify and describe examples of how the availability of new materials brought about</p>	<p>History of TAPS: Videos featuring West Point Academy musicians, and historian Jari Villanova</p> <p>The Story behind the “Star Spangled Banner” and dissection of lyrics</p> <p>The Marches of John Philip Sousa: His biography, inspiration for writing, characteristics of the march genre</p> <p>Discussion and Video: Drumcorps Today and Sousa's influence</p>	<p>Discussion Participation</p> <p>Written assessment: Are These Lyrics in the Star Spangled Banner</p> <p>Visual assessment: Is this a march?</p>	<p>Videos that detail the origins and use of TAPS</p> <p>Lyrics to Star Spangled Banner Images of John Philip Sousa, parade musicians</p> <p>Video of DCI (Drum Corps International) and/or college marching band performance</p>

Music Curriculum

changes in the arts in various time periods and cultures			
--	--	--	--

Music Curriculum

Grade 5. Unit 8. The Beatles!

Essential Questions: Why are The Beatles so important? How have they been influential to new music written since their time? What are new innovations happening in music today?

Standard	Benchmark Tasks (activities)	Assessments	Resources
5.1 Perceive, describe, and respond to basic elements of music 5.2 Listen to and describe aural examples of music of various styles and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context 5.3 Use appropriate terminology in describing music 5.4 Identify the sounds of a variety of instruments 6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society 7.1 Investigate how artists create their work 7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles 9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about change	Discussion of expanse of Beatles popularity Listening to various Beatles songs at different points in their discography Discussion of influence and innovation related to the music industry Writing a letter to a member of the Beatles from a current artist	Written assessment of understanding and key terminology Participation in discussion	Worksheet Recordings of Beatles music Videos of Beatles performances Recordings of current songs related to Beatles influence

Music Curriculum

Grade 6. Unit 1. Review of rhythmic concepts, meter, tonality

Essential Questions: How can you create and perform your own rhythmic patterns?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Demonstrate and respond to the beat. 2.4 Use standard symbols. 3.1 Play independently with steady tempo, rhythmic accuracy. 3.2 Play from memory or written notation a varied repertoire. 3.6 Perform independent instrumental parts while other students sing or play contrasting parts 5.1 Perceive, describe, and respond to basic elements of music. 5.3 Use appropriate terminology in describing music. 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music.	Review of the rhythm tree by drawing it. Perform various songs as a class with auxiliary Orff instruments; divided parts, solo parts, reading of rhythm and pitch. Small group performances as well.	Observation of participation. Aural assessment.	Rhythm tree worksheets Boomwhackers Overhead projector Music

Music Curriculum

Grade 6. Unit 2. Introduction to Ostinato

Essential Questions: What is ostinato?

Standard	Benchmark Tasks (activities)	Assessments	Resources
4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments. 4.9 Compose and arrange short pieces for voices or instruments within teacher-specified guidelines, using the elements of music to achieve unity and variety, tension and release, and balance. 5.1 Perceive, describe, and respond to basic elements of music. 5.2 Listen to and describe aural examples of music. 5.3 Use appropriate terminology in describing music. 5.4 Identify the sounds of a variety of instruments.	<p>Listening activity: What does each piece of music within a group of a selections have in common?</p> <p>Discussion: Ostinato - What is it, what can it sound like, where is it heard *Study of Ravel’s “Bolero”</p> <p>Performances: Create an ostinato in small groups. 1. Compose one that is appropriate to a given piece of music. 2. A unique ostinato that will be performed while group members take turns with melodic improvisation.</p>	<p>Participation in discussion.</p> <p>Written assessment of identification tasks; ostinato instruments</p> <p>Oral assessment on meaning of ostinato.</p>	<p>Music</p> <p>Boomwhackers and/or various Orff instruments</p>

Music Curriculum

Grade 6. Unit 3. Learning about the Diwali Dandiya Dance

Essential Questions: What are the characteristics of a dandiya dance? What culture dances the dandiya, and why?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>2.1 Demonstrate and respond to the beat.</p> <p>5.1 Perceive, describe, and respond to basic elements of music.</p> <p>5.5 Respond through purposeful movement to selected prominent music characteristics.</p> <p>5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures.</p> <p>5.10 Interpret more complex music through movement.</p> <p>5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance.</p> <p>6.1 When viewing or listening music ask and answer questions such as, <i>“How does this work make me feel?”</i></p> <p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America.</p> <p>8.3 Perform or create works inspired by historical or cultural styles.</p> <p>10.1 Integrate knowledge of music and apply the arts to learning other disciplines.</p>	<p>Watching performances of various dandiayas.</p> <p>Discussion of Hindu culture and celebrations.</p> <p>Discussion of appropriate occasions for dandiya dance, as well as attire.</p> <p>Learning the partner half of the dandiya.</p> <p>Learning the introduction to the dandiya.</p>	<p>Visual assessment of participation.</p> <p>Scored assessment of dance and audience etiquette while in small groups.</p>	<p>Rhythm sticks</p> <p>Performance videos of dandiya dances</p> <p>Examples of Indian music</p> <p>Full recording of dandiya song</p>

Music Curriculum

Grade 6. Unit 4. Review of Pitch

Essential Questions : How does the music alphabet correlate with the treble clef and bass clef staves? How do the pitches differ from treble clef to bass clef? How do these notes translate to the keys on the piano?

Essential Questions:

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Use a system to read pitch notation in the treble clef 2.7 Identify, define, and use standard notation symbols for pitch 2.8 Use standard notation to record their own musical ideas and those of others 4.2 Compose simple melodic ostinato accompaniments 4.6 Compose simple harmonic accompaniments 5.1 Perceive and respond to basic elements of music, including beat, pitch, melody 9.1 When viewing musical instruments, ask and answer questions such as, “How does this instrument produce sound?”	Discussion of tools for note naming Learning how treble and bass clefs intersect Note review games, individual and team, i.e. Bean Bag Toss, Twister, Note Wars	Oral and visual assessments through participation in large-format games (Note Wars) Written assessment, spelling words on the music staff	Bean Bags (8) Taped Floor Staves Powerpoint pitch review game (ex. “Note Wars”)

Music Curriculum

Grade 6. Unit 5. Independent Composition Project

Essential Questions: How do I know what the pre-written rhythm sounds like? What is a cadence? How do I use a xylophone or the piano to help me compose my piece?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.5 Read whole, half, quarter, eighth, sixteenth, and rests in 4/4 2.7 Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo 2.8 Use standard notation to record their own musical ideas 3.4 Perform easy rhythmic, melodic patterns accurately and independently on classroom instruments 4.4 Compose short instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body 4.5 Create and arrange short instrumental pieces within teacher-specified guidelines 5.1 Perceive and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings	Compose an 8-measure piece within specified guidelines Perform piece for teacher or entire class Discuss compositional process	Performance of their own composition Assessment of the written composition that standards were met and guidelines followed	Piano Orff Xylophones and Glockenspiels

Music Curriculum

Grade 6. Unit 6. Simple vs Complex Meter and Conducting

Essential Questions: How does meter affect music? How does complex meter differ from simple meter? How does meter affect conducting patterns?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation</p> <p>2.5 Read notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8 meter signatures</p> <p>2.8 Use standard notation to record their own musical ideas and those of others</p> <p>3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on classroom instruments</p> <p>4.1 Improvise “answers” in the same style to given rhythmic phrases</p> <p>5.2 Listen to and describe aural examples of music of various styles, identifying expressive qualities, instrumentation, and cultural</p> <p>5.3 Use appropriate terminology in describing music and music notation</p> <p>5.10 Interpret more complex music through movement</p> <p>7.3 Identify and describe careers in at least one art form, rehearsal, and performance settings</p>	<p>Discussion: Review of measures, simple time signatures.</p> <p>Moving to different meters in music</p> <p>Learning the conducting patterns for each time signature</p> <p>Discussion: What is the role of a conductor?</p>	<p>Participation in discussions</p> <p>Written assessment: Labeling meters of measures of music</p> <p>Visual assessment: Identifying the meter of pieces</p> <p>Participation and effort in conducting activity</p>	<p>Recordings of pieces of music with various meters</p> <p>Recording of Gustav Holst’s “The Planets”</p> <p>Worksheet activity</p> <p>Flashcards with time signatures</p> <p>25 conducting batons</p>

Music Curriculum

Grade 6. Unit 7. Musical Theater: Operas, Musicals, and Ballet

Essential Questions: What are the differences and similarities between opera, musicals, and ballet? How does musical theater operate? What kind of jobs are in musical theater?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p> <p>5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances</p> <p>5.4 Identify the sounds of a variety 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</p> <p>5.8 Describe specific music occurrences in a given example, using appropriate terminology</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society</p> <p>7.3 Identify and describe careers in at least one art form</p> <p>7.4 Describe the function of cultural organizations and arts institutions such as theatres, dance companies</p>	<p>Brainstorm first impressions of what is a musical and an opera</p> <p>Powerpoint presentation on musical theater detailing jobs, types of theater productions, form</p> <p>Discussion of different singing styles. Watch clips from an opera (i.e. "Barber of Seville") a musical (i.e. "Wicked")</p> <p>Completion of venn diagram, operas/musicals</p> <p>Viewing of a current popular music, i.e. "Shrek: The Musical"</p> <p>Discussion: How is the music reflected in dancers' movement? Defining choreography and how it can change in different circumstances</p>	<p>Written assessment of important terms and concepts in musical theater</p> <p>Participation in discussions</p>	<p>Overhead projector through computer</p> <p>Musical theater powerpoint</p> <p>Wichita Grand Opera's, "The Barber of Seville"</p> <p>Clip of a song scene from popular Broadway music</p> <p>"Video of full-length, complete musical</p> <p>Venn diagram worksheet</p> <p>Clips of various ballets - Swan Lake, Rite of Spring, Nutcracker</p>

Music Curriculum

Grade 6. Unit 8. Messages in Music

Essential Questions: What kind of messages do songwriters try to convey? What are the different ways messages can be communicated in music?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>1.5 Sing in groups, blending vocal timbres, matching dynamic levels</p> <p>5.2 Listen to and describe aural examples of music of various genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p> <p>6.1 When listening to examples of music, ask and answer questions such as, “What is the artist trying to say?”</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society</p> <p>9.2 Identify and describe examples of how the discovery of technologies brought about changes in the arts in various time periods</p> <p>8.3 Perform or create works inspired by historical or cultural styles</p>	<p>Discussion: What are general topics singers might write a song about? How does society and culture influence songwriting?</p> <p>Compare and contrast two protest songs from different decades and styles of music, i.e. “Blowin’ in the Wind” versus “Where is the Love?”</p> <p>Discussion: What kind of style would a protest song be written in today? What kind of topics might be included?</p> <p>Create a rap that will communicate a struggle or positive message</p>	<p>Written assessment via worksheet that is filled out</p> <p>Oral assessment through participation in class discussion</p> <p>Assessment of participation in rap song writing</p> <p>Self-assessment for rap song work and final product</p>	<p>Protest song recordings</p> <p>Sound system</p> <p>Worksheet</p>