

MUSIC CURRICULUM
PRE-SCHOOL

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Voices singing together	TWL song "Wonder Ball" and nursery rhymes to see how they are matching pitches.
	Sing and keep steady beat	TWL "Wonder Ball" to keep a beat while passing ball and singing names.
	Echo sing	TWL songs to follow directions by singing the echo part after teacher
SEPTEMBER	Steady beat	Play marches to keep steady beat. March to music, keep beat with body movement, rhythm band instruments
	Following Directions	Sing echo songs, Count & Go, ways to use voices, chants Color song, I Am Pizza song
	Speaking/singing voices	Chants, simple songs, familiar songs, nursery rhymes
	Sing a response with movement	Show different ways to use voices, friendship song, Walk to School song.
OCTOBER	High-Low sounds	Experience high-low sounds with movement in songs: Autumn Leaves, Shapes, Hey Look At Me, E.W.Spider
	Fast-slow	Listening selections to hear & move to music that is fast-slow. Action songs - Tony Chestnut, Head & Shoulders
	Steady Beat	Keep a beat while singing songs: Happy Feeling, Halloween songs.
	Movement	Songs that teach drama - acting out the action words: Alphabet Action, Brush your Teeth, Halloween songs.
NOVEMBER	Quiet-Loud	Sing songs & games that show difference in volume: Grumpy Grizzley, Hibernate, Kumbayah, songs from other sources.
	Fast-slow	Learn by rote; Take my Little Car, poem Slowly, Days of Week, Old Navy, Rainbow World, We Cook Turkey.

MUSIC CURRICULUM
PRE-SCHOOL

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally assess as a group	Childrens Songbook, Smorgasbord cassette	7.4 Match pitches in a song
Aurally & visually assess as a group	ball	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Aurally assess as a group	Musicplay book pg. 1, 5 Freddy Frog (sings echos)	7.4 match pitches in song
Visually assess for correct rhythm	March CD, rhythm band, eggs	1.4 use object to keep beat
Aurally & visually assess as a group	Musicplay book Week 1, CD#1 Drum, Freddy Frog	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Aurally assess as a group	Musicplay Week 2, CD#1, Freddy Frog, Alphabet songbk, Action songbk, Action song CD	7.4 match pitches in song 5.2 difference in chants and melody
Aurally & visually assess as a group	Musicplay Week 3, CD#1,	7.4 match pitches in song 5.2 difference in chants and melody 10.2 create movements to dramatize
Visually assess as a group	Musicplay Week 1, CD#1, leaves, step bells, shapes, Action songbk	5.5 perceive & respond to ways melody moves high-low
Aurally assess as a group	Musicplay Week 2, CD#1, Action songbook	7.4 match pitches in song 4.1 difference in tempo fast/slow
Aurally & visually assess as a group	Musicplay Week 2/4, CD#1, other Halloween songs and chants	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Visually assess as a group	Musicplay Week 3, CD#1	7.4 match pitches in song 1.3 move to steady beat 10.2 Create dramatic moves to song
Aurally assess as a group	Musicplay Week 1, CD#2	7.4 match pitches in song 7.7 understand dynamics in music
Aurally assess as a group	Musicplay Week 2, CD#1 & 2	7.4 match pitches in song 4.1 difference in tempo fast/slow

MUSIC CURRICULUM
PRE-SCHOOL

NE Arts Standard

VPA K12.M2.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M4.1 (C23)

VPA K12.M3.2 (C16)

VPA K12.M7.1 (C13)

VPA K12.M2.3 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M1.1 (C22)

VPA K12.M4.1 (C23)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M1.3 (C26)

VPA K12.M2.3 (C26)

VPA K12.M2.3 (C26)

MUSIC CURRICULUM
PRE-SCHOOL

MONTH	CONCEPT	LEARNING ACTIVITIES
NOVEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. Songs chosen each year for the holiday season: Thanksgiving and Christmas.
DECEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. Songs chosen each year for the holiday season: Christmas.
JANUARY	Fast/slow	Learn by rote songs "Let's Get on Board", Sewing Machine & Ha Thisaway to demonstrate different speeds of music. "Pretty Princess" story to reinforce concept in week 4.
	Voices singing together	Learn to sing "Snowman Joe", Alphabet songs Penquin Polka, Months of Year, Cheer for 100!
	Quiet/Loud	2 part song to show difference in activities; Ha Thisaway
	High-Low sounds	Experience high-low sounds with movement in songs: Old Mother Brown, Penquin Polka
	Timbre - Voices Sing/chanting	Learn to sing song "Who Has Pencil?" and play game to sing solos and learn about the different sounds in our voices. Learn to speak chant "Joe Button Factory" with voices
FEBRUARY	Voices singing together	TWL songs to follow directions by singing the echo part after teacher: Groundhog, Head n Shoulders
	Quiet/Loud	Song about Valentines Day to show difference in dynamics
	Ta - Ti ti patterns	TWL about long/short notes using instruments & symbols Songs: Kangaroo, If you're Happy
	Singing Patriotic songs	TWL words & melody to "America" while discussing meaning

MUSIC CURRICULUM
PRE-SCHOOL

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group	Sheet music, Christmas songbook,	7.4 match pitches in song
Assess performance at concert	Instruments, Musicplay book,	10.2 Create dramatic moves to song
	Gagne Christmas book	10.3 Create small percussion parts
Aurally & visually assess as a group	Sheet music, Christmas songbook,	7.4 match pitches in song
Assess performance at concert	Instruments, Musicplay book,	10.2 Create dramatic moves to song
Repetition to aurally assess singing	Gagne Christmas book	10.3 Create small percussion parts
		8.3 Identify tone colors of small
		percussion instruments to accompany
Verbally assess how music changes	Musicplay book Week #1, CD#3	7.4 match pitches in song
Watch body actions to music	Musicplay book Week #4, CD#3	4.1 difference in tempo fast/slow
Aurally assess as a group	Musicplay book Week #1-4, CD #3	7.4 match pitches in song
Watch body actions to music		
Verbally assess how music changes	Musicplay Week #1, CD #3	7.4 match pitches in song
Watch body actions to music		7.7 understand dynamics in music
Visually assess as a group	Musicplay Week #2, CD #3	5.5 perceive & respond to ways
		melody moves high-low
		7.4 match pitches in song
		10.2 Create dramatic moves to song
Verbally assess how music changes	Musicplay Week #3, CD #3, pencil,	7.4 match pitches in song
Watch body actions to music	book, ruler,	7.5 Perceive vocal tone color through
Visually assess as a group		song & speaking.
Aurally assess as a group	Musicplay Week #1 & 2 & 3, CD #4	7.4 match pitches in song
	Freddy Frog	
Aurally assess as a group	Musicplay Week #2, CD #4	7.4 match pitches in song
		10.2 Create Dramatic moves to song
Aurally & visually assess as a group	Musicplay Wk #3/4, CD #4, rhythm	7.4 match pitches in song
	Instruments, ta-ti ti word cards	10.2 Create Dramatic moves to song
		4.2 Difference in long/short sounds
		4.3 Identify & play long/short pattern
Aurally assess as a group	Patriotic songbook & CD	7.4 match pitches in song
		9.1 style of music

MUSIC CURRICULUM
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NE Arts Standard
VPA K12.M5.1 (C9)
VPA K12.M4.1 (C23)
VPA K12.M5.1 (C9)
VPA K12.M4.1 (C23)
VPA K12.M2.3 (C26)
VPA K12.M4.1 (C23)
VPA K12.M4.1 (C23)
VPA K12.M5.2 (C19)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M1.1 (C22)
VPA K12.M4.1 (C23)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M3.1 (C16)

MUSIC CURRICULUM
PRE-SCHOOL

MONTH	CONCEPT	LEARNING ACTIVITIES
MARCH	Action songs about animals	Sing songs with actions about dinosaurs and dogs. Discuss loud/quiet with words to songs.
	Voices singing together	Sing songs matching pitches and learning words by rote: Dr. Seuss songs, Alphabet songs, St. Patrick day songs, A me Limbo for vowel sounds, Knees Up, Don't Throw Junk Hugs & Snugglebugs
	High/Low	TWL Bernie Bee song to reinforce high/low notes (sol-mi) while playing a game. Chant poem with 2 sounds. Song about flying kites to demonstrate high/low moves.
	Steady Beat	Song "Pass the Shoe" to reinforce keeping a beat while singing and passing a shoe to the strong/weak beats.
APRIL	Seasonal Songs - Easter	Learn to sing melodies to different Easter songs adding game or creative movement.
	Voices Singing Together	TWL to match pitches & sing by rote while adding actions to game songs: Spaceworms, Five Green Men (reinforce numbers), Alphabet & Action songbook.
	Performance / Style	Demonstrate musical skills by participating in a concert. Songs will change year to year. They will learn words by rote, actions by echoing, songs chosen will reinforce concepts taught throughout the year: ie fast/slow, quiet/loud, steady beat, high/low, sing/chant.
MAY	Performance/Style	Students will continue preparations for the spring concert. Songs change each year. They will memorize the words by echo singing, continue putting actions to songs, begin to rehearse for concert with the Kindergarten in the concert setting in the gym with microphones.
	Voices singing together	With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

MUSIC CURRICULUM
PRE-SCHOOL

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group	Musicplay Week #1, CD #4, pictures	7.4 match pitches in song 10.2 Create Dramatic moves to song
Aurally & visually assess as a group	Musicplay Week #1-4, CD #4 Limbo stick	7.4 match pitches in song 10.2 Create Dramatic moves to song 9.1 style of music 3.2 form - parts of song are different
Aurally assess for understanding	Musicplay Week #2-3, CD #4	7.4 match pitches in song 10.2 Create Dramatic moves to song
Visually assess for correct rhythm	Musicplay Week #4, CD #4	7.4 match pitches in song 1.2 experience beat in song
Watch body actions to music	Musicplay Week #1-2, CD #5,	7.4 match pitches in song
Visually assess as a group	Easter eggs,	10.2 Create Dramatic moves to song
Aurally assess as a group		
Watch body actions to music	Musicplay Week #1,2, CD #5	7.4 match pitches in song
Visually assess as a group		10.2 Create Dramatic moves to song
Aurally assess as a group		1.3 Move to steady beat
Aurally & visually assess as a group	Musicplay Book, CD's	7.4 match pitches in song
Watch body actions to music	Alphabet songbook - Gagne	10.2 create dramatic moves to song
Repetition to aurally assess singing	Action songbook - Gagne	1.4 use body or instruments to beat
	Reader Digest Children Songbook	5.2 difference in chants & melody
	other resources - sheetmusic	10.3 create percussion parts for songs
Aurally & visually assess as a group	Musicplay Book, CD's	7.4 match pitches in song
Watch body actions to music	Alphabet songbook - Gagne	10.2 create dramatic moves to song
Repetition to aurally assess singing	Action songbook - Gagne	1.4 use body or instruments to beat
Analyze video of concert performance for individual assessment.	Reader Digest Children Songbook other resources - sheetmusic	5.2 difference in chants & melody 10.3 create percussion parts for songs
Aurally & visually assess as a group	Musicplay Book & CD's	7.4 match pitches in song

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VPA K12.M3.1 (C16)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M2.3 (C26)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)
VPA K12.M5.1 (C9)
VPA K12.M4.1 (C23)
VPA K12.M2.2 (C22)

MUSIC CURRICULUM
KINDERGARTEN

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Voices singing together	TWL song "Wonder Ball", "3 Little Monkeys" and nursery rhymes to see how they are matching pitches.
	Sing and keep steady beat	TWL "Wonder Ball" to keep a beat while passing ball and singing names.
	Echo sing	TWL songs to follow directions by singing the echo part after teacher
SEPTEMBER	Steady beat	Play marches to keep steady beat. March to music, keep beat with body movement, rhythm band, rhythm eggs
	Following Directions	Sing echo songs, Count & Go, ways to use voices, chants Color song, I Am Pizza song
	Speaking/singing voices	chants, simple songs, familiar songs, nursery rhymes
	Sing a response with movement	show different ways to use voices, friendship song, Walk to School song, Dr. Knickerbacker
OCTOBER	High-Low sounds	Experience high-low sounds with movement in songs: Autumn Leaves, Shapes, Hey Look At Me, E.W.Spider, Icicles
	Fast-slow	Listening selections to hear & move to music that is fast-slow. Action songs - Tony Chestnut, Head & Shoulders
	Steady Beat	Keep a beat while singing songs: Happy Feeling, Halloween songs, Dr. Knickerbacker
	Movement	Songs that teach drama - acting out the action words: Alphabet Action, Brush your Teeth, Halloween songs.
NOVEMBER	Quiet-Loud	Sing songs & games that show difference in volume: Grumpy Grizzley, Hibernate, Kumbayah, songs from other sources.
	Fast-slow	Learn by rote; Take my Little Car, poem Slowly, Days of Week, Old Navy, Rainbow World, We Cook Turkey.

MUSIC CURRICULUM
KINDERGARTEN

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally assess as a group	Childrens Songbook, Smorgas bord cassette	7.4 Match pitches in a song
Aurally & visually assess as a group	ball	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Aurally assess as a group	Musicplay book pg. 1, 5 Freddy Frog (sings echos)	7.4 match pitches in song
Visually assess for correct rhythm	March CD, rhythm band, eggs	1.4 use object to keep beat
Aurally & visually assess as a group	Musicplay book Week 1, CD#1 Drum, Freddy Frog	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Aurally assess as a group	Musicplay Week 2, CD#1, Freddy Frog, Alphabet songbk, Action songbk, Action song CD	7.4 match pitches in song 5.2 difference in chants and melody
Aurally & visually assess as a group	Musicplay Week 3, CD#1,	7.4 match pitches in song 5.2 difference in chants and melody 10.2 create movements to dramatize
Visually assess as a group	Musicplay Week 1, CD#1, leaves, step bells, shapes, Action songbk	5.5 perceive & respond to ways melody moves high-low
Aurally assess as a group	Musicplay Week 2, CD#1, Action songbook	7.4 match pitches in song 4.1 difference in tempo fast/slow
Aurally & visually assess as a group	Musicplay Week 2/4, CD#1, other Halloween songs and chants	7.4 match pitches in song 1.2 experience beat in song 1.4 use instrument to keep beat
Visually assess as a group	Musicplay Week 3, CD#1	7.4 match pitches in song 1.3 move to steady beat 10.2 Create dramatic moves to song
Aurally assess as a group	Musicplay Week 1, CD#2	7.4 match pitches in song 7.7 understand dynamics in music
Aurally assess as a group	Musicplay Week 2, CD#1 & 2	7.4 match pitches in song 4.1 difference in tempo fast/slow

MUSIC CURRICULUM
KINDERGARTEN

NE Arts Standard
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VPA K12.M3.2 (C16)
VPA K12.M7.1 (C13)
VPA K12.M2.3 (C26)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M1.1 (C22)
VPA K12.M4.1 (C23)
VPA K12.M4.1 (C23)
VPA K12.M5.2 (C19)
VPA K12.M3.2 (C16)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M1.3 (C26)
VPA K12.M2.3 (C26)
VPA K12.M2.3 (C26)

MUSIC CURRICULUM
KINDERGARTEN

MONTH	CONCEPT	LEARNING ACTIVITIES
NOVEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. Songs chosen each year for the holiday season: Thanksgiving and Christmas.
DECEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. Songs chosen each year for the holiday season: Christmas.
JANUARY	Fast/slow	Learn by rote songs "Let's Get on Board", Sewing Machine & Ha Thisaway to demonstrate different speeds of music. "Pretty Princess" story to reinforce concept in week 4.
	Voices singing together	Learn to sing "Snowman Joe", Alphabet songs Penquin Polka, Months of Year, Cheer for 100!
	Quiet/Loud	2 part song to show difference in activities; Ha Thisaway
	High-Low sounds	Experience high-low sounds with movement in songs: Old Mother Brown, Penquin Polka
	Timbre - Voices Sing/chanting	Learn to sing song "Who Has Pencil?" and play game to sing solos and learn about the different sounds in our voices. Learn to speak chant "Joe Button Factory" with voices
FEBRUARY	Voices singing together	TWL songs to follow directions by singing the echo part after teacher: Groundhog, As Friends, Head n Shoulders
	Quiet/Loud	Song about Valentines Day to show difference in dynamics
	Ta - Ti ti patterns	TWL about long/short notes using instruments & symbols Songs: Kangaroo, If you're Happy
	Singing Patriotic songs	TWL words & melody to "America" while discussing meaning
	Black History Month	TWL story of Bo Jangles (tap dancer) and participate while playing rhythm instruments with chant. Rap a Tap Tap book. Discuss the import contributions of Blacks in America.

MUSIC CURRICULUM
KINDERGARTEN

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group	Sheet music, Christmas songbook,	7.4 match pitches in song
Assess performance at concert	instruments, Musicplay book,	10.2 Create dramatic moves to song
	Gagne Christmas book	10.3 Create small percussion parts
Aurally & visually assess as a group	Sheet music, Christmas songbook,	7.4 match pitches in song
Assess performance at concert	instruments, Musicplay book,	10.2 Create dramatic moves to song
Repetition to aurally assess singing	Gagne Christmas book	10.3 Create small percussion parts
		8.3 Identify tone colors of small
		percussion instruments to accompany
Verbally assess how music changes	Musicplay book Week #1, CD#3	7.4 match pitches in song
Watch body actions to music	Musicplay book Week #4, CD#3	4.1 difference in tempo fast/slow
Aurally assess as a group	Musicplay book Week #1-4, CD #3	7.4 match pitches in song
Watch body actions to music		
Verbally assess how music changes	Musicplay Week #1, CD #3	7.4 match pitches in song
Watch body actions to music		7.7 understand dynamics in music
Visually assess as a group	Musicplay Week #2, CD #3	5.5 perceive & respond to ways
		melody moves high-low
		7.4 match pitches in song
		10.2 Create dramatic moves to song
Verbally assess how music changes	Musicplay Week #3, CD #3, pencil,	7.4 match pitches in song
Watch body actions to music	book, ruler,	7.5 Perceive vocal tone color through
Visually assess as a group		song & speaking.
Aurally assess as a group	Musicplay Week #1 & 2 & 3, CD #4	7.4 match pitches in song
	Freddy Frog	
Aurally assess as a group	Musicplay Week #2, CD #4	7.4 match pitches in song
		10.2 Create Dramatic moves to song
Aurally & visually assess as a group	Musicplay Wk #3/4, CD #4, rhythm	7.4 match pitches in song
	instruments, ta-ti ti word cards	10.2 Create Dramatic moves to song
		4.2 Difference in long/short sounds
		4.3 Identify & play long/short pattern
Aurally assess as a group	Patriotic songbook & CD	7.4 match pitches in song
		9.1 style of music
Watch instrument rhythms to chant	Story book "Rap a Tap Tap", rhythm	10.3 Create small percussion parts
	instruments.	for story song.

MUSIC CURRICULUM
KINDERGARTEN

NE Arts Standard

VPA K12.M5.1 (C9)

VPA K12.M4.1 (C23)

VPA K12.M5.1 (C9)

VPA K12.M4.1 (C23)

VPA K12.M2.3 (C26)

VPA K12.M4.1 (C23)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M5.2 (C19)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M1.1 (C22)

VPA K12.M4.1 (C23)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M5.2 (C19)

VPA K12.M4.1 (C23)

VPA K12.M3.1 (C16)

VPA K12.M3.3 (C17)

VPA K12.M7.2 (C18)

MUSIC CURRICULUM
KINDERGARTEN

MONTH	CONCEPT	LEARNING ACTIVITIES
MARCH	Action songs about animals	Sing songs with actions about dinosaurs and dogs. Discuss loud/quiet with words to songs.
	Voices singing together	Sing songs matching pitches and learning words by rote: Dr. Seuss songs, Alphabet songs, St. Patrick day songs, A me Limbo for vowel sounds, Knees Up, Don't Throw Junk Hugs & Snugglebugs
	High/Low	TWL Bernie Bee song to reinforce high/low notes (sol-mi) while playing a game. Chant poem with 2 sounds. Song about flying kites to demonstrate high/low moves.
	Music of the Carribean	Learn words to chorus of Tingalayo, discuss music of a different culture.
	Steady Beat	Song "Pass the Shoe" to reinforce keeping a beat while singing and passing a shoe to the strong/weak beats.
	Seasonal Songs - Easter	Learn to sing melodies to different Easter songs adding game or creative movement.
	Voices Singing Together	TWL to match pitches & sing by rote while adding actions to game songs: Spaceworms, Five Green Men (reinforce numbers), Alphabet & Action songbook, Kids Are Cool,
APRIL	Performance / Style	Demonstrate musical skills by participating in a concert. Songs will change year to year. They will learn words by rote, actions by echoing, songs chosen will reinforce concepts taught throughout the year: ie fast/slow, quiet/loud, steady beat, high/low, sing/chant.
	Performance/Style	Students will continue preparations for the spring concert. Songs change each year. They will memorize the words by echo singing, continue putting actions to songs, begin to rehearse for concert with the Pre-school in the concert setting in the gym with microphones.
	Voices singing together	With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.
MAY		

MUSIC CURRICULUM
KINDERGARTEN

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group	Musicplay Week #1, CD #4, pictures	7.4 match pitches in song
		10.2 Create Dramatic moves to song
Aurally & visually assess as a group	Musicplay Week #1-4, CD #4	7.4 match pitches in song
	Limbo stick	10.2 Create Dramatic moves to song
		9.1 style of music
		3.2 form - parts of song are different
Aurally assess for understanding	Musicplay Week #2-3, CD #4	7.4 match pitches in song
		10.2 Create Dramatic moves to song
Aurally assess for understanding	Musicplay Week #4, CD #4	7.4 match pitches in song
Visually assess for correct rhythm	Musicplay Week #4, CD #4	7.4 match pitches in song
		1.2 experience beat in song
Watch body actions to music	Musicplay Week #1-2, CD #5,	7.4 match pitches in song
Visually assess as a group	Easter eggs,	10.2 Create Dramatic moves to song
Aurally assess as a group		
Watch body actions to music	Musicplay Week #1,2, CD #5	7.4 match pitches in song
Visually assess as a group		10.2 Create Dramatic moves to song
Aurally assess as a group		1.3 Move to steady beat
Aurally & visually assess as a group	Musicplay Book, CD's	7.4 match pitches in song
Watch body actions to music	Alphabet songbook - Gagne	10.2 create dramatic moves to song
Repetition to aurally assess singing	Action songbook - Gagne	1.4 use body or instruments to beat
	Reader Digest Children Songbook	5.2 difference in chants & melody
	other resources such as sheetmusic	10.3 create percussion parts for songs
Aurally & visually assess as a group	Musicplay Book, CD's	7.4 match pitches in song
Watch body actions to music	Alphabet songbook - Gagne	10.2 create dramatic moves to song
Repetition to aurally assess singing	Action songbook - Gagne	1.4 use body or instruments to beat
Analyze video of concert performance for individual assessment.	Reader Digest Children Songbook	5.2 difference in chants & melody
	other resources such as sheetmusic	10.3 create percussion parts for songs
Aurally & visually assess as a group	Musicplay Book & CD's	7.4 match pitches in song

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KINDERGARTEN

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VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M4.1 (C23)

VPA K12.M5.1 (C9)

VPA K12.M4.1 (C23)

VPA K12.M2.2 (C22)

MUSIC CURRICULUM

1ST GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Beat or no beat	Experience beat/no beat in a song in Unit 1
	Steady Beat	Walk with feel of the beat, move on the beat, march to the beat, make greeting motions, tap to steady beat, etc.
SEPTEMBER	Steady Beat	Walk with feel of the beat, move on the beat, march to the beat, make greeting motions, tap to steady beat, etc. Unit 1
	Using My Voice	Sing songs in Unit 2 to match pitches, sing the response parts, experience various uses of the voice. Identify types of voices: men/women/child
	Melody/No Melody	Listen to poems and develop chants, ostinatos and rhythms to accompany them.
OCTOBER	Melody/No Melody	Listen to stories and develop chants, ostinatos and rhythms to accompany them. Dramatize story & sing parts for characters. "3 Little Pigs", "3 Little Kittens", "Bremen Town Musicians"
	Instrument Tone Colors	Learn to identify instruments by sound - listen to story of "Carnival of Animals" .
	Seasonal Songs-Halloween	Learn to sing melodies to different Halloween songs adding games, instrument or creative movement.
NOVEMBER	Patriotism	Learn songs that focus on what it means to be patriotic & what freedom means: America, Star-Spangled Banner.
	Performance/Style	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Thanksgiving and Christmas.
DECEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Thanksgiving and Christmas.

MUSIC CURRICULUM
1ST GRADE

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Respond to beat/no beat by moving and listening, sound walk Assessment: What Do You Hear #1	Silver Burdett Book p. 4-5, body percussion p. 9, CD #1	1.1 Beat/No Beat 1.2 experience beat/no beat in song 1.4 use body percussion to keep a beat
Respond to steady beat by tapping, moving, marching, assess visually	S.B. book p. 6-8 CD#1 March Music CD percussive instruments	1.1 Beat/No Beat 1.3 Move to steady beat 1.4 use body or instruments to keep beat
Respond to steady beat by tapping, moving, marching, assess visually Assess with WDYH#1 to perceive	S.B. book p. 6-8 CD#1 March CD, paper/pencil percussive instruments	1.1 Beat/No Beat 1.3 Move to steady beat 1.4 use body or instruments to keep beat
Aurally assess as a group	S.B. book p. 10-13, CD #1 rhythm instruments	7.4 Match pitches in a song 1.4 use body or instruments to keep beat 7.2 Experience various ways of using voices
Assess by hearing voice and identify corresponding pictures individually	S.B. book p. 14-6, CD #1	7.3 Know difference between child and adult voices
Identify sounds, keep steady rhythms	S.B. book p. 18-21, CD #1 rhythm instruments	4.4 Clap or play melodic rhythms 10.3 Create small percussion parts for songs
Do dramatization of story, Aurally assess singing as a group, Watch instrument rhythms to chant	S.B. book p. 22-4, CD #1 rhythm instruments	4.4 Clap or play melodic rhythms 10.3 Create small percussion parts for songs 7.4 Match pitches in a song 7.2 Experience various ways of using voices
Listen to story and sounds as a class Assess instruments by tone colors	Story book & CD	8.4 Become familiar with sounds of instruments of orchestra & what they look like.
Watch body actions to music Visually assess as a group Aurally assess as a group	S.B. book Unit 14, CD#6, Witches Brew songbook, other Halloween sources	7.4 Match pitches in a song 7.2 Experience various ways of using voices 10.3 Create small percussion parts for songs
Visually assess as a group Aurally assess as a group	S.B. book Unit 16, CD#6	7.4 Match pitches in a song
Aurally & visually assess as a group	Sheet music, Christmas songbook, instruments, Gagne Christmas book Silver Burdett Book	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts
Aurally & visually assess as a group Assess performance at concert	Christmas music, Gagne Christmas book, S.B. book instruments.	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts

MUSIC CURRICULUM
1ST GRADE

NE Arts Standard

VPA K12.M2.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M1.1 (C22)

VPA K12.M2.1 (C13)

VPA K12.M1.1 (C22)

VPA K12.M2.1 (C13)

VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

MUSIC CURRICULUM

1ST GRADE

MONTH

CONCEPT

LEARNING ACTIVITIES

JANUARY

Strong/Weak Beat

Perceive and respond to strong/weak beats through chants, movement, catching a ball, & singing: Bounce High, Soda Cracker, Going Over the Sea, Oliver Twist, Dutch Girl.

Fast/Slow

Use movement to show fast/slow changes within a song: "Race You Down Mountain", "Father's Children", "Obwisana", Turtle - Sandals

Tone Color Of Sounds

TWL about sounds in the environment which can be recognized by sound, imitation and instruments: sing "Old House" "Each of Us is a Flower" and create sounds that correlate with music.

FEBRUARY

Using My Voice

Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from We All Live CD's, Action songbook & other materials.

Repeated Tones/Leaps

Respond & differentiate between leaps & repeated tones in songs: "John Rabbit", "Little Green Frog", "Morning on Farm".

Seasonal Song/Valentines

Learn to sing melodies to different Valentine songs adding games or creative movement.

High/Low

Dramatize story with high/low sounds & movements, respond to high/low pitches & associate that to notes on staff. Songs include: Carnival of Animals, Mos Mos and Bye'm Bye.

MARCH

Adventure Songs

Learn to sing songs as a choir while discussing places to see and how to get there, reinforces other concepts learned like long/short

Long/Short Sounds

Respond to long/short sounds through singing & movement to songs: Mornin Train, Grinding Corn, Arre Caballito, I Belong to Band

Upward/Downward

Respond to up/down in melodies to show the shape (contour) in songs: It Rained a Mist, Ebenezer, Cumberland Gap.

MUSIC CURRICULUM
1ST GRADE

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Visually assess strong/weak beat Assess beat by bounce/catch ball Assess concept by watching each students' movements to the beat.	Silver Burdett Book Unit 6 CD#1 & 7, jump ropes, bouncing ball Rhythm band	1.3 Move to steady beat 1.4 use body or instruments to keep beat 7.4 match pitches in song 2.2 Develop awareness of strong/weak patterns in chants/music.
Assess concept by watching each students' movements to the beat, when the tempo changes.	S.B. Book Unit 9, CD#2, instruments, object to pass	10.2 Creative movements to dramatize song 9.6 Demonstrate tempo changes and the affect on style. 5.5 Respond to ways melody moves - fast/slow. 7.4 match pitches in song
Aurally & visually assess as a group	S.B. Book Unit 7, CD #1, instruments, big book, pictures	7.4 match pitches in song 1.4 use body or instruments to keep beat 10.3 Create small percussion parts
Assess voices to matching pitches individually and as a group.	S. B. Book pgs. 118-249 CD's that correlate, Action songbook.	7.4 match pitches in song
Aurally & visually assess as a group Assess movements showing tones	S.B. book Unit 15, CD #2,3	7.4 match pitches in song 7.2 experience various ways of using voice 5.3 iden. leaps/repeats in melodic contour
Aurally & visually assess as a group	S.B. book Unit 15, CD #6	7.4 match pitches in song 7.2 experience various ways of using voice
Assess hand motions to perceive ways melodies move.	S. B. Book Unit 8, CD #2 small instruments for sound effects.	5.5 Perceive & respond to high/low melody
Aurally & visually assess as a group	S.B. book Unit 5, CD #4 sandblocks for rhythm	7.4 match pitches in song 4.2 Difference between long/short sounds 4.3 identify & play long/short patterns 10.3 create percussion accompaniments
Move to songs' rhythms. Aurally assess as a group. Tap rhythms. Play rhythm patterns on instruments.	S.B. book Unit 10, CD #2 Big book w/musiclings rhythm instruments	7.4 match pitches in song 4.2 Difference between long/short sounds 4.3 identify & play long/short patterns 10.3 create percussion accompaniments
Aurally & visually assess as a group Written assessment to measure hearing accuracy of up/down notes.	S.B. book Unit 11, CD#2 Resource book bells, rhythm instruments	7.4 match pitches in song 5.4 Aurally & visually identify up/down patterns, 5.5 Perceive/respond to ways melodies move: up/down.

MUSIC CURRICULUM
1ST GRADE

NE Arts Standard

VPA K12.M2.3 (C26)
VPA K12.M2.2 (C22)
VPA K12.M4.1 (C23)

VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12))
VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)
VPA K12.M6.3 (C12)

VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)
VPA K12.M6.3 (C12)
VPA K12.M3.1 (C16)

VPA K12.M3.2 (C16)
VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)

MUSIC CURRICULUM

1ST GRADE

MONTH

CONCEPT

LEARNING ACTIVITIES

APRIL

Performance/Style

Demonstrate musical skills by participating in a concert. New songs chosen each year for the end of year concert. Songs will be chosen to reinforce some of the concepts learned during the school year. Students will also work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

May

Performance/Style

Demonstrate musical skills by participating in a concert. New songs chosen each year for the end of year concert. Songs will be chosen to reinforce some of the concepts learned during the school year. Students will also work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

Voices singing together

With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

MUSIC CURRICULUM

1ST GRADE

EVALUATION TECHNIQUES

Aurally & visually assess as a group
Assess performance at concert
Aurally & visually assess individually

RESOURCES

Silver Burdett book & CD's
sheet music, Action
songbook, Alphabet
songbook, Songs Children
Love to Sing book, Partner
songbk, other resources

CONCEPT SKILLS TAUGHT

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts

Aurally & visually assess as a group
Assess performance at concert
Aurally & visually assess individually

Silver Burdett book & CD's
sheet music, Action
songbook, Alphabet
songbook, Songs Children
Love to Sing book, Partner
songbk, other resources

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts

Aurally & visually assess as a group

Silver Burdett Book
& CD's

7.4 match pitches in song

MUSIC CURRICULUM
1ST GRADE

NE Arts Standard

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M4.2 (C14)

VPA K12.M5.1 (C9)

MUSIC CURRICULUM

2ND GRADE

MONTH **CONCEPT**
AUGUST Steady Beat

LEARNING ACTIVITIES

understanding music with steady beats, partners
show steady beats, do movements to beats

Meter in 2

show strong & weak beats, beats grouped in sets
of 2, singing in phrases, pat beat, use instruments
to keep beat in meter of 2

SEPTEMBER Meter in 2

show strong & weak beats, beats grouped in sets
of 2, singing in phrases, pat beat, use instruments
to keep beat in meter of 2. Songs include: Zudio,
Down Baby, Springtime Has Come, Shake Hands Mary,
Nutcracker March and Moon Music.

Tone Colors

Hear & describe the qualities of sounds around us we
hear each day. Then adapt that to musical sounds we
hear & use descriptive words: high/low, fast/slow, etc.

Upward/Downward in Music

Listen & know that melodies move in up/down ward
directions. Be able to shape melody in the air. Sing
songs: Let's Go Fly Kite, Oh Watch stars.

OCTOBER Upward/Downward in Music

Listen & know that melodies move in up/down ward
directions. Be able to shape melody in the air. Sing
songs: Let's Go Fly Kite, Oh Watch stars. This is a
continuation of the chapter.

Introduction/Coda

See that introductions begin a song and codas end it.
Sing songs with recordings: Frog, Shake Them Simmons,
familiar songs to recognize from the intros, learn an
organize circle dance, learn about Chinese instruments

Seasonal Songs-Halloween

Learn to sing melodies by watching music to different
Halloween songs adding games, instruments
or creative movement.

NOVEMBER Patriotism

Learn songs that focus on what it means to
be patriotic & what freedom means: America, I Hear
America Singing, Yankee Doodle, Star-Spangled Banner.

Performance/Style

Demonstrate musical skills by participating in a concert.
New songs chosen each year for the holiday season:
Thanksgiving and Christmas. Thanksgiving songs found
in music series books: Over River & Through Woods.

MUSIC CURRICULUM

2ND GRADE

EVALUATION TECHNIQUES

Visual assessment to check for understanding

Visual assessment to check for understanding. Correct playing of rhythm instruments. Singing the correct pitches.

Visual assessment to check for understanding. Correct playing of rhythm instruments. Singing expressively. Assess #1 to check for understanding of concept.

Aurally assess as a group
Assess individually with listening test.

Aurally & visually assess as a group
Assess: be able to trace melody shape in the air: check understand

Aurally & visually assess as a group
Assess: be able to trace melody shape in the air: check understand

Aurally & visually assess as a group
Assess individually by listening & pointing to the intro in books.

Watch body actions to music
Visually assess as a group
Aurally assess as a group

Sing expressively
Aurally & visually assess as a group
Correlate songs to other concepts

Aurally & visually assess as a group

RESOURCES

Silver Burdett Book p. 4-5
Body percussion
CD#1

S. B. Book p. 6-8
Rhythm instruments
CD #1
CD March music

S.B. Book Unit 1, CD #1
Rhythm instruments
Resource Book

S.B. Book Unit 2, CD#1
Sounds around us,
Paper/pencil worksheet

S.B. Book Unit 3, CD #1
bells, pencil/paper

S.B. Book Unit 3, CD #1
bells, pencil/paper

S.B. Book Unit 4, CD #1

S.B. book Unit 11, CD#6,
Witches Brew songbook,
other Halloween sources

S.B. Book Unit 14 (Red)
CD #6
other Patriotic CD's

Sheet music, Christmas
songbook, instruments,
Gagne Christmas book
Silver Burdett book & CD's

CONCEPT SKILLS TAUGHT

1.1 Beat/No Beat 1.3 Move to steady beat 1.4 use body or instruments to keep steady beat

1.3 Move to beat 7.4 match pitches
1.4 use body/instruments keep steady beat
2.2 develop awareness strong/weak patterns in chant & music

1.3 Move to beat 7.4 match pitches
1.4 use body/instruments keep steady beat
2.2 develop awareness strong/weak patterns in chant & music

4.2 Difference between long/short sounds
5.5 Perceive & respond to high/low in melody
7.7 Understand difference in loud/soft

7.4 Match pitches in a song
5.4 Aurally & visually identify up/down pattern
5.5 Respond to ways melody moves high/low

7.4 Match pitches in a song
5.4 Aurally & visually identify up/down pattern
5.5 Respond to ways melody moves high/low

7.4 Match pitches in a song
3.2 Sing parts of songs that are same/different
9.3 Perform different styles from all cultures.

7.4 Match pitches in a song
7.2 Experience various ways of using voices
10.3 Create small percussion parts for songs

7.4 Match pitches in a song

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing styles

MUSIC CURRICULUM
2ND GRADE

NE Arts Standard

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M1.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)

VPA K12.M6.1 (C18)

VPA K12.M6.2 (C18)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

MUSIC CURRICULUM

2ND GRADE

MONTH **CONCEPT**

DECEMBER Performance/Style

LEARNING ACTIVITIES

Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Christmas, Channukah and others. Songs chosen to learn are in music series books: in Unit 12 Red section. Students will also work on matching pitches, singing with good diction, facial performance expression, good choreography & correct singing style for performance.

JANUARY Strong/Weak Beats

Students review keeping a steady beat, be able to play strong beats and perform a hand jive while singing songs: 1-2-3 Alary, How Good & Joyous, Waddaly Atcha.

Performance/Style - Civil Rights

Learn songs that were used in the '60's during the Civil Rights movement: Free at Last, Oh Freedom. Discuss the importance of M.L.King holiday and where these songs originated from during times of slavery.

Tone Colors Of Instruments

Students will watch the video "Tubby the Tuba" to discover all the different sounds instruments of the orchestra make based on their size, shape, materials made from, what family they belong to , etc. They will discuss the aspects of the tone colors in the characters.

FEBRUARY Tone Colors Of Instruments

Students will continue to learn about tone colors of instruments in the orchestra by hearing story of "Peter & Wolf" by a classical composer *Prokofiev*. Each character has its own instrument played when he is in story.

Seasonal Songs/Valentines

Learn to sing melodies to different Valentine songs adding games or creative movement.

Long/Short Sounds

Learn songs that focus on patterns using short/long rhythm patterns. Students use rhythm instruments to learn to play patterns of sounds & identify different types of notes.

MARCH Using My Voice

Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from We All Live CD's, Action songbook & other materials Songs of friendship, telling stories & adventures. Songs that can be used for the spring concert.

MUSIC CURRICULUM
2ND GRADE

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group Assess performance at concert - individually and as a group	Christmas music, Gagne Christmas book, S.B. book instruments. Christmas Sheet music.	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts 7.7 Develop dynamics with the voice 9.4 Have awareness of different singing styles
Aurally & visually assess as a group Assess by reading poem using strong beats in correct places.	Silver Burdett Book Unit 8 balls, instruments, CD#1	7.4 match pitches in song 1.4 use body/instruments keep steady beat 1.3 move to steady beat 2.2 develop awareness strong/weak patterns in chant & music 2.5 demonstrate meters with instruments
Aurally assess as a group No written assessment	S.B. book Unit 13 (red) CD #6	7.4 match pitches in song 9.4 Have awareness of different singing styles
Assess by playing recordings of instruments and students will identify each one.	Video, TV, VCR player, paper, pencil	8.4 Become familiar with sounds of instrument in orchestra & what they look like. 8.5 Become familiar by sight/sound with the instrument families of orchestra all playing.
Assess by playing recordings of instruments and students will identify each one & character they represent.	Book: "Peter & Wolf", CD, paper, pencil	8.4 Become familiar with sounds of instrument in orchestra & what they look like. 8.5 Become familiar by sight/sound with the instrument families of orchestra all playing.
Aurally & visually assess as a group	S.B. book Unit 13, CD #6	7.4 match pitches in song 7.2 experience various ways of using voice
Aurally & visually assess as a group Assessment #3	S. B. Book Unit 10, CD #2 rhythm instruments, resource book	4.2 Difference between long/short sounds 4.3 Identify & play long/short patterns
Assess voices to matching pitches individually and as a group.	S. B. Book pgs. 110-211 CD's that correlate, Action songbook. We All Live CD's	7.4 match pitches in song

MUSIC CURRICULUM
2ND GRADE

NE Arts Standard

VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M4.1 (C23)
VPA K12.M4.2 (C14)

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)
VPA K12.M4.1 (C23)
VPA K12.M7.1 (C13)

VPA K12.M2.4 (C26)
VPA K12.M3.1 (C16)
VPA K12.M6.1 (C18)

VPA K12.M1.1 (C22)
VPA K12.M2.2 (C22)
VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)
VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)
VPA K12.M3.1 (C16)
VPA K12.M6.1 (C18)

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)
VPA K12.M2.2 (C22)

MUSIC CURRICULUM

2ND GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
MARCH	Step/Leap/Repeat	Students will identify 3 ways melodies move by singing, showing patterns, hearing where they occur, singing in Spanish, tracing patterns in the air. Songs: Lone Star Trail, Twenty Pennies, Concerto - Largo.
	Loud/Soft	Realize when singing songs that dynamics like loud/soft can change the style of the song. They will learn to sing songs: Counting Dinosaurs & Dinosaur Dance & do a simple square dance & improvised dance to music.
	Repeated Patterns	Songs that teach how to perform repeated patterns in phrases: Chatter with Angels, Hear Rooster Crowing, using short & long sounds.
	Using My Voice	Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from We All Live CD's, Action songbook & other materials Songs of friendship, telling stories & adventures. Songs that can be used for the spring concert.
APRIL	Repeated Patterns	Songs that teach how to perform repeated patterns in phrases: Chatter with Angels, Hear Rooster Crowing, using short & long sounds.
	Using My Voice	Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from We All Live CD's, Action songbook & other materials Songs of friendship, telling stories & adventures. Songs that can be used for the spring concert.
	Performance/Style	Demonstrate musical skills by preparing for a concert. New songs chosen each year for the end of year concert. Songs will be chosen to reinforce some of the concepts learned during the school year. Students will also work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.
MAY	Performance/Style	Demonstrate musical skills by participating in a concert. Students will continue to work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.
	Voices singing together	With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

**MUSIC CURRICULUM
2ND GRADE**

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group Assess movements showing tones by tracing patterns in air. Assessment WDYH #2 (written)	Silver Burdett Bk Unit 12 CD #2, step bells Resource book	7.4 match pitches in song 5.3 Identify steps, leaps & repeats in melody
Aurally & visually assess as a group Did they follow dance directions? Assessment #4	S. B. Book Unit 13, CD #2 Resource book	7.4 match pitches in song 7.7 Develop understanding of dynamics with the voice 10.2 Create movements that dramatize a song
Aurally assess as a group Assessment #8 Can they clap rhythms correctly?	S.B. book Unit 21, CD #3 Resource book instruments	7.4 match pitches in song 4.3 Identify & play long/short patterns
Assess voices to matching pitches individually and as a group.	S. B. Book pgs. 110-211 CD's that correlate, Action songbook. We All Live CD's	7.4 match pitches in song
Aurally assess as a group Assessment #8 Can they clap rhythms correctly?	S.B. book Unit 21, CD #3 Resource book, instruments, Rhythm band book	7.4 match pitches in song 4.3 Identify & play long/short patterns
Assess voices to matching pitches individually and as a group.	S. B. Book pgs. 110-211 CD's that correlate, Action songbook. We All Live CD's	7.4 match pitches in song
Aurally & visually assess as a group	Silver Burdett book & CD's sheet music, Action songbook, Alphabet songbook, Songs Children Love to Sing book, Partner songbk, other resources	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts
Aurally & visually assess as a group Assess performance at concert Assess individually for a grade	Silver Burdett book & CD's sheet music, Action/ Alphabet songbook, Song Children Sing, Partner bk.	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts
Aurally & visually assess as a group	Silver Burdett Book & CD's	7.4 match pitches in song

MUSIC CURRICULUM
2ND GRADE

NE Arts Standard

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VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)
VPA K12.M5.2 (C19)
VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)
VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)
VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)
VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)
VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M2.3 (C26)

VPA K12.M1.2 (C22)
VPA K12.M2.2 (C22)
VPA K12.M2.4 (C26)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)

VPA K12.M1.2 (C22)
VPA K12.M2.2 (C22)
VPA K12.M2.4 (C26)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)

MUSIC CURRICULUM
3RD GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Steady Beat	Experience steady beat through movement and singing. Demonstrate beat by playing instruments and hand jive. Create movements to the steady beat.
SEPTEMBER	Steady Beat	Experience steady beat through movement and singing. Demonstrate beat by playing instruments and hand jive. Create movements to the steady beat. Songs: Lots in Common, Care About Being Me, Rockin' Robin, Supermarket Shuffle. Create and perform rap for Homecoming week.
	Meter of 2/3	Sing & move to songs with meter of 2 beats: strong/weak. Feel & create moves & instruments to show beats. Sing & move to songs with meter of 3 beats: strong/weak/weak. Feel & create moves & use instruments to show all 3 beats. Songs to sing: It's Small World, I've Gotta Crow
OCTOBER	Meter of 2/3	Sing & move to songs with meter of 2 beats: strong/weak. Feel & create moves & instruments to show beats. Sing & move to songs with meter of 3 beats: strong/weak/weak. Feel & create moves & use instruments to show all 3 beats. Songs to sing: Boil Them Cabbage, Take Me Out to Ballgame.
	Seasonal Songs-Halloween	Learn to sing melodies by watching music to different Halloween songs adding games, instruments or creative movement.
NOVEMBER	Patriotism	Learn songs that focus on what it means to be patriotic & what freedom means: America, America the Beautiful, SSB, This Land is your land, Yankee Doodle, other songs.
	Performance/Style	Demonstrate musical skills by preparing for a concert. New songs chosen each year for the holiday seasons: Thanksgiving and Christmas. Thanksgiving songs found in music series books: Come Ye Thankful People, For the Beauty... Students are part of the chorus in the holiday musical.
DECEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Christmas, Channukah and others. Songs chosen from musical selections are different each year as the musical changes. Students will work on matching pitches, singing with good diction, facial performance expression, good choreography & correct singing style for performance. Students are part of the chorus in the elementary holiday musical.

**MUSIC CURRICULUM
3RD GRADE**

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Sing parts of song matching pitch Visually check for understanding	Silver Burdett Books p. 4-11 CD #1 Rhythm Instruments	7.4 Match pitches in song 1.3 Move to steady beat 1.4 Use body/instruments to keep beat
Sing parts of song matching pitch Evaluate rap performance Visually check for understanding	S.B. Book Unit 1, CD#1 Paper/pencil for writing rap rhythm instruments	7.4 Match pitches in song 1.3 Move to steady beat 1.4 Use body/instruments to keep beat
Aurally & visually assess as a group	S.B. book Unit 2, CD#1 rhythm instruments	7.4 Match pitches in song 1.4 Use body/instruments to keep beat 2.2 Awareness of strong/weak in songs 2.3 Distinguish songs with meter in 2/3
Identify notes, rests & meters Assess unit with WDYH#2 - aurally Assess ability to sing on pitch Assess ability to play instruments on strong/weak beats.	S.B. book Unit 2, CD#1 rhythm instruments, resource book,	7.4 Match pitches in song 1.4 Use body/instruments to keep beat 2.2 Awareness of strong/weak in songs 2.3 Distinguish songs with meter in 2/3
Watch body actions to music Visually assess as a group Aurally assess as a group	S.B. book Unit 6 (red), CD#7, Witches Gorp, Halloween CD other Halloween sources	7.4 Match pitches in a song 7.2 Experience various ways of using voices 10.3 Create small percussion parts for songs
Sing expressively Aurally & visually assess as a group Correlate songs to other concepts	S.B. Book Unit 5 (Red) CD #6 other Patriotic CD's	7.4 Match pitches in a song
Aurally & visually assess as a group	Sheet music, Christmas songbook, instruments, Silver Burdett book Unit 6-7 (red) & correlating CD's	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts 7.7 Develop dynamics with the voice 9.4 Have awareness of different singing styles
Aurally & visually assess as a group Assess performance at concert - individually and as a group	Christmas Musical choice, Christmas book, S.B. book instruments.	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts 7.7 Develop dynamics with the voice 9.4 Have awareness of different singing styles

MUSIC CURRICULUM
3RD GRADE

NE Academic Standard

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M6.3 (C12)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

MUSIC CURRICULUM

3RD GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
JANUARY	Steps/Leaps/Repeats	Learn songs that identify repeated tones, up/down patterns in steps, tones that leap, create movements that show direction, use instruments to help show the melody movements. Songs learned: Four Horses, Lullaby for Trees, Two Wings, Beautiful Day.
	Performance/Style - Civil Rights	Learn songs that were used in the '60's during the Civil Rights movement: Keep Dream Alive, Keep Eye on Prize. Discuss the importance of M.L.King holiday and where these songs originated during times of slavery - spirituals used now.
	Music of Our Heritage	Focus songs that introduce many styles of music: peace, cowboy, Native American, Mexican American, African American, patriotic. Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice.
FEBRUARY	Harmony	Learn to sing songs with harmony in variety of ways: ostinatos, partner songs, rounds, ostinatos with instruments. Songs used: Brother John, Sandy Land, Bow Belinda, Skip to my Lou, Wheel of Water, Rounds, Make New Friends, Tender Shepherd. Accompany songs with instruments, bells to create harmony as well.
	Seasonal Songs/Valentines	Learn to sing melodies to different Valentine songs adding games or creative movement. Songs: It's for my Valentine, Never Gonna Be Valentine.
MARCH	Phrases	Sing songs to see & hear the length of a phrase (musical sentence) & identify like phrases, see that phrases can be different lengths. Songs: Whaka Poi, Down in Valley, Peace ... River, Jasmine Flower. Use instruments to help show the phrase lines.
	Using My Voice	Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from Partner Songs songbook & other materials as well. Songs of friends around the world, telling adventures, using our imagination. Songs that can be used for the spring concert.
	Form	Sing songs that identify AB form using verses & refrains. Also learn to alter form by adding repeat signs. TWL to recognize the form of songs by listening to them & hearing the contrast sounds in part B.
APRIL	Rhythm	Learn songs that demonstrate long/short sounds by notes that are put together to make melodic rhythms. Create movements to show those rhythmic patterns and use instruments to understand that they have have different sounds based on notes. Songs: Billy boy, Sun Shine Forever, Turn Glasses Over, Sun & Moon.

**MUSIC CURRICULUM
3RD GRADE**

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually identify concept Sing energetically with correct style Assess with WDYH #3 & 4	Silver Burdett book Unit #3 CD # 1&2, Resource book, instruments	7.4 match pitches in song 5.3 identify step/leap/repeat in melody 5.4 Aurally/visually identify up/down notes 6.3 Create harmony by ostinatos/chords
Aurally assess as a group No written assessment	S.B. book Unit 5 (red) CD #7, resource-Library book	7.4 match pitches in song 9.4 Be aware of different singing styles 7.6 Identify vocal timbres by call/response
Aurally assess as a group Assess to identify mood	S.B. book Unit 2 (red) CD#5, resource book, rhythm instruments	7.4 match pitches in song 9.4 Be aware of different singing styles 1.4 use instruments to keep steady beat 9.3 Recognize different styles from cultures
Aurally & visually assess as a group Assess. #4 Semantic Map	S.B. book Unit 4, CD #2 Orff instruments, resource book	7.4 match pitches in song 6.2 know difference in melody/harmony 6.3 create harmony by ostinatos/chords 6.4 sing songs together making partner songs. 6.5 sing/play songs as a round
Aurally & visually assess as a group	S.B. book Unit 7 (red), CD #7	7.4 match pitches in song 7.2 experience various ways of using voice.
Aurally & visually assess as a group Watch for correct rhythm & moves Assess using WDYH#5 & Assess. #1	S.B. book Unit 5, CD #2 Resource book, rhythm instruments, bells	7.4 match pitches in song 5.4 Visually identify up/down patterns 5.6 Identify like & unlike phrases
Assess voices to matching pitches individually and as a group.	S. B. Book pgs. 114-181 CD's that correlate, Action songbook. Partner Songs songbook	7.4 match pitches in song 5.6 Identify like & unlike phrases
Aurally & visually assess as a group Assess by designing contrast move- ments with a partner for AB form.	S.B. Book Unit 6, CD #2,3	7.4 match pitches in song 3.2 sing songs with parts same/different 3.3 recognize contrasting sections (AB) or verse/refrain.
Aurally & visually assess as a group Read rhythmic notations correctly. Clap/tap rhythmic notations. Assess by matching rhythm pattern to the song phrases.	S.B. Book Unit 7, CD #3 Resource book, rhythm instruments	7.4 match pitches in song 4.2 difference of long/short sounds 4.3 Identify & play long/short patterns 4.4 Clap/play melodic rhythms

MUSIC CURRICULUM
3RD GRADE

NE Academic Standard

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M1.3 (C26)

VPA K12.M1.2 (C14)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M6.1 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M6.1 (C18)

VPA K12.M4.1 (C23)

VPA K12.M2.4 (C26)

VPA K12.M1.2 (C14)

VPA K12.M2.3 (C26)

VPA K12.M3.2 (C16)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M4.1 (C23)

MUSIC CURRICULUM
3RD GRADE

MONTH
APRIL

CONCEPT
Performance/Style

LEARNING ACTIVITIES

Students begin to learn songs for the end of year concert. Songs are different each year; they are chosen based on classes' abilities to sing them. The songs will also change to show the many styles of music and base the selections on audience enjoyment. Songs will be selected to reinforce musical concepts learned this year.

MAY

Performance/Style

Experience musical skills by participating in the spring concert. Songs were selected to reinforce all the concepts assessed throughout the school year to show a variety of styles & moods. Students will continue to work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

Voices singing together

With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

MUSIC CURRICULUM
3RD GRADE

EVALUATION TECHNIQUES

Aurally & visually assess as a group

RESOURCES

Silver Burdett book & CD's
sheet music, Songs Children
Love to Sing book, Partner
songbk, other resources

CONCEPT SKILLS TAUGHT

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing
styles

Aurally & visually assess as a group
Assess performance at concert
Assess individually for a grade

Silver Burdett book & CD's
sheet music, Songs Children
Love to Sing book, Partner
songbk, other resources

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing
styles

Aurally & visually assess as a group

Silver Burdett Book
& CD's

7.4 match pitches in song

MUSIC CURRICULUM
3RD GRADE

NE Academic Standard

VPA K12.M1.2 (C22)
VPA K12.M2.2 (C22)
VPA K12.M2.4 (C26)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M8.2 (C21)

VPA K12.M1.2 (C22)
VPA K12.M2.2 (C22)
VPA K12.M2.4 (C26)
VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)
VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)
VPA K12.M3.2 (C16)

Music Curriculum 4th Grade

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Steady Beat	Singing songs to learn to keep steady beat with hand/body movement, clapping & chanting. Discuss early Rock n Roll
SEPTEMBER	Meter	Sing songs to show sets of 2 & 3 by listening to strong/weak beats, doing hand patterns to match, using instruments to show beats, learning about meter signatures. Songs include: Do Wah Diddy, Gonna Ride Up, Yellow Rose of Texas, Cuckoo, So Long, La Cucaracha, other listening selections.
	Melody: Contour/Sequences	Learn songs that show the shape of a phrase (contour) for review. Expand concepts by analyzing the contour & see how it changes levels (sequences). Find sequences by listening and identify contour by looking at the melody shape & name melodies from that . Songs include: I'm Gonna Sing, Feating by Ocean, Happy Days, Wings of a Dove, other songs found in books by students that show concept.
OCTOBER	Descriptive Music	Learn to recognize familiar themes in a large orchestra movement by becoming aware of the melody of each character in sound story. After listening, students will write a creative story based on info given about being in the Grand Canyon on the donkey trail when a storm appears. The music uses instruments to describe what is going on and the student uses words to state what the composer wrote.
	Melody: Direction	Learn songs that show the up/down patterns in melodies using steps or leaps. Students will find these patterns in other songs. They will also learn about a musical and story behind the song selections chosen to teach this concept. Songs learned: Follow Yellow Brick Road, We're Off to See Wizard from Wizard of Oz.
	Seasonal Songs: Halloween	Learn to sing melodies by reading music to different Halloween songs and partner songs by adding games, instruments or creative movement. Songs come from books, sheet music and other resources to reinforce special holiday songs.
NOVEMBER	Patriotism	Learn songs that focus on what it means to be patriotic and what freedom means: America, America the Beautiful, SSB, You're a Grand Old Flag, Yankee Doodle, other songs. Prepare a song to perform for the Veterans Day program.
	Performance/Style	Demonstrate musical skills by preparing for a concert. New songs chosen each year for the holiday seasons: Thanksgiving and Christmas. Thanksgiving songs found in music series books: Harvest Time, We Gather Together, Hora. Students are part of the chorus in the holiday musical.

Music Curriculum 4th Grade

EVALUATION TECHNIQUES

RESOURCES

CONCEPT SKILLS TAUGHT

Check for understanding.
individually show beat with rhythm sticks.

Silver Burdett book Unit 1, CD#1
rhythm instruments & sticks
Video performance of Bill Haley & Comets and Elvis

1.3 Move to steady beat 1.4 use body percussion/instruments to keep beat
2.2 develop awareness strong/weak beat thru chants & music. 7.4 match pitches

Check for understanding.
Visually assess concept of strong/weak beats.
Aurally assess as a group.
Written Assess. of concepts .

S.B. Book Unit 2, CD #1
rhythm instruments and bells,
Resource book, pencils,
other resources to discuss history of spirituals & classical music

7.4 match pitches in a song
2.2 develop awareness strong/weak beat
2.3 Distinguish songs with meter in 2 or 3
2.5 Demonstrate meters with instruments
9.3 Recognize different styles of all cultures

Sing expressively
Aurally & visually assess as a group. Correlate songs to other concepts.
Written assess. of concepts

S.B. book Unit 5, CD #3
Resource book, pencils
other resources to show styles of music discussed (You Tube)
performance of steel drums, etc

7.4 match pitches in a song
5.4 Aural & visual identify up/down patterns
5.7 Recognize melody contour sequencing
5.6 Identify like/unlike phrases
9.3 Recognize different styles of all cultures

Assess stories for understanding of creative expression.

S.B. Book Unit 2 (Red), CD #6
paper/pencil activity

10.5 Write stories that describe listening selections

Aurally & visually assess as a group.
Check for understanding.
Written assess. of concept

S.B. book Unit 3, CD #2
Resource book, pencil

7.4 match pitches in a song
5.3 Identify steps, leaps, repeats in melody
5.4 Aural & visual identify up/down patterns
5.5 Perceive & respond ways melody moves

Aurally & visually assess as a group.
Watch body actions to music

S.B. book Unit 6 (red), CD #8,
Witches Gorp, Halloween CD
other Halloween sources

7.4 Match pitches in a song
7.2 Experience various ways of using voices
10.3 Create small percussion parts for songs

Sing expressively
Aurally & visually assess as a group.
Correlate songs to concepts.

S.B. Book Unit 5 (Red)
CD #8
other Patriotic CD's
sheet music

7.4 Match pitches in a song
9.3 Perform different music styles all cultures

Aurally & visually assess as a group

Sheet music, instruments,
Silver Burdett book Unit 6 (red) & correlating CD's

7.4 match pitches in song
7.7 Develop dynamics with the voice
10.3 Create small percussion parts
9.4 Have awareness of different singing styles

NE Academic Standard

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M6.1 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M7.2 (C18)

VPA K12.M1.1 (C22)

VPA K12.M1.2 (C14)

VPA K12.M6.3 (C12)

VPA K12.M8.3 (C13)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

Music Curriculum 4th Grade

MONTH	CONCEPT	LEARNING ACTIVITIES
DECEMBER	Performance/Style	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Christmas, Channukah and others. Songs chosen from musical selections are different each year as the musical changes. Students will work on matching pitches, singing with good diction, facial performance expression, good choreography & correct singing style for performance. Students are part of the chorus in the elementary holiday musical.
JANUARY	Style	Recognize differences in performance style by listening to versions of a familiar song. Learn to sing song matching melody. Add a movement pattern. Learn about Stephen Foster's folk songs.
	Performance/Style - Civil Rights	Learn songs that were used in the '60's during the Civil Rights movement: We Shall Overcome, M.L.King Chant. Discuss the importance of M.L.King holiday and where these songs originated during times of slavery - spirituals used now.
	Tone Color	Begin by listening to an orchestra for all the instruments by their sound (tone colors). Then split into sections: identify sounds and sight of each family - string, woodwind, brass & percussion. Realize that instruments sound different by shape, construction, size, etc.
FEBRUARY	Playing Recorders	Students will learn the basics to playing the recorder. TWL to read notes, cover holes properly, use correct hand positions, how to blow and breath properly, play melodies together and individually, how to count and play musical phrases, and prepare musical songs for performances from the Recorder Methods book. Students will take recorders and books home for practice repetition & further study.
	Tone Color Instruments	Begin by listening to an orchestra for all the instruments by their sound (tone colors). Then split into sections: identify sounds and sight of each family - string, woodwind, brass & percussion. Realize that instruments sound different by shape, construction, size, etc.
	Seasonal Songs/ Valentines Day	Learn to sing melodies to different Valentine songs and adding games or creative movement. Songs: Happy Days, Music - Music, Side By Side, Never Gonna Be Your Valentine.
	Using My Voice	Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from Partner Songs songbook & other materials as well. Songs of friends around the world, telling adventures, using our imagination. Learn songs that can be used for the spring concert.

Music Curriculum 4th Grade

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally & visually assess as a group. Assess performance at concert - individually and as a group.	Christmas Musical choice, Christmas book, Silver Burdett book, sheet music and instruments.	7.4 match pitches in song 10.2 Create dramatic moves to song 10.3 Create small percussion parts 7.7 Develop dynamics with the voice 9.4 Have awareness of different singing styles 10.7 Perform a musical w/ acting, singing, sets
Aurally assess as a group Discuss differences in styles	S.B. Book Unit 3 (red), CD #7	7.4 match pitches in song 9.2 Compare different characteristics/styles 9.4 Have an awareness of different styles 9.6 Awareness of how tempo affects/style
Aurally assess as a group No written assessment	S.B. book Unit 5 (red) CD #8, resource-Library book	7.4 match pitches in song 9.4 Be aware of different singing styles 7.6 Identify vocal timbres by call/response 6.5 Chant/sing songs as round or canon
Aural/visual assess as group Check for understanding. Assess by identifying tone color of music examples.	S.B. book Unit 10 CD #5, CD #10 Resource book WDYH#9 real instruments	8.4 Identify individual orchestra instruments by sound & sight. 8.5 Become familiar with orchestra instrument families performing together.
Visually assess to determine note fingering accuracy. Aurally assess playing abilities as group/individual. Playing assessments 2 check for understanding & ability to play songs properly.	Recorders Let's Play Recorder Books Accompanying Cassette Music Stands Piano for accompaniment	10.8 Learn to play recorders & perform at concerts
Aural/visual assess as group Check for understanding. Assess by identifying tone color of music examples.	S.B. book Unit 10 CD #5, CD #10 Resource book WDYH#9 real instruments	8.4 Identify individual orchestra instruments by sound & sight. 8.5 Become familiar with orchestra instrument families performing together.
Aurally & visually assess as a group	S.B. book Pgs. 62, 76, 85, CD # 3,4	7.4 match pitches in song 7.2 experience various ways of using voice
Listen to voices matching pitches individually and as a group.	Choose from S. B. Book pgs. 134-204, CD's that correlate, Partner Songs songbook	7.4 match pitches in song 5.6 Identify like & unlike phrases 7.2 experience various ways of using voice

NE Academic Standard

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M5.2 (C19)

VPA K12.M6.1 (C18)

VPA K12.M1.3 (C26)

VPA K12.M2.3 (C26)

VPA K12.M8.2 (C21)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M1.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.4 (C26)

Music Curriculum 4th Grade

MONTH	CONCEPT	LEARNING ACTIVITIES
MARCH	Playing Recorders	Students will learn the basics to playing the recorder. TWL to read notes, cover holes properly, use correct hand positions, how to blow and breath properly, play melodies together and individually, how to count and play musical phrases, and prepare musical songs for performances from the Recorder Methods book. Students will take recorders and books home for practice repetition & further study.
	Creative Expression	Students will learn to sing our state song "Beautiful Nebraska". TWL the history behind the song. Then they will work in groups to write their own state song using a simple favorite melody from a familiar tune: i.e. Twinkle Little Star.
	Form	Students will know difference between A & B parts in a song so they can identify simple forms - AB and ABA with variations. They will recognize the form by singing it, through movement, comparing the contrasting parts and similar parts and learn musical signs to go back to the beginning of a song to repeat section A. Songs include: River, Dou't Count Chickens, Galop, Great Day, Music-Music, At the Hop, So Long, Dry Bones.
	Theme Musical	TWL to sing a theme musical for the classroom. Students will work on matching pitches, singing with good diction, facial performance expression, & correct singing style for performance.
APRIL	Playing Recorders	Students will learn the basics to playing the recorder. TWL to read notes, cover holes properly, use correct hand positions, how to blow and breath properly, play melodies together and individually, how to count and play musical phrases, and prepare musical songs for performances from the Recorder Methods book. Students will take recorders and books home for practice repetition & further study.
	Performance/Style	Students begin to learn songs for the end of year concert. Songs are different each year; they are chosen based on classes' abilities to sing them. The songs will also change to show the many styles of music and base the selections on audience enjoyment. Songs will be selected to reinforce musical concepts learned this year.
MAY	Performance/Style	Experience musical skills by participating in the spring concert. Songs were selected to reinforce all the concepts assessed throughout the school year to show a variety of styles & moods. Students will continue to work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

Music Curriculum 4th Grade

EVALUATION TECHNIQUES

RESOURCES

CONCEPT SKILLS TAUGHT

Visually assess to determine note fingering accuracy.
Aurally assess playing abilities as group/individual.
Playing assessments 2 check for understanding & ability

Recorders
Let's Play Recorder Books
Accompanying Cassette
Music Stands
Piano for accompaniment

10.8 Learn to play recorders & perform at concerts

Assess working together while composing words.
Assess new state song for content, originality.

Sheet music of state song.
Song books to get melody from.
Staff paper, pencil, piano to play song during the performance.

10.4 Make new verses to known songs
2.5 Demonstrate meters while singing
7.2 Experience ways of using the voice
7.4 Match pitches in a song

Aural/visual assess as group
Check for understanding.
Assess with written forms.
Identify form in assessment

S. B. book Unit 6, CD #3
Resource book,
percussion instruments

7.4 Match pitches in a song
3.2 sing parts of songs that are same/different
3.3 Recognize contrast sections - verse/refrain
3.4 Perceive 1st section repeats after contrast
3.5 Demonstrate AABB using repeat signs

Aural/visual assess as group

S.B. book Unit 8
CD # 9
Resource book

7.4 Match pitches in a song
10.7 Perform a musical w/ acting, singing, sets
9.4 Have awareness of different singing styles

Visually assess to determine note fingering accuracy.
Aurally assess playing abilities as group/individual.
Playing assessments 2 check for understanding & ability

Recorders
Let's Play Recorder Books
Accompanying Cassette
Music Stands
Piano for accompaniment

10.8 Learn to play recorders & perform at concerts

Aurally & visually assess as a group

Silver Burdett book & CD's,
sheet music, Songs Children
Love to Sing book, Partner
songbk, other resources

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing styles

Aurally & visually assess as a group

Silver Burdett book & CD's
sheet music, Songs Children
Love to Sing book, Partner
songbk, other resources

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing styles

Assess performance at the concert - watch video
Assess individually for a concert grade

Music Curriculum 4th Grade

NE Academic Standard

VPA K12.M2.3 (C26)

VPA K12.M8.2 (C21)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M1.2 (C14)

VPA K12.M8.1 (C12)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

VPA K12.M2.3 (C26)

VPA K12.M8.2 (C21)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M8.2 (C21)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M4.2 (C14)

VPA K12.M5.1 (C9)

Music Curriculum 4th Grade

MONTH
MAY

CONCEPT

Voices singing together

LEARNING ACTIVITIES

With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

Playing Recorders

Students will learn the basics to playing the recorder. TWL to read notes, cover holes properly, use correct hand positions, how to blow and breath properly, play melodies together and individually, how to count and play musical phrases, and prepare musical songs for performances from the Recorder Methods book. Students will take recorders and books home for practice repetition & further study.

Music Curriculum 4th Grade

EVALUATION TECHNIQUES

Aurally & visually assess as a group

RESOURCES

Silver Burdett Book & CD's

CONCEPT SKILLS TAUGHT

7.4 match pitches in song

Visually assess to determine note fingering accuracy.
Aurally assess playing abilities as group/individual.
Playing assessments 2 check for understanding & ability

Recorders
Let's Play Recorder Books
Accompanying Cassette
Music Stands
Piano for accompaniment

10.8 Learn to play recorders & perform at concerts

Music Curriculum 4th Grade

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M8.2 (C21)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

MUSIC CURRICULUM

5TH GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Melodic Contour	Identify step, leaps, repeats in shape of melody diagram each phrase to show contour: sing song
	Steady Beat	Sing rap call & response chant to keep beat
SEPTEMBER	Steady Beat	Sing rap call & response chant to keep beat Song learned: Think Positive, The Pacifier Discuss history of rap music, where does it originate, etc.
	Meter	TWL songs with meter in 2 hearing strong/weak beats & seeing meters at beginning of songs. TWL songs with meter in 3 with the same identifying skills. Meter in 3 adds one more weak beat. They will show that meter in 2 uses marching beats and meter of 3 has a sway feel. Songs include: Adelita, Roll On Columbia, De Colores.
	Style	Show style through learning of African American spirituals. Compare the performance styles of two spiritual songs. Discuss the heritage of spirituals and the time of slavery. Do paired reading to learn about the history of spirituals. Learn to sing & play percussion parts to songs: Down by Riverside, This Little Light, Certainly Lord & Traveling Shoes.
	Style	Compare the style and mood of songs showing appropriate dynamics and voice techniques for each style of music. TWL how feelings affect the mood or spirit of songs. TWL discuss using descriptive words to analyze each songs mood. Songs include a variety of different moods, tempos and styles.
October	Meter	They will review meters of 2 or 3 indicating where strong/weak beats are. Now TWL to sing & demonstrate meter in 4 with movement, instruments & flash cards. They will be able to assess by listening songs with meters of 2/3/4. Songs: Tzena, Come with Me to that Land, Morning Has Broken.
	Melodic Contour	TWL to chart contour by observing steps, leaps, repeats in the melodic lines of songs. TWL to aurally & visually identify phrases, patterns, sing with good breathing during phrases. Songs: There's Just Something....Song, For Children Safe & Strong, Garden of Earth, Morning Has Broken.
	Seasonal Songs: Halloween	Learn to sing by reading music to different Halloween songs by adding games, instruments. They will write creative stories interpreting listening selection - Danse Macabre, also sing & speak parts to Halloween musical - Beast Things in Life.

MUSIC CURRICULUM
5TH GRADE

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Assess on paper contour of simple phrases.	Silver Burdett book Unit 2, CD#1	5.3 Identify melodic contour 7.4 Match pitches in a song
Staying on beat	SB book Unit 1, CD#1	7.4 Match pitches in song 1.6 Sing vocal chants to keep a beat
Staying on beat Assess individually to see if they stay on beat.	SB book Unit 1, CD#1	7.4 Match pitches in song 1.6 Sing vocal chants to keep a beat
Showing strong/weak beats Assess individually to see if they stay on beat. Assess with listening test	SB book Unit 1 CD #1, Resource book WDYH#1, body percussion, Classroom percussion	7.4 Match pitches in song 2.2 develop awareness strong/weak beat 2.3 Distinguish songs with meter in 2 or 3 2.5 Demonstrate meters with instruments
Aurally & visually assess as a group. Check for understanding. Written assess. of concept with WDYH listening test.	SB book Unit 1 (red section) CD#6. Resource book Classroom percussion "Be a Friend" songbook	7.4 Match pitches in song 9.2 Compare different characteristics of music 9.3 Recognize different styles from all cultures 9.4 Have awareness of different singing styles
Aurally & visually assess as a group. Check for understanding. Written assess. of concept with WDYH listening test.	SB book Unit 1 (red section) CD#6. Resource book	7.4 Match pitches in song 9.2 Compare different characteristics of music 9.3 Recognize different styles from all cultures 9.4 Have awareness of different singing styles 9.6 Awareness of tempo & how style is affected
Showing strong/weak beats Assess individually to see if they stay on beat. Assess with listening test	SB book Unit 1, flash cards, CD #1, Resource book WDYH#2, body percussion, Classroom percussion	7.4 Match pitches in song 2.2 develop awareness strong/weak beat 2.3 Distinguish songs with meter in 2 or 3 2.5 Demonstrate meters with instruments 2.4 Understand songs with meter of 4/4, 6/8, 5/4
Aurally tell how phrases move. Sing with good breath control. Aurally & visually assess as a group. Check for understanding.	SB book Unit 2, CD#1, Marker board with staff	7.4 Match pitches in song 5.3 Identify steps, leaps/repeats in melodic contour. 5.4 Aurally/visually identify up/down patterns 5.5 Respond to ways melodies move: high/low
Aurally & visually assess as a group. Watch actions/speaking to musical. Assess creative stories.	SB book Unit 8 (red section) CD#10, Musical booklets, paper, pencil	7.4 Match pitches in song 10.7 Perform musical for class 10.5 Write stories to describe listening selections

MUSIC CURRICULUM
5TH GRADE

NE Academic Standard

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)

VPA K12.M5.2 (C19)

VPA K12.M3.1 (C16)

VPA K12.M2.4 (C26)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M1.3 (C22)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M7.2 (C18)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

VPA K12.M6.3 (C12)

MUSIC CURRICULUM
5TH GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
NOVEMBER	Patriotism	Learn songs that focus on what it means to be patriotic and what freedom means: America, America the Beautiful, SSB Battle Cry of Freedom, When Johnny....Marching Home, other songs appropriate for discussing what patriotism means. Prepare a song to perform for the Veterans Day program.
	Performance/Style Thanksgiving/Christmas	Demonstrate musical skills by preparing for a winter concert. New songs chosen each year for the holiday seasons: Thanksgiving and Christmas. Thanksgiving songs found in music series books: Come Ye Thankful People Come. Students are part of the holiday musical. They will go through the audition process for the speaking parts for characters and solos if needed. Musicals change from year to year.
DECEMBER	Performance/Style Christmas Concert	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Christmas, Channukah and others. Songs chosen from musical selections are different each year as the musical changes. Students will work on matching pitches, acting/staging skills, singing with good diction, facial expression, memorizing, learn choreography & correct singing style for a performance. Students are all involved with the elementary holiday musical. Students will sing & learn about holiday songs from books depicting some of the holiday traditions from around the world.
JANUARY	Style/American Heritage Civil Rights	TWL a freedom song & background history of the importance of civil rights movement in our country. TWL to sing expressively with good breath control. Songs include: Oh Freedom, Lift Every Voice & Sing, Voice of Pride. Read & discuss the movement and importance work of Dr. King for civil rights.
	Form - Rondo Theme & Variations	TWL songs in rondo form - ABACA, predict & identify how the themes will sound. They will create a composition in rondo form. Identify the form by listening to ragtime music following a call chart. TWL to identify theme & variations form and the ways the original melody changes. After class understands by listening & identifying themes, they will compose their own song using this form with the melody by Mozart "Twinkle Little Star". Other songs include: Help Me Rondo, Cotton Rag, Yankee Doodle Variations, American Salute.
FEBRUARY	Rondo Form	TWL to sing partner songs with rondo form. They will be able to make rhythm rondos using flash cards and classroom instruments. Play the rhythm game to reinforce concepts. They will share their composition rondos with the class.

MUSIC CURRICULUM
5TH GRADE

EVALUATION TECHNIQUES

RESOURCES

CONCEPT SKILLS TAUGHT

Sing expressively

S.B. Book Unit 7 (Red)

7.4 Match pitches in a song

Aurally & visually assess as a group & at Veteran program.

CD #9

9.3 Perform different music styles all cultures

Correlate songs to concepts.

other Patriotic CD's
sheet music

7.7 Develop understanding of voice dynamics

Check 4 concept understanding

Aurally & visually assess as a group

Sheet music, instruments,
Silver Burdett book Unit 8
(red) & correlating CD's
Musical script/song sheets

7.4 match pitches in song

7.7 Develop dynamics with the voice

10.3 Create small percussion parts

9.4 Have awareness of different singing styles

Aurally & visually assess as a group. Assess performance at concert - individually and as a group.

Christmas Musical choice,
Christmas book, Silver
Burdett book, sheet music
and instruments.

7.4 match pitches in song

10.2 Create dramatic movements to song

10.3 Create small percussion parts

7.7 Develop dynamics with the voice

9.4 Have awareness of different singing styles

10.7 Perform a musical w/ acting, singing, sets

6.8 Perform songs using 2/3 part harmony

Aurally assess as a group
No written assessment

S.B. book Unit 7 (red section)
CD #10,
resource-Library book

7.4 match pitches in song

9.4 Be aware of different singing styles

7.6 Identify vocal timbres by call/response

9.3 Recognize different styles from all cultures

Aurally assess as a group
Practice for understanding
Assess by grading written
compositions of Theme &
Variations form.

S.B. book Unit 3
CD #2
Staff paper, pencil
classroom instruments
Resource Book

3.6 Understand rondo form in music - ABACA

3.7 Sing/play instruments to show forms

3.8 Identify/create theme & variations form

10.4 Make new verses/variations to known songs

Assessment of rondo form
compositions using poems
and classroom instruments
Assess #5-show different forms

Aurally & visually assess as a group

S.B. book Unit 3
CD #2

3.6 Understand rondo form in music - ABACA

3.7 Sing/play instruments to show forms

Check for understanding

rhythm flash cards

7.4 match pitches in song

Assess rhythm rondos

classroom instruments

MUSIC CURRICULUM
5TH GRADE

NE Academic Standard

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M6.1 (C18)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

VPA K12.M5.1 (C9)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M5.2 (C19)

VPA K12.M6.1 (C18)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M6.3 (C12)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M6.3 (C12)

MUSIC CURRICULUM

5TH GRADE

MONTH
FEBRUARY

CONCEPT
Using My Voice

LEARNING ACTIVITIES

Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from Partner Songs songbook & other materials as well. Songs that move with style, focus on performance, multicultural songs, America's heritage, folk singers. Songs chosen may be used later for the spring concert.

Theme Musical

TWL to sing a theme musical for the classroom. Students will work on matching pitches, singing with good diction, facial performance expression, speaking lines with good expression & correct singing style for performance.

Meter

TWL to sing songs with a meter of 6. Will demonstrate 6 beats through movement, conducting, emphasizing strong beats, instruments, identify & define meter in the music, perform rhythm patterns in 6. Songs: Away to America, First Cuckoo, Allegro Finale, Blow the Wind Southerly, Viva Jujuy.

MARCH

Scales: Major/Minor

TWL to aurally & visually identify major/minor sounds in songs. Learn there is a difference in sound of each scale and the way each tone is built on others. They will learn songs in both tonalities, some as rounds & Spanish: Alleluia, Amen, El Condor Pasa, 76 Trombones, It's Up to you & me, Erie Canal. Students will practice building major/minor scales using bells & piano to identify the sequences to these scales.

Melody: Range & Register

TWL to recognize differences between range & register (find in a song). TWL to determine the highest/lowest notes in songs to find ranges. TWL to write the ranges for each song studied. Songs: Samuel Goldenberg, Haliwa Canoe Song, Scheherazade.

Harmony: Texture

TWL to identify, sing, create layers of sound by learning 2 or 3 part harmony in songs. TWL to read melody & harmony parts and identify the intervals of sound. TWL to sing songs: Harmony, Kum Ba Yah, Banuwa.

Vocal Ensembles: Texture

TWL to identify the characteristics of voices: soprano, alto, tenor & bass in songs ranging from unison to 4-part harmony singing. Listening selections on pgs. 98-104 use all these types of voicings as students recognize them by their vocal tone color qualities.

MUSIC CURRICULUM
5TH GRADE

EVALUATION TECHNIQUES

Listen to voices matching pitches individually and as a group.

Aural/visual assess as group

Aural/visual assess as group
Watch for correct rhythms
Performance assessment of meter in 6 with instruments in a group working together.

Aural/visual assess as group
Build scales with bells
Build scales with notes/board
Improve listening skills
Assess by aurally identifying major/minor tonalities.
Written assessment.

Aural/visual assess as group
Practice determining ranges
Practice determining registers
Creative story writing.

Aural/visual assess as group
Assess: hearing of harmony being sung.
Written assess: identify pictures of various textures.

Assess: hearing of harmony being sung.
Written assess: identify each singing group with music parts that match.

RESOURCES

Choose from S. B. Book pgs. 138-218, CD's that correlate,

S.B. book Unit 9
CD # 11
Resource book

S.B. book Unit 5
CD #3
Resource book
classroom instruments

S.B. book Unit 6
CD #4
Resource book
diatonic bells
piano
marker boards

S.B. book Unit 6, CD #4,
paper/pencil, markerboard,
Computer for listening
selections

S.B. Book Unit 8, CD #5
Resource book, pencil,
Computer for listening
selections
Partner Songbook

S.B. book Unit 7, CD 4-5
Resource book, pencil,
Computer for listening
selections

CONCEPT SKILLS TAUGHT

7.4 match pitches in song
7.8 Discover differences in vocal ranges/registers
7.2 experience various ways of using voice

7.4 Match pitches in a song
10.7 Perform a musical w/ acting, singing, sets
9.4 Have awareness of different singing styles

7.4 Match pitches in a song
2.4 Understand songs with meter of 4/4, 6/8, 5/4
2.5 Demonstrate meters with instruments

7.4 Match pitches in a song
5.9 Visually & aurally recognize major/minor tonality
6.5 Sing/chant/play song as a round

5.9 Visually & aurally recognize major/minor tonality
5.10 Recognize songs with pentatonic scales
5.11 Determine range & register of a song

7.4 Match pitches in a song
6.7 Create Harmony using parallel 3rd intervals
6.8 Perform harmony with 3rd/6th intervals
6.4 Sing 2 songs together as partner songs
5.1 Sing melody when harmony is added

7.3 Know difference between child/adult voices
7.8 identify differences in vocal range (SATB)

MUSIC CURRICULUM
5TH GRADE

NE Academic Standard

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M1.1 (C22)

VPA K12.M6.2 (C18)

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M1.1 (C22)

VPA K12.M6.1 (C18)

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M3.1 (C16)

VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M7.1 (C13)

VPA K12.M3.2 (C16)

VPA K12.M2.3 (C26)

MUSIC CURRICULUM
5TH GRADE

MONTH

CONCEPT

LEARNING ACTIVITIES

APRIL

Using My Voice

Students begin learning songs for spring concert. Songs are different each year chosen on class abilities, reflecting on many styles. Songs are chosen from the red section of book, partner songs, multicultural music, sheet music and other resources. Songs chosen will be used for the May concert.

MAY

Performance/Style

Experience musical skills by participating in the May concert. Songs were selected to reinforce all the concepts assessed throughout the school year to show a variety of styles & moods. Students will continue to work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

Voices singing together

With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

MUSIC CURRICULUM
5TH GRADE

EVALUATION TECHNIQUES

Matching voices to the correct notes as they sing in a group.

Aurally & visually assess as a group

Assess performance at the concert - watch video
Assess individually for a concert grade

Aurally & visually assess as a group

RESOURCES

Choose from S. B. Book pgs. 138-218, CD's that correlate, Partner Songbook, sheet music in unison/2 parts.

Silver Burdett book & CD's sheet music, Songs Children Love to Sing book, Partner songbk, other resources

Silver Burdett Book & CD's

CONCEPT SKILLS TAUGHT

7.4 match pitches in song
7.8 Discover differences in vocal ranges/registers
7.2 experience various ways of using voice

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing styles

7.4 match pitches in song

MUSIC CURRICULUM
5TH GRADE

NE Academic Standard

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M6.3 (C12)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M4.2 (C14)

VPA K12.M5.1 (C9)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

MUSIC CURRICULUM

6TH GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
AUGUST	Style	TWL to recognize how music can be used to deliver a special message. Talk about the mood of the song and its importance to the people of Africa at the time. How the song "We are the World" is asking us to help people in times of need and adapt that philosophy to current day issues. Talk about the style of the song and the use of solos and choruses singing together. They will make their own CD cover depicting a crisis in today's world and a possible solution to solving the problems.
SEPTEMBER	Style	Continue recognizing how music can be used to deliver a special message. Learn how the mood of the song is important to the people of Africa in the 1980's. How the song "We are the World" is asking us to help people in times of need and adapt that philosophy to current day issues. Sing in the style of the song and the use of solos and choruses singing together. Continue to make their own CD cover depicting a crisis in today's world and a possible solution to solving the problems. Share with class.
	Style/Form	TWL to become aware of musical qualities in music by American composers. TWL to distinguish between ragtime and other styles of piano music. TWL understand concepts of large instrumental works like concertos. TWL the importance of syncopation in jazz music, especially in George Gershwin's pieces. TWL through discussions about the lives of immigrants, Ellis Island, ragtime & African influences to music, song pluggers in the 1900's, and the musical styles and life of George Gershwin and Scott Joplin. They will listen to a variety of songs dealing with the style in the 1900's
	Beat Division	TWL to perform patterns based on beat sub-divisions. We will use a common sport and associate terms with it to make rhythm patterns using quarter notes, 8th & 16th notes. We will show the relationship of these patterns to the rhythm in the song "The Caribbean Sea". TWL to play a game using rhythm flash cards.
OCTOBER	Vocal Tone Color	TWL the differences in vocal ranges and recognize voicings based on their qualities. Explain how individual voices have their own unique sound. They will sing songs in the style of spirituals and pop music with expression. Voices have qualities based on how high or low they sing. Be aware of the difference in sound of a soprano and a bass.
	Form AB and ABA	TWL to recognize form in music and understand how contrast creates form. TWL be able to recognize when a contrasting part begins by listening to the changes in phrases and instrument sound. TWL that music is put together like a blueprint with the 1st melody called A and the 2nd melody (contrast) called B.

**MUSIC CURRICULUM
6TH GRADE**

EVALUATION TECHNIQUES

Aurally & visually assess
as a group.
Questions/Discussions
Assess CD covers

RESOURCES

Silver Burdett Book Unit 1A
CD #1, Original song on tape,
YouTube performance,
paper/pencil

CONCEPT SKILLS TAUGHT

7.4 Match pitches in a song
9.2 Compare different characteristics of music
9.4 Have awareness of different singing styles

Aurally & visually assess
as a group.
Questions/Discussions
Assess CD covers

Silver Burdett Book Unit 1A
CD #1, Original song on tape,
YouTube performance,
paper/pencil

7.4 Match pitches in a song
9.2 Compare different characteristics of music
9.4 Have awareness of different singing styles

Aurally & visually assess
as a group.
Questions/Discussions
Discuss musical examples
Written assessment at end
of chapter.

S.B. book Unit 1 (red section)
CD #5 & 6, Resource book,
YouTube performances,
Be a Friend songbook,
paper/pencil
Composer Bingo

7.4 Match pitches in a song
4.6 Understand how syncopation is used
9.2 Compare different characteristics of music
9.3 Recognize/perform styles from all cultures
9.4 Have awareness of different singing styles
9.5 Analyze listening selections from historical
periods

Aurally & visually assess
as a group.
Rhythms played correctly on
flash card practice.

S.B. Book Unit 1, CD #1
Rhythm Flash Cards

4.2 Difference between long/short sounds
4.3 Identify and play long/short patterns
4.4 Clap/play melodic rhythms

Aurally & visually assess
as a group.
Check for understanding.

S.B. book Unit 4
CD #2

5.11 Determine range & register of a song
7.4 Match pitches in a song
7.3 Know difference between child/adult voices
7.8 Discover differences in vocal ranges (SATB)

Aurally assess as a group.
Check for understanding by
answering what form the
song is by looking at music
when form is not listed.

S.B. book Unit 5
CD #3
Songs from other units in
book to check form.

3.2 Show that parts of songs are same/different
3.3 Recognize contrast sections(AB) verse/refrain
3.4 Perceive when song repeats after contrast it
becomes ABA form

MUSIC CURRICULUM
6TH GRADE

NE Academic Standard

VPA K12.M2.4 (C26)
VPA K12.M1.1 (C22)
VPA K12.M2.2 (C22)
VPA K12.M3.1 (C16)
VPA K12.M6.2 (C18)
VPA K12.M6.3 (C12)

VPA K12.M2.4 (C26)
VPA K12.M1.1 (C22)
VPA K12.M2.2 (C22)
VPA K12.M3.1 (C16)
VPA K12.M6.2 (C18)
VPA K12.M6.3 (C12)

VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)
VPA K12.M7.1 (C13)
VPA K12.M6.3 (C12)
VPA K12.M2.4 (C26)
VPA K12.M7.2 (C18)

VPA K12.M1.1 (C22)
VPA K12.M1.3 (C26)
VPA K12.M2.2 (C22)
VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)
VPA K12.M7.1 (C13)
VPA K12.M6.3 (C12)

MUSIC CURRICULUM

6TH GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
OCTOBER	Using My Voice	Sing songs in red section of book, to match pitches, sing the response parts, experience various uses of the voice. Sing from Partner Songs songbook & other materials as well. Songs that move with style, focus on performance, multicultural songs, America's heritage, folk singers. Songs chosen to honor United Nation's Day: I am but a Small Voice.
	Seasonal Songs: Halloween	Learn to sing by reading music to different Halloween songs adding games and instruments. They will sing, act & speak parts to Halloween musical - Beast Things in Life: it reinforces many of the skills previously taught during the year. Songs include: Beast Things in Life, Cry Wolf, Witches Gorp, others.
NOVEMBER	Patriotism	Learn songs that focus on what it means to be patriotic and what freedom means: America, America the Beautiful, I Am But a Small Voice, Star Spangled Banner and other songs appropriate for discussing what patriotism means. Prepare a song to perform for the Veterans Day program. Song varies from year to year.
	Performance/Style Thanksgiving/Christmas	Demonstrate musical skills by preparing for a winter concert. New songs chosen each year for the holiday seasons: Thanksgiving and Christmas. Thanksgiving songs found in music series books: Come Ye Thankful People Come. Students are part of the holiday musical. They will go through the audition process for the speaking parts for characters and solos if needed. Cast is chosen based on student who fits parts. Musicals change from year to year.
DECEMBER	Performance/Style Christmas Concert Musical	Demonstrate musical skills by participating in a concert. New songs chosen each year for the holiday season: Christmas, Channukah and others. Songs chosen from musical selections are different each year as the musical changes. Students are all involved with the elementary holiday musical. Students will sing & learn about holiday songs from books depicting some of the holiday traditions from around the world. Students will work on matching pitches, acting/staging skills, singing with good diction, facial expression, memorizing, learn choreography & correct singing style for a performance.
JANUARY	Style/American Heritage Civil Rights	TWL a freedom song & background history of the importance of civil rights movement in our country. TWL to sing expressively with good breath control. Songs include: Free At Last, Abraham Martin & John, Answer Lies in you & me. Read book & discuss the movement and importance work of Dr. King for civil rights. Discuss what it would feel like to be segregated in life now.

**MUSIC CURRICULUM
6TH GRADE**

EVALUATION TECHNIQUES	RESOURCES	CONCEPT SKILLS TAUGHT
Aurally listen as a group	SB book Unit 4 & 6 (red section), CD#7 & 8, Partner songbook, other songbooks.	7.4 match pitches in song 7.8 Discover differences in vocal ranges/registers 7.2 experience various ways of using voice
Aurally & visually assess as a group. Watch actions/speaking to musical.	SB book Unit 8 (red section) CD#10, Musical booklets, sheet music	7.4 Match pitches in song 10.7 Perform musical for class 9.4 Have awareness of different singing styles
Sing expressively Aurally & visually assess as a group & at Veteran program. Correlate songs to concepts. Check 4 concept understanding	S.B. Book Unit 6 (Red) CD #8 other Patriotic CD's sheet music	7.4 Match pitches in a song 9.3 Perform different music styles all cultures 7.7 Develop understanding of voice dynamics 10.1 Creative expression during a performance
Aurally & visually assess as a group Assessments to choose characters for the musical	Sheet music, instruments, Silver Burdett book Unit 7 (red) & correlating CD's Musical script/song sheets Musical CD for rehearsal and performances.	7.4 match pitches in song 7.7 Develop dynamics with the voice 10.3 Create small percussion parts 9.4 Have awareness of different singing styles
Aurally & visually assess as a group. Assess performance at concert - individually and as a group.	Christmas Musical choice, Christmas book, Silver Burdett book, sheet music and instruments.	7.4 match pitches in song 10.2 Create dramatic movements to song 10.3 Create small percussion parts 7.7 Develop dynamics with the voice 9.4 Have awareness of different singing styles 10.7 Perform a musical w/ acting, singing, sets 6.8 Perform songs using 2/3 part harmony
Aurally assess as a group No written assessment	S.B. book Unit 6(red section) and Unit 8, CD #10 & #4, resource-Library book	7.4 match pitches in song 9.4 Be aware of different singing styles 7.6 Identify vocal timbres by call/response 9.3 Recognize different styles from all cultures

MUSIC CURRICULUM
6TH GRADE

NE Academic Standard

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M7.1 (C13)

VPA K12.M2.4 (C26)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M6.3 (C12)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

VPA K12.M6.1 (C18)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M5.2 (C19)

VPA K12.M2.2 (C22)

VPA K12.M3.2 (C16)

VPA K12.M4.1 (C23)

VPA K12.M4.2 (C14)

VPA K12.M6.2 (C18)

VPA K12.M5.1 (C9)

VPA K12.M2.4 (C26)

VPA K12.M3.1 (C16)

VPA K12.M5.2 (C19)

VPA K12.M6.1 (C18)

MUSIC CURRICULUM

6TH GRADE

MONTH	CONCEPT	LEARNING ACTIVITIES
JANUARY	Tonality	TWL to distinguish between major & minor chromatic structures. TWL to use chromatic bells to show the difference in building these scales. They will hear the different sounds that minor makes compared to major. TWL to build scales on given pitches. They will construct these scales & recognize them on keyboards.
FEBRUARY	Tonality Major/Minor Pentatonic/Whole Tones	TWL to distinguish between major, minor, pentatonic structures. TWL to use chromatic bells to show the difference in building these scales. They will hear the different sounds that changes scale structure based on formulas. TWL to build scales on given pitches. They will construct these scales & recognize them on keyboards and be able to write on paper.
	Style	TWL to analyze selections from different historical periods. TWL that each period has characteristics of music & art that set them apart. We will look and listen to examples from the 8 periods of musical history and how music has evolved through time. The musical example used for the history tour is "Scarborough Fair".
	Bands Around the World	TWL understand the historical & musical importance of bands. Hearing a marching song, determine the form of song through identity of different sections. TWL listen to examples from symphonic bands, dance & swing bands and the contrasts there. TW be aware of sound from instruments in bands from many cultures around the world & listen to examples of them. They will discuss the importance of great composers such as John P. Sousa, Barnum, Gustav Holst, Glen Miller.
MARCH	Tone Color: Instruments	TWL to discern tone colors of individual & group sounds of all the instruments of an orchestra. TWL to selections of solo sounds & how they sound in an ensemble or orchestra. This will develop an awareness of sounds from the woodwind, brass, string and percussion families of instruments. Many examples will be heard and discussions of what qualities each instrument has based on how its made, sound is produced, etc.
	Style: multicultural	TWL to sing and perform a Native American style song from book which helps to be aware of their culture, dance and music. They will also learn to use sign language for certain words as they sing the song. They can tap a drum pattern to a round dance.
	Performance Preparation	TWL to sing correct phrasing through proper breathing, use vocal warmups to improve production, use practices to improve on diction/pronunciation, song performance with appropriate style, how to create movement that fits music to prepare for concerts.

**MUSIC CURRICULUM
6TH GRADE**

EVALUATION TECHNIQUES

Check for understanding.
Build scales with bells.
Assess verbally as a class
Written assessment

Check for understanding.
Build scales with bells.
Assess verbally as a class
Written assessment
Assess by looking at picture
of scales & identify.

Aurally & visually assess as
a group
Assessment: listen to music
selection & identify period.

Aurally & visually assess as
a group
Assessment: listen to music
selection & identify bands.
Written assessment.

Aurally & visually assess as
a group

Written assessment.

Aurally & visually assess as
a group

Aurally & visually assess as
a group

RESOURCES

Silver Burdett book Unit 9
CD # 4-5, Chromatic bells
other sources of major &
minor selections
Piano to show steps in scales
Resource book to assess

Silver Burdett book Unit 9
CD # 4-5, Chromatic bells
other sources of major &
minor selections
Piano to show steps in scales
Resource book to assess

S.B. book unit 6
CD # 3
other sources on internet of
composer's pieces from
each time period

S.B. book Unit 2 (red section)
CD #6
Resource book
Internet: listen to examples

S.B. book Unit 4
CD #2-3-11
Resource book

S.B. book Unit 11
CD #5, hand drums
other resources of Native
American music.

S.B. book Unit 4 (red section)
CD # 3,4,6,7
video on movement

CONCEPT SKILLS TAUGHT

5.1 Melody
5.9 Visually & aurally recognize major/minor
tonality
9.3 Recognize different styles from all cultures
7.4 match pitches in song

5.1 Melody
5.9 Visually & aurally recognize major/minor
tonality
9.3 Recognize different styles from all cultures
7.4 match pitches in song

9.5 Listen to and analyze selections from
historical periods.
9.2 Compare different characteristics of music

9.1 Style
9.3 Recognize different styles from all cultures
9.4 Have an awareness of different music styles
9.5 Listen/analyze selections from historical
periods.

8.1 Learn tone colors for instruments
8.4 familiar with sounds of individual instrument
in orchestra and what they look like.
8.5 become familiar by sight/sound instrument
families in orchestra performing together.

7.4 match pitches in song.
9.2 Compare different characteristics of music
9.3 Recognize/perform different uses of style
from all cultures.

7.4 match pitches in song.
9.4 awareness of different singing styles
10.2 create movements that dramatize a song
7.2 experience various ways of using the voice

MUSIC CURRICULUM
6TH GRADE

NE Academic Standard

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M1.1 (C22)

VPA K12.M6.1 (C18)

VPA K12.M2.4 (C26)

VPA K12.M2.3 (C26)

VPA K12.M1.1 (C22)

VPA K12.M6.1 (C18)

VPA K12.M6.3 (C12)

VPA K12.M1.1 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.2 (C18)

VPA K12.M6.1 (C18)

VPA K12.M2.2 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.2 (C18)

VPA K12.M6.1 (C18)

VPA K12.M1.3 (C26)

VPA K12.M5.2 (C19)

VPA K12.M2.4 (C26)

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.2 (C18)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M6.3 (C12)

MUSIC CURRICULUM
6TH GRADE

MONTH
MARCH

CONCEPT
Using My Voice

LEARNING ACTIVITIES

Students begin learning songs for spring concert. Songs are different each year chosen on class abilities, reflecting on many styles. Songs are chosen from the red section of book, partner songs, multicultural music, sheet music and other resources. Songs chosen will be used for the end of year concert.

APRIL

Using My Voice

Students begin learning songs for spring concert. Songs are different each year chosen on class abilities, reflecting on many styles. Songs are chosen from the red section of book, partner songs, multicultural music, sheet music and other resources. Songs chosen will be used for the May concert. After songs are selected begin working on correct notes, phrasing, dynamics, etc.

MAY

Performance/Style

Experience musical skills by participating in the May concert. Songs were selected to reinforce all the concepts assessed throughout the school year to show a variety of musical styles & moods. Students will continue to work on matching pitches, singing with good diction, facial performance expression, good choreography and correct singing style for the performance.

Voices singing together

With days remaining, sing songs from the end of the music series book that were not covered during concert preparation. These songs are used for reinforcement of concepts taught during the school year.

**MUSIC CURRICULUM
6TH GRADE**

EVALUATION TECHNIQUES

RESOURCES

CONCEPT SKILLS TAUGHT

Matching voices to the correct notes as they sing in a group.

Choose from S. B. Book pgs. 132-250, CD's that correlate, Partner Songbook, sheet music in unison/2 parts.

7.4 match pitches in song
7.8 Discover differences in vocal ranges/registers
7.2 experience various ways of using voice

Matching voices as they sing.

Choose from S. B. Book pgs. 132-228, CD's that correlate, Partner Songbook, sheet music in unison/2 parts.

7.4 match pitches in song
7.8 Discover differences in vocal ranges/registers
7.2 experience various ways of using voice

Aurally & visually assess as a group

Silver Burdett book & CD's sheet music, Songs Children Love to Sing book, Partner songbk, Be a Friend book, other resources

7.4 match pitches in song
10.2 Create dramatic moves to song
10.3 Create small percussion parts
7.7 Develop dynamics with the voice
9.4 Have awareness of different singing styles

Assess performance at the concert - watch video
Assess individually for a concert grade

Aurally & visually assess as a group

Silver Burdett Book & CD's

7.4 match pitches in song

MUSIC CURRICULUM
6TH GRADE

NE Academic Standard

VPA K12.M1.1 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M6.3 (C12)

VPA K12.M1.2 (C14)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M6.3 (C12)

VPA K12.M1.2 (C22)

VPA K12.M2.2 (C22)

VPA K12.M2.4 (C26)

VPA K12.M4.1 (C23)

VPA K12.M6.3 (C12)

VPA K12.M4.2 (C14)

VPA K12.M5.1 (C9)

VPA K12.M3.2 (C16)

VPA K12.M2.4 (C26)

Cadet Band Curriculum
Grades 5-6

CONCEPT

Playing Abilities

LEARNING ACTIVITIES

Students will demonstrate the ability to correctly play their instrument. This will be shown by exercises and selections from their methods books and concert pieces.

~TWL to use the correct embouchure or stick position (percussion) and posture for their instrument.

~TWL basic breathing procedure, fingering, stickings, rudiments for the notes on their instrument in methods books 1 and 2.

~TWL to perform basic simple articulation patterns used in methods book and selections for concerts. These patterns can be melodic or rhythmic in nature.

~TWL to correctly play basic rhythmic patterns from very easy to medium easy levels using whole, half, quarter and eighth note/rest patterns.

~TWL to play all the notes/rudiments in the method book in the range of their capabilities by the end of sixth grade.

~TWL to play major scales up to and including 2 or 3 sharps and 2 or 3 flats up one octave. They can play a chromatic scale up one octave within the range of their instruments.

~Each student will be responsible for the proper maintenance of the instruments. TWL to clean their horn/mouthpiece after practices, apply the proper amount of cork grease, valve/slide oils to insure good playing condition.

Technical
Abilities

Students in elementary band will demonstrate the ability to read and notate easy music:

~TWL to identify symbols and terms referring to the pitch or intervals of sounds during practice/lessons and interpret them during performances.

~TWL to identify symbols and terms referring to elementary basic rhythmic patterns during practice/lessons and interpret them correctly for performances.

Cadet Band Curriculum
Grades 5-6

EVALUATION TECHNIQUES

Visual & Performing Art Essential Learning

Aurally and visually assess as a group
Listen to and watch during lessons and rehearsals

VPA K12.M2.3 (C26)

Aurally and visually assess as a group
Listen to and watch during rehearsals

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals and individual lessons

VPA K12.M2.3 (C26)

Aurally and visually assess as a group
Assess for understanding
Listen to students during rehearsals and lessons

VPA K12.M2.3 (C26)

Quizzes from lesson books to check for understanding

VPA K12.M2.3 (C26)

Aurally and visually assess as a group
Assessments to check for understanding
Listen to students during rehearsals/lessons

VPA K12.M2.3 (C26)

Visually monitor individually

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals/lessons

VPA K12.M5.2 (C19)

VPA K12.M2.3 (C26)

VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals/lessons

VPA K12.M5.2 (C19)

VPA K12.M2.3 (C26)

VPA k12.M2.4 (C26)

Cadet Band Curriculum
Grades 5-6

CONCEPT

LEARNING ACTIVITIES

Technical
Abilities
continued...

- ~TWL to identify symbols and terms referring to the basic dynamics signs in music and correctly play with those dynamic levels during lessons, rehearsal and performances.
- ~TWL to identify symbols and terms referring to three different speeds of music or the tempo (slow, medium and fast) and correctly play with those tempos during lessons, rehearsals and performances.
- ~TWL to identify symbols and terms referring to articulation techniques such as tonguing, slurring, staccato and play them correctly during practices and performances.
- ~TWL to identify symbols and terms referring to different meters of music: 2/4, 3/4, and 4/4 time and correctly play with those meters during lessons, rehearsals and performances.

Performance

- Students will perform on instruments - alone and with others - a varied repertoire of exercises and music.
- ~Perform on pitch and in rhythm music with appropriate dynamics, tone quality and maintain a steady tempo at the appropriate elementary band level.
- ~Students will perform playing tests during weekly lessons.
- ~Students will be monitored on their ability to master the music used for each performance throughout the school year.
- ~Students will perform in the cadet band, blending instrumental timbres, balancing sound within sections, using correct techniques and responding to the cues of the conductor.
- ~Students will actively participate in daily rehearsals.
- ~Students will actively participate in concerts at the end of each semester (Christmas and Spring)

Cadet Band Curriculum
Grades 5-6

EVALUATION TECHNIQUES

Visual & Performing Art Essential Learning

Aurally and visually assess as a group
Listen to students during lessons and rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals/lessons

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during lessons and rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Assess for understanding
Listen to students during rehearsals and lessons

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M1.2 (C14)

Assess individually during class at lessons

VPA K12.M8.2 (C21)

Aurally and visually assess as a group

VPA K12.M2.3 (C26)

Listen to students during rehearsals

VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)

Teacher evaluation of concert

VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)

Cadet Band Curriculum
Grades 5-6

CONCEPT

LEARNING ACTIVITIES

Performance
continued...

~Students will be given the opportunity to perform in competitions:
solos, ensembles, and band at the March Solo/Ensemble Contest

Cadet Band Curriculum
Grades 5-6

EVALUATION TECHNIQUES

Visual & Performing Art Essential Learning

Teacher evaluation of concert and competition
Judge critiques are assessments

VPA K12.M8.2 (C21)
VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

MONTH
JANUARY

CONCEPT

Renaissance Webquest

LEARNING ACTIVITIES

Students will research on websites the instruments in Renaissance times. They will write a letter convincing the curator of a museum that their instrument should be included in the new exhibit. Then the class (divided into groups) will give a presentation of the instruments and their families including all the facts, information and sounds of the instruments who are ancestors of today. At the conclusion of the unit, the class will take a field trip to the "National Music Museum" in Vermillion, SD to experience first hand what each of these instruments from the 1600's look & sound like.

February

Compare & contrast
wind band/jazz band

Students will watch a video by Wynton Marsalis to compare and contrast the wind band and the jazz band and the certain styles of music each one is known to play. We will discuss the similar theory concepts such as: music styles, ragtime/march commonalities, how traditions of wind band playing influenced jazz. We will also learn the differences between them and the theory concepts that create that difference. We will use games, quizzes, and stories of composers lives and their music to reinforce concepts from video.

February &
March

Performance

Students will be given the opportunity to perform in competitions: solos and ensembles at the March Solo/Ensemble Contest. They will include technical/playing abilities as they prepare for the judged competition.

March

Practice

Students will watch a video - #4 in the series - by Wynton Marsalis to explore different types of music and how they relate to each other. Whatever our achievement, they can not be met without long hours of practice. This video discusses 12 ways to become better musicians and puts it into perspective with other aspects of life. Students can understand and relate these ways to their own lives and situations on wanting to be great at something.

March

Composers

Students will research on websites the composers in Renaissance and Baroque time periods. They will present their power points of each composer to the class. This is also information important to know before taking the field trip to the "National Music Museum" to have knowledge of the type of music performed on this old instruments and how this music (1400-1750) is important still today.

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

EVALUATION TECHNIQUES

Aurally & visually assess as a group & individually during research.

Grade curator letters

Assess class presentations

Exam over the instruments reported on for knowledge retention of presentations.

Evaluate museum experience

Aurally & visually assess as a group & individually during video and discussion.

Graded assessment over concepts

Correct answers during bell ringer

Brainpop over Louie Armstrong

Teacher evaluation - competition

Judge critiques are assessments

Practice assessments during process of preparation time.

Aurally & visually assess as a group & individually during video and discussion.

Graded assessment over concepts

Correct answers during bell ringer

Aurally & visually assess as a group & individually during research.

Evaluate museum experience

Assess class presentations

Exam over the composers

RESOURCES

Instructions worksheet

Websites to show the brief history of the Renaissance period.

Computers, internet for research,

Optima for presentations

Test paper & pencil

National Music Museum

Marsalis video "From Sousa to

Satchmo" video #3 / book

You tube resources for more examples of music styles discusses.

Computers

Test paper & pencil

Instruments, solo copies for soloist accompanist & judges.

Marsalis video "Tackling Monster :

Practice" video #4 / book

You tube resources for more examples of music styles discusses.

Computers

Test paper & pencil

Websites to show the history of the composers in these periods.

Computers, internet for research,

Optima for presentations

Test paper & pencil

National Music Museum

CONCEPT SKILLS TAUGHT

8.4 Become familiar with sounds of individual instruments and what they look like.

8.6 Analyze instruments that play music and their history.

9.5 Listen to and analyze music and instruments from historical periods.

8.4 Become familiar with sounds of individual instruments and what they look like.

2.1 Rhythm/meter in music (marches and jazz)

4.1 rhythm/patterns - even/uneven patterns like syncopation

2.5 demonstrate meter with instruments

3.1 relate what form the solo is (AB)

4.5 identify/demonstrate rhythms

9.3 perform different musical styles

10.1 incorporate creative expression into a solo performance

2.1 rhythm/meter in music

3.1 form - blueprint of music

4.1 understand rhythm patterns

5.1 recognize / perform melodies

6.1 recognize / perform harmony

9.1 compare characteristics of style

10.1 use creative expression, emotion/dynamics in performances

8.6 Analyze composers that play music and their history.

9.5 Listen to and analyze music and instruments from historical periods.

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

Visual & Performing Art Essential Learning

VPA K12.M1.1 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.1 (C18)

VPA K12.M6.2 (C18)

VPA K12.M1.3 (C26)

VPA K12.M2.3 (C26)

VPA K12.M6.2 (C18)

VPA K12.M2.2 (C22)

VPA K12.M8.2 (C21)

VPA K12.M4.2 (C14)

VPA K12.M5.1 (C9)

VPA K12.M1.1 (C22)

VPA K12.M1.3 (C26)

VPA K12.M2.2 (C22)

VPA K12.M2.3 (C26)

VPA K12.M2.4 (C26)

VPA K12.M3.2 (C16)

VPA K12.M5.1 (C9)

VPA K12.M6.3 (C12)

VPA K12.M8.3 (C13)

VPA K12.M1.1 (C22)

VPA K12.M3.1 (C16)

VPA K12.M6.1 (C18)

VPA K12.M6.2 (C18)

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

March

Composers
continued...

Watch movie "Amadeus" depicting the life of a composer in the 1700's: Wolfgang Amadeus Mozart.

April & May

History of Rock n' Roll

Students will learn about the history of musical styles from the 1980's to today. Styles studied include: hard/soft rock, Latin rock, Soul, Disco, Country rock, Reggae, Jazz rock, hip hop, etc. We will explore the subjects through the use of books, internet and reports on individual performers or bands shared with the class.

Using My Voice

Students will sing songs for a learning experience. Songs are different each year chosen on class abilities, reflecting on many styles. Songs are chosen from the books, partner songs, multicultural music, sheet music and other resources. Songs chosen will be pop songs that are fun to sing too. After songs are selected begin working on notes, phrasing, dynamics, etc.

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

Exam over the composer in
movie
Correct bell ringer answers

DVD/accessories,
Test paper & pencil

8.6 Analyze composers that play
music and their history.
9.5 Listen to and analyze music
and instruments from historical
periods.

Aurally & visually assess during
discussions and research
Assess class presentations
Assess from student workbooks
Correct bell ringer answers

Websites for research & examples,
Rock - It book and workbook,
computers/optima
paper, pencil activities

3.1 discuss forms used in rock music
6.1 recognize melody & harmonies
7.2 experience ways of using voices
8.4 sounds of instruments
9.4 awareness of different sing styles

Matching voices as they sing.

Choose from S. B. Book
pgs. 132-228,
CD's that correlate,
Partner Songbook, sheet
music in unison/2 parts.

7.4 match pitches in song
7.8 Discover differences in vocal
ranges/registers
7.2 experience various ways of using
your voice

MUSIC CURRICULUM
JR. HIGH GENERAL MUSIC

VPA K12.M1.1 (C22)
VPA K12.M3.1 (C16)
VPA K12.M6.1 (C18)
VPA K12.M6.2 (C18)

VPA K12.M1.1 (C22)
VPA K12.M2.2 (C22)
VPA K12.M2.3 (C26)
VPA K12.M3.2 (C16)
VPA K12.M5.2 (C19)

VPA K12.M1.2 (C14)
VPA K12.M2.2 (C22)
VPA K12.M2.4 (C26)
VPA K12.M6.3 (C12)

Band Curriculum
Grades 7-12

CONCEPT

Technical
Abilities

LEARNING ACTIVITIES

Students will demonstrate the ability to read and notate music:

- ~TWL to identify symbols and terms referring to the pitch or intervals of sounds during practice and interpret them during performances.
- ~TWL to identify symbols and terms referring to basic rhythmic patterns during practice and interpret them correctly for performances.
- ~TWL to identify symbols and terms referring to dynamics signs in music and correctly play with those dynamic levels during rehearsal and performances.
- ~TWL to identify symbols and terms referring to different speeds of music or the tempo and correctly play with those tempos during rehearsals and performances.
- ~TWL to identify symbols and terms referring to articulation techniques such as tonguing, slurring, staccato and play them correctly during practices and performances.
- ~TWL how to notate all the terms referring to pitch, rhythm, dynamics, tempo and articulation. Notation includes being able to correctly write a piece of music onto staff paper using all the standard symbols.
- ~TWL to identify symbols and terms referring to different meters of music: 2/4, 3/4, 4/4, 6/8, cut time and correctly play with those meters during rehearsals and performances.

Playing Abilities
on Instruments

Students will demonstrate the ability to correctly play their instrument. This will be shown by exercises and selections used for concert purposes.

- ~TWL to use the correct embouchure or stick position and posture for their instrument.
- ~TWL basic fingering, stickings, rudiments for the notes on their instrument.

EVALUATION TECHNIQUES

Visual & Performing Art Essential Learning

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Quizzes to check for understanding

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M5.2 (C19)
VPA K12.M2.3 (C26)
VPA k12.M2.4 (C26)

Aurally and visually assess as a group
Listen to and watch during rehearsals

Aurally and visually assess as a group
Listen to and watch during rehearsals

Band Curriculum
Grades 7-12

CONCEPT

LEARNING ACTIVITIES

Playing Abilities
On Instruments
continued....

~TWL to perform basic articulation patterns used in selections for concerts. These patterns can be melodic or rhythmic in nature.

~TWL to correctly play basic rhythmic patterns from easy to fairly difficult levels.

~TWL to play all the notes in the range of their instrument by their sophomore year.

~TWL to play major scales up to and including four sharps and four flats up one octave. They can play minor scales up to and including two sharps and two flats up one octave. They can play a chromatic scale up two octaves within the range of their instruments.

~Each student will be responsible for the proper maintenance of the instruments. TWL to clean their horn/mouthpiece after practices, apply the proper amount of cork grease, valve/slide oils to insure good playing condition.

Marching Band
Unit in the Fall

Students will learn to perform music while using marching maneuvers for competitions/parades.

~TWL to execute basic marching maneuvers that include forward march, mark time, halt, parade rest, and attention.

~TWL to correctly execute turns moving to the left and right from a straight position.

~TWL to march and play their instruments in time to the music while moving down the street in parade competitions.

~Marching unit includes all the aspects of music that the concert band is expected to know.

Aesthetic

Students will listen to and recognize music styles from all cultures and historical periods.

~TWL to answer questions and describe aural examples of various styles representing diverse cultures.

Band Curriculum
Grades 7-12

Visual & Performing Art Essential Learning

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

Quizzes to check for understanding

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

Visually monitor individually

Constant repetition
Watch students during rehearsals

Constant repetition
Watch students during rehearsals

Constant repetition
Watch students during rehearsals
Teacher evaluation of marching competition
Student evaluation of marching competition
Use rubric for evaluation

Group discussions about the styles and
historical periods introduced as listening
and performing pieces of music

VPA K12.M1.1 (C22)
VPA K12.M3.1 (C16)
VPA K12.M6.1 (C18)

Band Curriculum

Grades 7-12

CONCEPT

LEARNING ACTIVITIES

Aesthetic
continued....

Students will evaluate music performances by using appropriate terminology to explain the music.

Performance

Students will perform on instruments - alone and with others - a varied repertoire of music.

~Perform on pitch and in rhythm music with appropriate dynamics, tone quality and maintain a steady tempo.

~Students will perform playing tests.

~Students will be monitored on their ability to master the music used for each performance throughout the school year.

~Students will perform in the concert band, blending instrumental timbres, balancing sound within sections, using correct dynamics, and responding to the cues of the conductor.

~Students will actively participate in daily rehearsals.

~Students will actively participate in concerts at the end of each semester (Christmas and Spring), the conference band clinic, and District Music Contest.

~Students will be given the opportunity to perform in competitions: solos, ensembles, band, and special events such as UNK Honor Band and Class D All State Band.

Interdisciplinary

~Students will know the relationships between music, the arts and other disciplines outside the arts. They can identify ways in which the subject matter of other disciplines taught in high school are interrelated with music.

~Students will listen to and describe in simple terms music from various cultures and historical periods. After listening to a piece of music, students will identify what era it is from and answer questions based on the musical selection.

Band Curriculum
Grades 7-12

EVALUATION TECHNIQUES

Visual & Performing Art Essential Learning

Assess with rubric to evaluate each concert. Students will listen to performances and write down evaluations.

VPA K12.M8.3 (C13)
VPA K12.M5.1 (C9)
VPA K12.M4.1 (C23)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M1.2 (C14)

Assess individually during class or recordings using rubrics.

VPA K12.M8.2 (C21)

Aurally and visually assess as a group

VPA K12.M2.3 (C26)

Aurally and visually assess as a group
Assess to check for understanding
Listen to students during rehearsals

VPA K12.M4.1 (C23)
VPA K12.M6.3 (C12)

Judge critiques are assessments
Teacher evaluation of concert competition
Student evaluation of concert competition

VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)

Teacher evaluation of concert competition
Student evaluation of concert competition
Use rubric for evaluation

VPA K12.M8.2 (C21)
VPA K12.M4.2 (C14)
VPA K12.M5.1 (C9)

Verbally assess as a group

VPA K12.M1.3 (C26)
VPA K12.M3.2 (C16)
VPA K12.M8.3 (C13)

Aurally and visually assess as a group
Assess to check for understanding
Use rubric to assess

VPA K12.M2.2 (C22)
VPA K12.M3.2 (C16)
VPA K12.M6.2 (C18)

Choir Curriculum
Grades 9-12

Concept

Technical Abilities

Learning Activities

Students will have the opportunity to sightread and read vocal music accurately and expressively.

~TWL to read and count whole, half, quarter, eighth, sixteenth and dotted notes and rests in duple and triple meters.

~TWL to demonstrate the ability to read and sing a vocal score up to four staves with the capability to sing 1st and 2nd splits within their vocal ranges.

~TWL to identify symbols and terms referring to the pitch or intervals of sounds and properly sing them during rehearsals and interpret them during performances.

~TWL to identify symbols and terms referring to basic rhythmic patterns in vocalise during practice and interpret them correctly for performances.

~TWL to identify symbols and terms referring to dynamics signs in the music and correctly sing with those dynamic levels during rehearsals and performances.

~TWL to identify symbols and terms referring to different speeds of music or the tempo and correctly interpret them to sing with those tempos during rehearsals and performances.

~TWL to identify symbols and terms referring to articulation techniques such as legato singing, staccato singing and performing them correctly during practices and performances.

~TWL to sing with correct diction using open vowels, vertical singing, and distinct consonants during rehearsals and performances.

~TWL to read music accurately and with expression to interpret the composers ideas during rehearsals and performances.

~TWL to develop their changing voices - male and female - by singing in the head voice or falsetto, develop a solid chest voice and practice correct vocal techniques through various exercises.

Choir Curriculum
Grades 9-12

Evaluation Techniques

Visual & Performing Art Essential Learning

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M1.3 (C26)
VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Quizzes to check for understanding
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)

Aurally and visually assess as a group
Assess performances with criteria rubric
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)
VPA K12.M5.2 (C19)

Aurally and visually assess as a group
Assess performances with criteria rubric
Listen to students during rehearsals

VPA K12.M2.3 (C26)
VPA K12.M2.4 (C26)
VPA K12.M5.2 (C19)
VPA K12.M5.1 (C9)

Aurally and visually assess as a group
Listen to students during rehearsals

VPA K12.M1.3 (C26)

Choir Curriculum
Grades 9-12

Concept
Performance

Learning Activities

Students will have the opportunity to sing a varied repertoire of music - alone and with others - in the classroom as well as concert/festival situations.

~TWL to sing accurately and with good breath control throughout their singing ranges.

~TWL to recognize good intonation and problems with intonation and what to do to correct the problem.

~TWL to sing with expression and technical accuracy.

~TWL to sing pieces of music from memory for concerts, festivals conference clinics and honor choirs.

~TWL to sing music representing diverse genres and cultures, with expression appropriate for performances while developing good ensemble skills.

~TWL basic choreographic choral riser movements while singing for music appropriate to add movement.

~TWL to evaluate music and music performances individually and as an ensemble.

Aesthetic

Students will have the opportunity to listen to, analyze and describe music used for performance and personal listening.

~TWL to analyze listening examples of a varied repertoire of music, representing diverse genres and cultures.

~TWL to demonstrate their knowledge of the music by using the correct technical vocabulary of music.

~TWL to understand the role of music and the composer/performers in relation to history and culture.

~TWL to compare music and the roles of the composer/musician from several different cultures of music.

Choir Curriculum
Grades 9-12

Evaluation Techniques

Visual & Performing Art Essential Learning

	VPA K12.M8.2 (C21)	
Aurally and visually assess as a group Listen to students during rehearsals	VPA K12.M7.1 (C13)	
Aurally / visually assess and discuss as a group Listen to students during rehearsals	VPA K12.M7.1 (C13) VPA K12.M2.4 (C26)	
Assess performances using rubrics.	VPA K12.M1.1 (C22)	
Teacher evaluation rubric of concert competition Student evaluation rubric of concert competition	VPA K12.M5.1 (C9)	
Teacher evaluation of concert competition Student evaluation of concert competition Use rubric for evaluation	VPA K12.M3.1 (C16) VPA K12.M4.2 (C14) VPA K12.M6.1 (C18)	
Visually assess for effectiveness and evaluate.	VPA K12.M4.1 (C23)	
Display concert etiquette on/off stage during performances. Students will perform to the best of their ability. Use criteria for evaluating the quality and effectiveness of performances and apply to personal listening music. Use criteria for evaluating the style of the music and discuss constructive suggestions for improvements.	VPA K12.M5.1 (C9) VPA K12.M7.2 (C18) VPA K12.M1.2 (C14)	
Describe and analyze music using elements of music theory and expressive devices used in ensembles.	VPA K12.M2.2 (C22) VPA K12.M3.2 (C16)	VPA K12.M6.2 (C18)
Use correct terminology to assess music performances using criteria statements.	VPA K12.M6.3 (C12)	
Aural discussions during class time.	VPA K12.M3.3 (C17)	
Aural discussions during class time.	VPA K12.M1.2 (C22)	