

COURSE: Elementary General Music	GRADE(S): Three
UNIT: Singing	
<p>NATIONAL STANDARDS:</p> <p>#1 Singing alone and with other a varied repertoire of music Students sing independently, on pitch and rhythm, with appropriate tone color, diction, and posture, and maintain a steady tempo. Students sing expressively, with appropriate dynamics, phrasing, and interpretation. Students sing from memory a varied repertoire of songs, representing genres and styles from diverse cultures. Students sing ostinatos, partner songs and rounds. Students sing in groups, blending vocal tone color, matching dynamic levels and responding to the cues of a conductor.</p> <p>#3 Improvising melodies, variations, and accompaniments Students improvise "answers" in same style to given rhythmic and melodic phrases. Students improvise simple rhythmic and melodic ostinato accompaniments. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>#4 Composing and arranging music within specified guidelines Students create and arrange music to accompany readings or dramatizations. Students create and arrange short songs and instrumental pieces within specified guidelines. Students use a variety of sound sources when composing.</p>	
<p>STATE STANDARDS:</p> <p>#9.1.3 Production, Performance and Exhibition of Music Sing Read music</p>	<p>UNIT OBJECTIVES: Students will be able to...</p> <p>--develop independent and proper vocal techniques, methods and concepts. --sing expressively using appropriate tempo/dynamics. --sing low so, low la, so, mi, la, re, do & high do</p>
<p>SUGGESTED ACTIVITIES: Match pitches (echo sing) Develop head voice with purity of sound through various exercises Sing Solfeggio/Kodaly hand signs low la, low so, so, mi, la, re, do & high do Expand vocal range Sing in tune Sing in various tempi Sing with dynamic expression Sing with appropriate tone quality, posture, diction, and breathing Experience group and solo singing Sing songs from diverse cultures Sing simple ostinatos/rounds/partner songs/call and response/counter melodies</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Composer Posters</p>	<p>ASSESSMENTS: Teacher observation Verbal question/answer Self-critique/analysis Rubric evaluation Pencil/paper tests and worksheets</p> <p>REMEDIATION: Review previously taught concepts through new materials Vocal games Echo charts Cumulative song Guided listening</p> <p>ENRICHMENT: Classroom solo performance Attend live performance Lead echo singing Sing solo Use of various technology, including computer software</p>

COURSE: Elementary General Music	GRADE(S): Three
UNIT: Instruments	
<p>NATIONAL STANDARDS:</p> <p>#2 Performing on instruments, alone and with others, a varied repertoire of music Students perform on pitch, in rhythm, with appropriate dynamics and tone color, and maintain a steady tempo. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. Students perform expressively a varied repertoire of music representing diverse genres and styles. Students echo short rhythms and melodic patterns. Students perform in groups, blending instrumental tone colors, matching dynamic levels, and responding to the cues of a conductor. Students perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>#3 Improvising melodies, variations, and accompaniments Students improvise "answers" in same style to given rhythmic and melodic phrases. Students improvise simple rhythmic and melodic ostinato accompaniments. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>#4 Composing and arranging music within specified guidelines Students create and arrange music to accompany readings or dramatizations. Students create and arrange short songs and instrumental pieces within specified guidelines. Students use a variety of sound sources when composing.</p>	
<p>STATE STANDARDS:</p> <p>#9.1.3 Production, Performance and Exhibition of Music Play an instrument Duration Intensity Pitch Timbre Composition Form Genre Harmony Rhythm Texture Read and notate music Compose and arrange Improvise</p>	<p>UNIT OBJECTIVES: Students will be able to...</p> <ul style="list-style-type: none"> --identify selected classroom and orchestral instruments, given aural and visual examples. --demonstrate proper playing techniques of classroom instruments. --identify the four families of orchestral instruments. --differentiate between band and orchestral instruments.
<p>SUGGESTED ACTIVITIES: Play rhythm patterns using sounds and silences. Play melodic patterns (ostinatos) and melodic fragments. Perform using body percussion and/or classroom instruments Accompany one and two chord songs on a pitched instrument Play instruments in combination Compose and/or improvise simple rhythmic and melodic accompaniments</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Classroom instruments Instrument posters Worksheets Instrumental teacher Composer Posters</p>	<p>ASSESSMENTS: Teacher observation of performance Pencil/paper worksheets and tests Rubric evaluation Listening activities</p> <p>REMEDIATION: Playing musical games Echo games Color worksheets Review previously taught concepts through new materials Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Compose Use of various technology, including computer software</p>

<p>COURSE: Elementary General Music</p>	<p>GRADE(S): Three</p>
<p>UNIT: Melody and Harmony</p>	
<p>NATIONAL STANDARDS:</p> <p>#3 Improvising melodies, variations, and accompaniments Students improvise "answers" in same style to given rhythmic and melodic phrases. Students improvise simple rhythmic and melodic ostinato accompaniments. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>#4 Composing and arranging music within specified guidelines Students create and arrange music to accompany readings or dramatizations. Students create and arrange short songs and instrumental pieces within specified guidelines. Students use a variety of sound sources when composing.</p> <p>#5 Reading and Notating Music Students read whole, half, dotted half, quarter, and eighth notes in 2/4, 3/4, 4/4, and 6/8 meter signatures. Students use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</p>	
<p>STATE STANDARDS:</p> <p>#9.1.3 Production, Performance and Exhibition of Music Play an instrument Duration Pitch Sing Harmony Rhythm Read and notate music Improvise</p>	<p>UNIT OBJECTIVES: Students will be able to...</p> <ul style="list-style-type: none"> --recognize different melodic directions. --use system (that is syllables, numbers or letter) to read simple pitch notation in the treble clef in major keys. --identify, respond and demonstrate long and short/same and different phrases. --identify melodic direction (upward/downward/repeated patterns) --identify melodies that move by step, leap and repeat. --recognize melodic repetition, rhythm and ostinatos. --recognize the following music symbols: <ul style="list-style-type: none"> Treble Clef (G-Clef) Phrase marking Staff --recognize the lines and spaces on the treble clef staff (EGBDF and FACE)
<p>SUGGESTED ACTIVITIES: Read and play Low So, Low La, Mi, So, La, Re, Do and high Do and pentatonic scale on a staff Identify lines and spaces on a staff (with letter names) Sing and read musical phrases correctly Draw "rainbows" to represent phrases Draw the shape (contour) of the phrase Use physical movement to represent long/short phrases and same/different phrases</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Classroom instruments Pencil/paper Composer Posters</p>	<p>ASSESSMENTS: Teacher observation of performance Paper/pencil test</p> <p>REMEDIATION: Echo phrases Working with a partner Guided listening Review previously taught concepts through new materials</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Compose Use of various technology, including computer software</p>

COURSE: Elementary General Music	GRADE(S): Three
UNIT: Rhythm and Time	
<p>NATIONAL STANDARDS:</p> <p>#3 Improvising melodies, variations, and accompaniments Students improvise "answers" in same style to given rhythmic and melodic phrases. Students improvise simple rhythmic and melodic ostinato accompaniments. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>#4 Composing and arranging music within specified guidelines Students create and arrange music to accompany readings or dramatizations. Students create and arrange short songs and instrumental pieces within specified guidelines. Students use a variety of sound sources when composing.</p> <p>#5 Reading and Notating Music Students read whole, half, dotted half, quarter, and eighth notes in 2/4, 3/4, 4/4, and 6/8 meter signatures. Students read and follow Kodaly rhythm notation. Students identify symbols and traditional terms referring to dynamics, tempo, and meter, rhythm and pitch.</p>	
<p>STATE STANDARDS:</p> <p>#9.1.3 Production, Performance and Exhibition of Music Play an instrument Sing Read and notate music Compose and arrange Improvise</p>	<p>UNIT OBJECTIVES: Students will be able to... --develop the ability to recognize, read, write, and perform simple rhythmic notation. --demonstrate even and uneven rhythm patterns. --identify and demonstrate the following concepts: Tempo (fast/slow) Steady beat/no beat/strong beat/weak beat Meter/ Time Signature in 2's, 3's, and 4's Rhythmic note values (Kodaly): Quarter note (ta) Eighth notes (ti-ti) Quarter rest (silence) Whole note (ta-a-a-a) Half note (ta-a) Dotted half note (ta-a-a) Triplet (trip-le-ti) Fermata Measure, Bar line, Double bar line</p>
<p>SUGGESTED ACTIVITIES: Move to show tempo (fast/slow/presto/lento/Moderato) Clap/walk etc. to show steady beat and/or strong and weak beat Echo clap and echo sing, with proper rhythm Use flashcards/worksheets to reinforce reading rhythmic notation Use body movement to demonstrate various concepts (marching, galloping/skipping) Play classroom instruments Conduct/walk/clap/jump/etc. to demonstrate the various meter groupings in 2's, 3's, and 4's Clap or play ostinato patterns on instruments Write dictated rhythms Compose and perform original rhythm compositions Improvise and compose simple rhythms</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Supplemental resources, video, & audio recordings Music K-8 Music Express Rhythm Charts Worksheets Flashcards Classroom instruments Sticks/cups/balls/jump ropes Rhythm Bingo Composer Posters</p>	<p>ASSESSMENTS: Teacher observation of performance Verbal question/answer Pencil/paper tests and worksheets</p> <p>REMEDIATION: Circle games Echo games Patsching games Chants Review previously taught concepts through new materials Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Compose Student led activities Use of various technology, including computer software</p>

COURSE: Elementary General Music	GRADE(S): Three
UNIT: Form, Analysis and Listening	
<p>NATIONAL STANDARDS:</p> <p>#5 Reading and Notating Music Students identify symbols and traditional terms referring to dynamics, tempo, and meter, rhythm and pitch.</p> <p>#6 Listening to, analyzing, and describing music. Students identify simple music forms when presented aurally. Students demonstrate perceptual skills by moving, by answering questions, and by describing aural examples of music of various styles representing diverse cultures. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</p> <p>#7 Evaluating music and music performances. Students devise criteria for evaluating performances and compositions. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</p> <p>#8 Understanding relationships between music, the other arts and disciplines outside the arts. Students identify similarities and differences in the meanings of common terms used in the various arts. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p>	
<p>STATE STANDARDS:</p> <p>#9.3.3—Critical Response Compare and contrast Analyze Interpret Evaluate and form judgments</p>	<p>UNIT OBJECTIVES: Students will be able to...</p> <ul style="list-style-type: none"> --explore sections within piece of music, both aurally and visually. --recognize orchestral families visually/aurally. --follow musical symbols/notation (repeat sign, 1st & 2nd endings, D.C. al fine, D.S. al fine/coda) to create form. --identify simple music forms when presented aurally. --listen and perform examples of music of various styles representing diverse cultures. --identify instruments (orchestra, band, various cultures). --identify various singing voices (men/women/children). --Identify: <ul style="list-style-type: none"> Introduction/Coda Phrases (long/short) Same/different Solo/chorus AB (verse/refrain), ABA & Rondo Dynamics: <ul style="list-style-type: none"> Piano, Forte, Mezzo piano, Mezzo forte, Pianissimo, Fortissimo, Crescendo, Decrescendo
<p>SUGGESTED ACTIVITIES: Use contrasting physical movement to match music (snap/tap/clap) Sing and identify verse & refrain (AB, ABA & rondo forms) Play various instruments to specified form (AB, ABA, rondo) Move to high and low sounds Evaluate likes and dislikes with regard to hearing preferences Draw pictures to represent form Create visual forms. Listen, perform and respond to various forms & dynamics.</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Supplemental resources, video, & audio recordings Music K-8 Music Express Classroom instruments Composer Posters</p>	<p>ASSESSMENTS: Teacher observation Verbal question/answer Pencil/paper worksheets and tests</p> <p>REMEDIATION: Dancing Mirroring Patterning Review previously taught concepts through new materials Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Create a dance or activity Use of various technology, including computer software</p>

COURSE: Elementary General Music	GRADE(S): Three
UNIT: Music Appreciation	
<p>NATIONAL STANDARDS:</p> <p>#7 Evaluating music and music performances. Students devise criteria for evaluating performances and compositions. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</p> <p>#8 Understanding relationships between music, the other arts and disciplines outside the arts. Students identify similarities and differences in the meanings of common terms used in the various arts. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p> <p>#9 Understanding Music in relation to history and culture Students identify, by genre, style, aural examples of music from various historical periods and cultures. Students describe in simple terms how elements of music are used in music examples of various settings and cultures. Students demonstrate audience behavior appropriate for the context and style of music performed.</p>	
<p>STATE STANDARDS:</p> <p>#9.2.3—Historical and Cultural Context Relate to geographic regions Explain historical, cultural, social context of an individual work in the arts</p> <p>#9.4.3—Aesthetic Response Communicate an informed individual opinion about the meaning of works in the arts</p>	<p>UNIT OBJECTIVES: Students will be able to...</p> <ul style="list-style-type: none"> --display proper concert etiquette. --identify orchestral instruments visually and aurally (distinguish tone color) --differentiate between various dynamics. --discuss/describe expressive qualities in dynamics and tempo. --experience and respond to music in a variety of styles and cultures. --recognize ballet and musicals as dance/art forms. --identify AB, ABA, Rondo, and Call & Response forms. --discuss the composer's choice of instruments resulting in changing tone color.
<p>SUGGESTED ACTIVITIES: Select listening activities that show character/instrument relationships (i.e. "Nutcracker," Carnival of Animals," "Sorcerer's Apprentice" etc.) Discuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program) Study music from composers from various time periods and cultures Create improvisation to music Mirroring and patterning activities Dramatization to music</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various Choral Literature Various supplemental resources, video, & audio recordings Music K-8 Music Express Worksheets Transparencies Listening Maps Composer Posters</p>	<p>ASSESSMENTS: Teacher observation Pencil/paper tests and worksheets</p> <p>REMEDIATION: Guided listening activities Reinforce AB and ABA form through dancing Mirroring and patterning activities Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Create a dance or activity Use of various technology, including computer software</p>