

<p>COURSE: Elementary General Music</p>	<p>GRADE(S): One</p>
<p>UNIT: Singing</p>	
<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.</p>
<p>SUGGESTED ACTIVITIES: Vocal and mouth sounds Explore speaking and singing voices (sing/talk/whisper/calling) Match pitches (echo sing/rote learning) Solfeggio/Kodaly hand signs (read and sing) So/Mi/La Expand vocal range Sing in tune Sing in various tempi Identify High/Low Sing with expression, dynamics (loud/soft) Sing with appropriate tone quality, posture, diction, and breathing Experience group and solo singing (call & response/echo) Sing songs from diverse cultures</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 of student performance. Verbal questions and answers</p> <p>REMEDATION: Echo sing Sing the refrain Guided listening</p> <p>ENRICHMENT: Lead echo singing Compose Sing a solo Attend live performance Use of various technology, including computer software</p>

<p>COURSE: Elementary General Music</p>	<p>GRADE(S): One</p>
<p>UNIT: Instruments</p>	
<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> <p>--identify and categorize selected classroom and orchestral instruments, given aural and visual examples. --demonstrate proper playing techniques of instruments. --identify the 4 families of instruments.</p>
<p>SUGGESTED ACTIVITIES: Play steady beats using bilateral and alternating motions. Play rhythm patterns using sounds and silences. Play melodic patterns (ostinatos) and melodic fragments. Perform using body percussion and/or classroom instruments Explore various means of playing instruments. Add accompaniments to songs Play instruments in combination Compose 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</p> <p>REMEDIATION: Playing musical games Echo games Color worksheets Guided listening</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): One
UNIT: Melody and Harmony	
<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"> --identify staff. --recognize different melodic directions. --use system (that is syllables, numbers or letter) to read simple pitch notation in the treble cleff in major keys. --respond and demonstrate phrases. --recognize melodic repetition, rhythm and ostinatos. --demonstrate simple harmonies through vocal and instrumental classroom performance.
<p>SUGGESTED ACTIVITIES: Read and identify high/low on a staff, aurally, and visually Read and play Mi, So, La on a staff Identify lines and spaces on a staff Identify melodic direction (up/down/repeated patterns) Read and play high and low on melodic instruments Sing musical phrases correctly Sing and perform simple harmonies</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Classroom instruments Composer Posters Pencil/paper</p>	<p>ASSESSMENTS: Teacher observation of performance</p> <p>REMEDIATION: Echo phrases Working with a partner Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Compose Use of various technology, including computer software Read musical phrases correctly</p>

COURSE: Elementary General Music	GRADE(S): One
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...</p> <p>--develop the ability to recognize, read, write, and perform simple rhythmic notation. --identify and demonstrate the following concepts: Tempo (fast/slow) Steady beat/no beat/strong beat Meter in 2's, 3's, and 4's Rhythmic note values (Kodaly): Quarter note (ta) Eighth notes (ti-ti) Quarter rest (silent) Half note (ta-a) Whole note (ta-a-a-a)</p>
<p>SUGGESTED ACTIVITIES: Body movement and/or singing to demonstrate tempo (fast/slow) Retell story with instruments and/or movement getting faster and slower Read rhythms fast and slow Walk and/or clap steady beat, no beat, & strong beat Echo clap and echo sing with proper rhythms Perform meter grouped in 2's, 3's and 4's Clap and play ostinato patterns Play simple rhythms on pitched and unpitched instruments Physically represent rhythmic notation Compose and/or improvise simple rhythms</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Rhythm Charts Worksheets Classroom instruments Sticks/cups/balls/jump ropes Rhythm Bingo Composer Posters</p>	<p>ASSESSMENTS: Teacher observation of performance Verbal question/answer</p> <p>REMEDIATION: Circle games Echo games Patsching games Chants Guided listening</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Compose Student led activities Use of various technology, including computer software</p>

<p>COURSE: Elementary General Music</p>	<p>GRADE(S): One</p>
<p>UNIT: Form, Analysis and Listening</p>	
<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 --follow musical symbols (repeat sign) to create form. --identify simple music forms when presented aurally. --listen and perform examples of music of various styles representing diverse cultures. --identify various singing voices (men/women/children). --identify relationship between size and pitch. --Identify: <ul style="list-style-type: none"> Introduction Phrases (long/short) Same/different Solo/chorus AB (verse/refrain) ABA Dynamics (piano/forte)
<p>SUGGESTED ACTIVITIES: Contrasting physical movement-done to match music (snap/tap/clap) Dancing Sing and identify AB form (verse & refrain) Play various instruments to specified form (AB, ABA) Use charts 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 and dynamics.</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Classroom instruments Composer Posters</p>	<p>ASSESSMENTS: Teacher observation Verbal question/answer</p> <p>REMEDATION: Dancing Mirroring Patterning 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): One
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.
<p>SUGGESTED ACTIVITIES: Select listening activities that show character/instrument relationships (i.e. "Peter and the Wolf", "Nutcracker") 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 activities Dramatization to music</p> <p>RESOURCES: Spotlight on Music—McMillan/McGraw-Hill Various supplemental resources, video, & audio recordings Music K-8 Music Express Worksheets Transparencies Listening Maps Composer Posters</p>	<p>ASSESSMENTS: Teacher observation</p> <p>REMEDIATION: Guided listening activities</p> <p>ENRICHMENT: Attend live performance Give live classroom performance Use of various technology, including computer software</p>