### COURSE: Elementary General Music

### NATIONAL STANDARDS:

#### #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.

#### #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.

#### #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.

### STATE STANDARDS:

#### #9.1.5 Production, Performance and Exhibition of Music

<table>
<thead>
<tr>
<th>Sing</th>
<th>Read music</th>
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### UNIT OBJECTIVES:

- Students will be able to...
- Develop independent and proper vocal techniques, methods and concepts.
- Sing with sensitivity to blend (choral sound).
- Develop confidence in solo singing.
- Sing in harmony
- Identify various singing ranges (Soprano, Alto, Tenor, Bass)

### ASSESSMENTS:

- Teacher observation
- Verbal question/answer
- Self-critique/analysis
- Rubric evaluation
- Pencil/paper tests and worksheets

### REMEDIATION:

- Review previously taught concepts through new materials
- Vocal games
- Echo charts
- Cumulative song
- Guided listening

### ENRICHMENT:

- Classroom solo performance
- Attend live performance
- Lead echo singing
- Sing solo
- Use of various technology, including computer software
- Participate in chorus

### SUGGESTED ACTIVITIES:

- Match pitches (echo sing/call & response)
- Sing Solfeggio/Kodaly and pentatonic scale
- Expand vocal range
- Develop head voice with purity of sound through various exercises
- Sing in various tempi
- Identify high and low voices
- Expand expressive control of the voice
- Sing with appropriate tone quality, posture, diction, breathing, and dynamics
- Experience group and solo singing
- Sing songs from diverse cultures
- Sing ostinatos/counter-melodies/two-part/rounds/cannons/partner songs

### RESOURCES:

- Spotlight on Music—McMillan/McGraw-Hill
- Various Choral Literature
- Various supplemental resources, video, & audio recordings
- Music K-8
- Music Express
- Composer Posters
**COURSE:** Elementary General Music  
**GRADE(S):** Four

**UNIT:** Instruments

### NATIONAL STANDARDS:

#### #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.

#### #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.

#### #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.

### STATE STANDARDS:

#### #9.1.5 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

### UNIT OBJECTIVES:

- Students will be able to...
  - Demonstrate proper playing techniques of pitched and/or un-pitched classroom instruments.
  - Read and play simple melodies on the recorder with proper tone production and technique.
  - Identify and use the following terms in reference to instruments: Legato, Staccato, Slur, Breath mark, Tie, Anacrusis
  - Identify the four families of orchestral instruments and their members including methods of tone production.
  - Differentiate between band and orchestral instruments.

### SUGGESTED ACTIVITIES:

Play melodic patterns (ostinatos), melodic fragments & accompaniments using body percussion and/or classroom instruments  
Accompany three chord songs on a pitched instrument  
Play instruments in combination  
Play syncopated patterns & rhythm rounds  
Compose or improvise simple rhythmic and melodic accompaniments  
Play the recorder to demonstrate: Proper playing and hand position  
Proper breathing and tone production  
Proper care and storage of instruments  
Staff reading of Pitches (D’, C’, B, A, G, E)

### RESOURCES:

Spotlight on Music—McMillan/McGraw-Hill  
Various Choral Literature  
Supplemental resources, video, & audio recordings  
Music K-8 & Music Express  
Classroom instruments  
Instrument posters  
Worksheets  
Recorders

### ASSESSMENTS:

- Teacher observation of performance  
- Pencil/paper worksheets and tests  
- Rubric evaluation  
- Listening activities

### REMEDIATION:

- Playing musical games  
- Echo games  
- Color worksheets  
- Review previously taught concepts through new materials  
- Guided listening

### ENRICHMENT:

- Attend live performance  
- Give live classroom performance  
- Make instruments  
- Additional recorder pitches (C, D, F, F#)  
- Participate in classroom ensemble  
- Compose  
- Use of various technology, including computer software
### COURSE: Elementary General Music

#### UNIT: Melody and Harmony

#### NATIONAL STANDARDS:

**#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.

**#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.

**#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 (e.g. 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.

#### STATE STANDARDS:

**#9.1.5 Production, Performance and Exhibition of Music**
- Play an instrument
- Duration
- Pitch
- Sing
- Harmony
- Rhythm
- Read and notate music
- Improvise

#### UNIT OBJECTIVES:

Students will be able to...
- Identify line and space notation on the treble clef staff.
- Use the letter names of the lines and spaces of the staff to read simple pitch notation in treble clef.
- Aurally and visually identify, respond and demonstrate long and short/same and different phrases.
- Aurally and visually identify melodic direction (upward/downward/repeated patterns)
- Aurally and visually identify melodies that move by step, leap and repeat.
- Recognize melodic repetition, rhythm and ostinatos.
- Recognize Major and minor tonalities.
- Recognize the following music symbols:
  - Treble Clef (G-Clef)
  - Phrase marking
  - Staff
  - Lines (EGBDF) & Spaces (FACE)
  - Octaves

#### SUGGESTED ACTIVITIES:
- Read and play Low Do, Low La, Mi, So, La, Re, Do, Fa, Ti and high Do and pentatonic scale on a staff
- Identify lines and spaces on a staff
- 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
- Play various types of melodic phrases/harmonies/ostinatos on the recorder using D’, C’, B, A, G, E
- Play Major and minor triads on pitched instruments

#### RESOURCES:
- Spotlight on Music—McMillan/McGraw-Hill
- Various Choral Literature
- Various supplemental resources, video, & audio recordings
- Music K-8/Music Express
- Classroom instruments
- Pencil/paper
- Composer Posters
- Recorders

#### ASSESSMENTS:
- Teacher observation of performance
- Paper/pencil test

#### REMEDIATION:
- Echo phrases
- Working with a partner
- Guided listening
- Review previously taught concepts through new materials

#### ENRICHMENT:
- Attend live performance
- Give live classroom performance
- Compose
- Use of various technology, including computer software
<table>
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<th>Elementary General Music</th>
<th>GRADE(S):</th>
<th>Four</th>
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**UNIT:** Rhythm and Time

**NATIONAL STANDARDS:**

**#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.

**#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.

**#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.

**STATE STANDARDS:**

**#9.1.5 Production, Performance and Exhibition of Music**
- Play an instrument
- Sing
- Read and notate music
- Compose and arrange
- Improvise

**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)
    - Presto, Moderato, Allegro, Ritard, Accel., Largo
    - 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)
      - Dotted quarter note (ta-i)
      - Sixteenth notes (ti-ka-ti-ka)
      - Syncopation (syn-co-pa)
      - Triplet (Trip-le-ti)
    - Symbols
      - Fermata, Tie, Measure, Repeat Sign, Bar line, Double bar line

**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 rhythmic notation
- Clap and play syncopated patterns (syn-co-pa)
- Use body movement to demonstrate various concepts, free movement/dance/mirror
- 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

**RESOURCES:**
- Spotlight on Music—McMillan/McGraw-Hill
- Various Choral Literature
- 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

**ASSESSMENTS:**
- Teacher observation of performance
- Verbal question/answer
- Pencil/paper tests and worksheets

**REMEDATION:**
- Circle games
- Echo games
- Patsching games
- Chants
- Review previously taught concepts through new materials
- Guided listening

**ENRICHMENT:**
- Attend live performance
- Give live classroom performance
- Compose
- Student led activities
- Use of various technology, including computer software
## COURSE: Elementary General Music

### GRADE(S): Four

### UNIT: Form, Analysis and Listening

### NATIONAL STANDARDS:

#### #5 Reading and Notating Music
Students identify symbols and traditional terms referring to dynamics, tempo, and meter, rhythm and pitch.

#### #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.

#### #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.

#### #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.

### STATE STANDARDS:

#### #9.3.5—Critical Response
- Compare and contrast
- Analyze
- Interpret
- Evaluate and form judgments

### UNIT OBJECTIVES:
Students will be able to...
- explore sections within piece of music, both aurally & visually.
- recognize orchestral families and their members visually/aurally.
- follow musical symbols/notation including tempo and dynamics to show form.
- aurally identify Major and minor tonalities
- identify simple music forms when presented aurally.
- listen and perform examples of music of various styles representing diverse cultures.
- identify instruments (orchestra, band, and/or various cultures).
- identify various singing ranges (Soprano, Alto)
- Identify:
  - Introduction/Coda
  - Phrases (long/short)
  - Same/different
  - Solo/chorus
  - AB (verse/refrain), ABA, ABC, & Rondo
  - D.C. al fine & D.S. al fine
  - Repeat sign
  - Call & Response
  - Tempo:
    - Presto, Moderato, Allegro, Ritard, Accel., Largo
  - Dynamics:
    - Piano, Forte, Mezzo piano, Mezzo forte, Pianissimo, Fortissimo, Crescendo, Decrescendo

### SUGGESTED ACTIVITIES:
- Use contrasting physical movement to match music (snap/tap/clap)
- Sing/identify verse & refrain (AB, ABA, ABC & rondo)
- Play various instruments to specified form (AB, ABA, ABC, rondo)
- Evaluate likes/dislikes with regard to hearing preferences
- Draw pictures to represent form
- Create visual forms.
- Listen, perform and respond to various forms & dynamics.

### RESOURCES:
- Spotlight on Music—McMillan/McGraw-Hill
- Various Choral Literature
- Supplemental resources, video, & audio recordings
- Music K-8 & Music Express
- Classroom instruments

### ASSESSMENTS:
- Teacher observation
- Verbal question/answer
- Pencil/paper worksheets and tests

### REMEDIATION:
- Dancing
- Mirroring
- Patterning
- Review previously taught concepts through new materials
- Guided listening

### ENRICHMENT:
- Attend live performance
- Give live classroom performance
- Create a dance or activity
- Use of various technology, including computer software
COURSE: Elementary General Music
GRADE(S): Four

UNIT: Music Appreciation

NATIONAL STANDARDS:

#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.

#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.

#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.

STATE STANDARDS:

#9.2.5—Historical and Cultural Context
Relate to geographic regions
Explain historical, cultural, social context of individual work in the arts

#9.4.5—Aesthetic Response
Communicate an informed individual opinion about the meaning of works in the arts

UNIT OBJECTIVES:
Students will be able to...

--display proper concert etiquette.
--identify orchestral instruments visually and aurally.
--differentiate between various dynamics (p, f, mp, mf, ff, pp, cresc., decresc.).
--recognize, perform and/or listen to music in a variety of styles and cultures.
--identify AB, ABA, ABC, Rondo, and/or Call & Response forms.

SUGGESTED ACTIVITIES:
Select listening activities that show character/instrument relationships (i.e. “Night on Bald Mountain” “Grand Canyon Suite”, “Young Person’s Guide to the Orchestra” etc.)
Discuss how musical elements affect mood
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.
Discuss the composer’s choice of instruments resulting in changing tone color.
Creative improvisation to music
Mirroring and patterning activities
Dramatization to music

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

ASSESSMENTS:
Teacher observation
Pencil/paper tests and worksheets
Verbal question and answer
Rubric Evaluations

REMEDICATION:
Guided listening activities
Reinforce AB and ABA form through dancing
Mirroring and patterning activities
Guided listening

ENRICHMENT:
Attend live performance
Give live classroom performance
Create a dance or activity
Create a Rondo
Use of various technology, including computer software