

<p><b>COURSE:</b> Elementary General Music</p>	<p><b>GRADE(S):</b> Kindergarten</p>
<p><b>UNIT:</b> Singing</p>	
<p><b>NATIONAL STANDARDS:</b></p> <p><b>#1 Singing alone and with other a varied repertoire of music</b>  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><b>#3 Improvising melodies, variations, and accompaniments</b>  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><b>STATE STANDARDS:</b></p> <p><b>#9.1.3 Production, Performance and Exhibition of Music</b>  Sing  Read music</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...</p> <p>--develop independent and proper vocal techniques, methods, and concepts.  --sing expressively using appropriate tempo/dynamics.</p>
<p><b>SUGGESTED ACTIVITIES:</b>  Vocal and mouth sounds  Explore speaking and singing voices (sing/talk/whisper/calling)  Match pitches (echo sing/rote learning)  Expand vocal range  Sing in tune  Sing in various tempi  Identify High/Low  Sing with expression, dynamics (loud/soft)  Experience group and solo singing (call &amp; response/echo)  Sing songs from diverse cultures</p> <p><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Composer Posters</p>	<p><b>ASSESSMENTS:</b>  Teacher observation of student performance.  Verbal questions and answers</p> <p><b>REMEDIATION:</b>  Echo sing  Sing the refrain  Guided listening</p> <p><b>ENRICHMENT:</b>  Lead echo singing  Compose  Sing a solo  Attend live performance  Use of various technology, including computer software  Solfeggio/Kodaly hand signs (read and sing) So/Mi</p>

<p><b>COURSE:</b> Elementary General Music</p>	<p><b>GRADE(S):</b> Kindergarten</p>
<p><b>UNIT:</b> Instruments</p>	
<p><b>NATIONAL STANDARDS:</b></p> <p><b>#2 Performing on instruments, alone and with others, a varied repertoire of music</b>  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><b>#3 Improvising melodies, variations, and accompaniments</b>  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><b>STATE STANDARDS:</b></p> <p><b>#9.1.3 Production, Performance and Exhibition of Music</b>  Play an instrument  Duration  Intensity  Pitch  Timbre  Composition  Form  Genre  Harmony  Rhythm  Texture  Read and notate music  Improvise</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...</p> <p>--identify selected classroom and orchestral instruments, by composition (metal, wood &amp; membrane) given aural and visual examples.  --demonstrate proper playing techniques of instruments.</p>
<p><b>SUGGESTED ACTIVITIES:</b>  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</p> <p><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Classroom instruments  Instrument posters  Worksheets  Instrumental teacher  Composer Posters</p>	<p><b>ASSESSMENTS:</b>  Teacher observation of performance</p> <p><b>REMEDIATION:</b>  Playing musical games  Echo games  Color worksheets  Guided listening</p> <p><b>ENRICHMENT:</b>  Attend live performance  Give live classroom performance  Use of various technology, including computer software</p>

<p><b>COURSE:</b> Elementary General Music</p>	<p><b>GRADE(S):</b> Kindergarten</p>
<p><b>UNIT:</b> Melody and Harmony</p>	
<p><b>NATIONAL STANDARDS:</b>  <b>#5 Reading and Notating Music</b>  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.</p>	
<p><b>STATE STANDARDS:</b>  <b>#9.1.3 Production, Performance and Exhibition of Music</b>  Play an instrument  Duration  Pitch  Sing  Rhythm  Read and notate music</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...</p> <ul style="list-style-type: none"> <li>--recognize different melodic directions.</li> <li>--recognize melodic repetition, rhythm and ostinatos.</li> <li>--demonstrate simple melodies through vocal and instrumental classroom performance.</li> </ul>
<p><b>SUGGESTED ACTIVITIES:</b>  Read and identify high/low, aurally, and visually  Identify lines and spaces on a staff  Identify melodic direction (up/down/repeated patterns)  Read and play high and low on melodic instruments  Sing and perform simple melodies</p> <p><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Classroom instruments  Composer Posters  Pencil/paper</p>	<p><b>ASSESSMENTS:</b>  Teacher observation of performance</p> <p><b>REMEDIATION:</b>  Echo phrases  Working with a partner  Guided listening</p> <p><b>ENRICHMENT:</b>  Attend live performance  Give live classroom performance  Compose  Read and play Mi, So on a staff</p>

<b>COURSE:</b> Elementary General Music	<b>GRADE(S):</b> Kindergarten
<b>UNIT:</b> Rhythm and Time	
<p><b>NATIONAL STANDARDS:</b>  <b>#5 Reading and Notating Music</b>  Students read and follow Kodaly rhythm notation.</p>	
<p><b>STATE STANDARDS:</b>  <b>#9.1.3 Production, Performance and Exhibition of Music</b>  Play an instrument  Sing</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...</p> <ul style="list-style-type: none"> <li>--develop the ability to recognize, read, write, and perform simple rhythmic notation.</li> <li>--identify and/or demonstrate the following concepts: <ul style="list-style-type: none"> <li>Tempo (fast/slow)</li> <li>Steady beat/no beat</li> <li>Meter in 2's, 3's, and 4's</li> <li>Rhythmic note values (Kodaly): <ul style="list-style-type: none"> <li>Quarter note (ta)</li> <li>Eighth notes (ti-ti)</li> <li>Quarter rest (silent)</li> </ul> </li> </ul> </li> </ul>
<p><b>SUGGESTED ACTIVITIES:</b>  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  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</p> <p><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Rhythm Charts  Worksheets  Classroom instruments  Sticks/cups/balls/jump ropes  Rhythm Bingo  Composer Posters</p>	<p><b>ASSESSMENTS:</b>  Teacher observation of performance  Verbal question/answer</p> <p><b>REMEDIATION:</b>  Circle games  Echo games  Patsching games  Chants  Guided listening</p> <p><b>ENRICHMENT:</b>  Attend live performance  Give live classroom performance  Compose  Student led activities  Use of various technology, including computer software</p>

<p><b>COURSE:</b> Elementary General Music</p>	<p><b>GRADE(S):</b> Kindergarten</p>
<p><b>UNIT:</b> Form, Analysis and Listening</p>	
<p><b>NATIONAL STANDARDS:</b></p> <p><b>#6 Listening to, analyzing, and describing music.</b>  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 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><b>#8 Understanding relationships between music, the other arts and disciplines outside the arts.</b>  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><b>STATE STANDARDS:</b></p> <p><b>#9.3.3—Critical Response</b>  Compare and contrast  Evaluate and form judgments</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...  --explore sections within piece of music, both aurally and visually  --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:  Introduction  Same/different  Solo/chorus  AB (verse/refrain) &amp;ABA  Dynamics (piano/forte)</p>
<p><b>SUGGESTED ACTIVITIES:</b>  Contrasting physical movement-done to match music (tap/clap)  Dancing  Sing and identify AB form (verse &amp; 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><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Classroom instruments  Composer Posters</p>	<p><b>ASSESSMENTS:</b>  Teacher observation  Verbal question/answer</p> <p><b>REMEDIATION:</b>  Dancing  Mirroring  Patterning  Guided listening</p> <p><b>ENRICHMENT:</b>  Attend live performance  Give live classroom performance  Create a dance or activity  Use of various technology, including computer software</p>

<p><b>COURSE:</b> Elementary General Music</p>	<p><b>GRADE(S):</b> Kindergarten</p>
<p><b>UNIT:</b> Music Appreciation</p>	
<p><b>NATIONAL STANDARDS:</b>  <b>#8 Understanding relationships between music, the other arts and disciplines outside the arts.</b>  Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.  <b>#9 Understanding Music in relation to history and culture</b>  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><b>STATE STANDARDS:</b>  <b>#9.2.3—Historical and Cultural Context</b>  Relate to geographic regions</p>	<p><b>UNIT OBJECTIVES:</b>  Students will be able to...</p> <ul style="list-style-type: none"> <li>--display proper concert etiquette.</li> <li>--identify orchestral instruments visually and aurally (distinguish tone color)</li> <li>--differentiate between various dynamics.</li> <li>--discuss/describe expressive qualities in dynamics and tempo.</li> <li>--experience and respond to music in a variety of styles and cultures.</li> </ul>
<p><b>SUGGESTED ACTIVITIES:</b>  Select listening activities that show character/instrument relationships (i.e. "Peter and the Wolf", "Tubby the Tuba", "Silly Symphonies", "Nutcracker", 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 activities  Dramatization to music</p> <p><b>RESOURCES:</b>  Spotlight on Music—McMillan/McGraw-Hill  Various supplemental resources, video, &amp; audio recordings  Music K-8  Music Express  Worksheets  Transparencies  Listening Maps  Composer Posters</p>	<p><b>ASSESSMENTS:</b>  Teacher observation</p> <p><b>REMEDIATION:</b>  Guided listening activities</p> <p><b>ENRICHMENT:</b>  Attend live performance  Give live classroom performance  Use of various technology, including computer software</p>