



Ware Public Schools


MUSIC CURRICULUM - Grades K-4


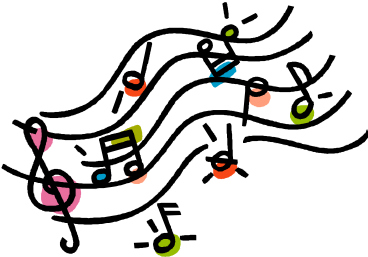
SUBJECT MATTER: Music

Grade: K

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
1 st quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Singing individually and in groups ➤ Responding to music with large body movements ➤ Musical introductions ➤ Accompany with body percussion and classroom instruments ➤ Sounds and silences <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Making music in a group ➤ Listening to music ➤ Sharing, taking turns and citizenship 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Participate individually and in groups 3. Respond to music with movement. 4. Employ large body movement. 5. Sing, play, or move at the appropriate time following a vocal/instrumental introduction. <p><u>Sing songs and play instruments</u></p> <ol style="list-style-type: none"> 1. Accompany songs and chants with body 2. Percussion and classroom instruments 3. Perform rhythm patterns that include sounds and silences. <p><u>Connect</u></p> <ol style="list-style-type: none"> 1. Exhibit respect for the contributions of self and others in a music setting. 2. Contribute to a group effort of 	<p>Students will be assessed through aural and visual observation</p> <div style="text-align: center;">  </div>	<p><u>Hop Til You Drop</u>-Jacobson/Billingsley-Hal Leonard Pub.</p> <p><u>Jump Jim Joe</u>-New England Dance Masters.</p> <p><u>Where Is Thumbkin?</u>-Kimbo Educational Pub.</p> <p><u>Music K-8</u>-Plank Road Pub.</p> <p><u>All That I Can Be</u>-Albrecht/Althouse-Plank Road Pub.</p> <p><u>Island Fun With Orff and Drum</u>-Lamb-Shawnee Press</p>	<p>1.5, 3.1, 3.4, 3.5, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>listening to music</p> <p>3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.</p>			
2nd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Singing voices and speaking voices ➤ Dances and Games ➤ Steady beat <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Fast, slow, loud, soft 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Demonstrate the difference between a singing voice and a speaking voice. 2. Respond to music with movement. 3. Perform dances and games from various cultures. 4. Demonstrate steady beat. 5. Use body percussion, instruments, and movement. <p><u>Investigate</u></p> <p>Recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.</p>	<p>Students will be assessed through aural and visual observation</p> 	<p><u>Hop Til You Drop</u>-Jacobson/Billingsley-Hal Leonard Pub.</p> <p><u>Chimes of Dunkirk</u>-New England Dance Masters.</p> <p><u>Where Is Thumbkin?</u>-Kimbo Educational Pub.</p> <p><u>Music K-8</u>-Plank Road Pub.</p> <p><u>Island Fun With Orff and Drum</u>-Lamb-Shawnee Press</p>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 5.1, 5.5</p>
3rd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Sol, mi ➤ Chants and songs ➤ Rhythm patterns ➤ Locomotors and non-locomotors <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Classroom instruments 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Imitate two pitch (sol-mi) patterns sung or played. 3. Demonstrate steady beat. 4. Use children’s literature, chant, and song. 5. Respond to music with movement. 6. Match movement to rhythm patterns. 	<p>Students will be assessed through aural and visual observation</p>	<p><u>Hop Til You Drop</u>-Jacobson/Billingsley-Hal Leonard Pub.</p> <p><u>Meet The Instruments</u>-Alfred Pub.</p> <p><u>Where Is Thumbkin?</u>-Kimbo Educational Pub.</p> <p><u>Music K-8</u>-Plank Road Pub.</p>	<p>1.1, 1.2, 2.1, 2.2, 3.1, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>

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		<p>7. Employ locomotors and non-locomotors movement.</p> <p><u>Investigate</u> Identify classroom instruments by sight and sound.</p>		<p><u>Island Fun With Orff and Drum</u>-Lamb-Shawnee Press</p> <p><u>Hot Peas And Barley-O</u>-Brumfield-Hal Leonard Pub.</p>	
<p>4th quarter</p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Moods and constraints in music <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Voices and instruments(men; womens, and children’s voices and instruments) <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Classroom instruments, body percussion in movement ➤ Voices, speech in song ➤ Dramatize songs, stories and poems <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Music and other disciplines <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Voices and 	<p><u>Perform</u> Use the body to illustrate moods and contrasts in music.</p> <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Distinguish between tone colors. 2. Identify voices and instruments 3. Identify men’s , women’s and children’s voices <p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences. 2. Use classroom instruments, body percussion, and movement. 3. Use the voice in speech and song. 4. Dramatize songs, stories, and poems <p><u>Connect</u> Demonstrate an understanding of the relationship between music and other disciplines.</p>	<p>Students will be assessed through aural and visual observation</p> 	<p><u>Conga In The Kitchen</u>-Jacobson/Billingsley-Hal Leonard Pub.</p> <p><u>Peter and The Wolf</u>-Prokofiev</p> <p><u>Where Is Thumbkin?</u>-Kimbo Educational Pub.</p> <p><u>Music K-8</u>-Plank Road Pub.</p> <p><u>Island Fun With Orff and Drum</u>-Lamb-Shawnee Press</p>	<p>3.1, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>instruments(men; womens, and children’s voices and instruments)</p> <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Classroom instruments, body percussion in movement ➤ Voices, speech in song. ➤ Dramatize songs, stories and poems <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Music and other disciplines 				



SUBJECT MATTER: Music

Grade: 1

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>1st quarter</p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Variety of songs ➤ Pitched and unpitched instruments ➤ Sol,mi and la ➤ Line dances and circle games ➤ Dances and games <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Group effort in making music ➤ Listening to music ➤ Sharing, taking turns and good citizenship 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing a variety of songs individually and in groups. 2. Play pitched and non-pitched instruments. <p><u>Sing songs and play instruments</u></p> <ol style="list-style-type: none"> 1. Songs that contain sol, mi and la pitches. 2. Respond to music with movement. Perform line and circle dances. 3. Perform dances and games from various cultures <p><u>Connect</u></p> <ol style="list-style-type: none"> 1. Exhibit respect for the contributions of self and others in a music setting. 2. Contribute to a group effort of making music. 3. Contribute to a group effort of listening to music. 4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship. 	<p>Students will be assessed through aural and visual observation.</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Boom N Tunes-Forest-Lorenz Pub.</u></p> <p><u>Chimes of Dunkirk-New England Dancing Masters</u></p> <p><u>Sounds A Little Fishy To Me-Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>All That I Can Be-Albrecht/Althouse-Alfred Pub.</u></p> <p>Solfege Tone Poster</p>	<p>1.1, 1.3, 1.5, 3.1, 3.2, 3.4, 3.5, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
2 nd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Pitched and non-pitched instruments <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Voice in speech and songs ➤ Instruments, body percussion and movement <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Recognizing musical form. ➤ Pitched and non-pitched instruments ➤ Expression 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments 2. Play pitched and non-pitched instruments <p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences 2. Use the voice in speech and song. 3. Use classroom instruments, body percussion, and movement. <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Recognize when music changes from one section to a contrasting section. 2. Identify pitched and non-pitched classroom instruments by sight and sound 3. Recognize and describe sudden changes in expressive qualities of music 4. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement 	Students will be assessed through aural and visual observation.	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Sounds A Little Fishy To Me-Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>Orff Source-Gagne-Alfred Pub.</u></p> <p><u>Island Fun With Orff and Drum-Lamb-Shawnee Press.</u></p> <p><u>William Tell Overture(Recording)-Rossini</u></p> <p><u>Instrument Bingo-Lavender-Hal Leonard Pub.</u></p>	1.1, 2.1, 2.3, 3.1, 3.2, 3.4, 3.5, 4.1, 5.1, 5.4

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
3 rd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Songs, stories, poems ➤ Locomotors and non-locomotors <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Dramatize songs, stories and poems ➤ Melodies ➤ Investigate ➤ Accompanied and unaccompanied music 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Respond to music with movement. 2. Dramatize songs, stories, and poems. 3. Respond to music with movement. 4. Demonstrating locomotors and non-locomotors movements. <p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences. 2. Dramatize songs, stories, and poems. 3. Create melodies to familiar nursery rhymes or chants. <p><u>Investigate</u></p> <p>Distinguish between accompanied and unaccompanied vocal music</p>	Students will be assessed through aural and visual observation.	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Sounds A Little Fishy To Me- Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>Chimes of Dunkirk-New England Dancing Masters</u></p> <p><u>Jump Jim Joe-New England Dance Masters.</u></p>	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
4 th quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Repertoire of songs ➤ Rhythm from notation ➤ Melodic rhythms <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Word rhythm versus steady beat ➤ High and low ➤ Contrast of sound <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Relationships between music and other cultures. 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Develop a repertoire of songs. 3. Perform rhythm patterns. 4. Relate rhythm patterns to notation. 5. Demonstrate melodic rhythm <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Distinguish between melodic rhythm and steady beat by sight and sound 2. Identify high pitches and low pitches 3. Demonstrate different pitches vocally, instrumentally and with movement. 4. Distinguish between extreme contrasts of sound. <p><u>Connect</u></p> <p>Demonstrate an understanding of the relationship between music and other disciplines.</p>	<p>Students will be assessed through aural and visual observation.</p> 	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Sounds A Little Fishy To Me- Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>150 RoandsFor Singing And Teaching-Bolkovac/Johnson-Boosey & Hawkes Pub.</u></p> <p><u>Military Suite For Band in F Major-Host</u></p> <p><u>In The Hall Of The Mountain King-Grieg</u></p> 	<p>1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.2, 5.5</p>


SUBJECT MATTER: Music

Grade: 2

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>1st quarter</p>	<p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Group effort in making music ➤ Group effort in listening to music ➤ Activities that involve sharing and taking turns <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Sing a variety of songs ➤ Melodies in range of a 6th ➤ Line and circle dances ➤ Dances and games from other cultures 	<p><u>Connect</u></p> <ol style="list-style-type: none"> 1. Exhibit respect for the contributions of self and others in a music setting. 2. Contribute to a group effort of making music 3. Contribute to a group effort of listening to music 4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Sing a variety of songs, individually and in groups. 3. Sing songs and play instruments. 4. Sing melodies within the range of a sixth. 5. Respond to music with movement. 6. Perform line and circle dances. 7. Respond to music with movement. 8. Perform dances and games from various cultures 	<p>Students will be assessed through aural and visual observation</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Interplanetary Jammin’- Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>Celebrate You And Me-Roger Emerson-Hal Leonard Pub.</u></p> <p><u>Other Side Of The Tracks-New England Dancing Masters.</u></p> <p><u>Chimes Of Dunkirk-New England Dancing Masters.</u></p> <p><u>African Rhythms and Beats-Calla Isaak-JPMS Books Inc.</u></p> <p><u>Folk Songs, Singing Games, and Play Parties-Cristi Miller-Hal Leonard</u></p>	<p>1.1, 1.2, 1.3, 3.2, 3.4, 3.5, 5.2, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
2 nd quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Dynamics and musical terminology ➤ Form in music, ABA ➤ Melodies that move up or down. ➤ Music terminology ➤ Musical alphabet <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Locomotors and non-locomotors movements ➤ Lyrics with more than one verse 	<p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Sudden and gradual changes in expressive qualities of music. 2. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement. 3. Use music terminology to describe changes. 4. Recognize form in music. 5. Identify and perform music in two-part (AB) form. 6. Identify melody patterns that move upward, downward, and remain the same. 7. Use the voice, instruments, and movement. 8. Use music terminology. 9. Use the seven letters of the music alphabet. <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Respond to music with movement. 2. Demonstrate locomotors and non-locomotors movements. 3. Read lyrics containing more than one verse and including words divided into syllables. 	Students will be assessed through aural and visual observation	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Interplanetary Jammin’</u>- Amorosia/Weidman-Hal Leonard Pub.</p> <p><u>Symphony #9, Second Movement</u>-Franz Schubert</p> <p><u>Moonlight Sonata</u>-Ludwig Von Beethoven</p> <p><u>Down In The Valley</u>-New England Dancing Masters.</p> <p><u>30 Days To Music Intervals</u>-Audrey Snyder-Hal Leonard Pub.</p> <p><u>Whacky Fun</u>-Jennings/Roggio-Plank Road Pub</p>	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 5.1, 5.2, 5.3, 5.5


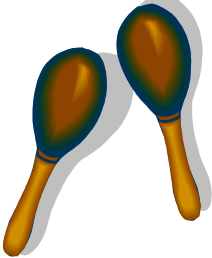

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
3 rd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Ostinato ➤ Dramatize stories, songs and poems ➤ Rhythm patterns using traditional notation <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Orchestral and folk instrument <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Accompaniments and ostinato ➤ Enhance stories songs and poems 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Play ostinato and single-chord accompaniments on classroom instruments. 3. Respond to music with movement. 4. Dramatize songs, stories, and poems. 5. Perform and notate rhythm patterns using traditional notation. <p><u>Investigate</u></p> <p>Identify selected orchestral and folk instruments by sight and sound.</p> <p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences. 2. Create accompaniments and ostinato. 3. Create music to enhance songs, stories, and poems. 	<p>Students will be assessed through aural and visual observation</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Interplanetary Jammin’- Amorosia/Weidman-Hal Leonard Pub.</u></p> <p><u>7 Songs and Poems by E.E.Cumming-Dan Welcher-Theodore Presser Co.</u></p> <p><u>Discover The Instruments Of The Orchestra-Hal Leonard Pub.</u></p> <p><u>Essentials Of Music Theory-Surmani/Manus-Alfred Pub.</u></p> <p><u>Down In The Valley-New England Dancing Masters.</u></p> <p><u>Look Before You Leap (Rounds)-Elizabeth</u></p>	<p>1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.5</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
4 th quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Like and unlike phrases ➤ Beginning and endings <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Music and other disciplines <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Repertoire of songs ➤ Interpretive movement <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Lyrics to songs ➤ New verses to songs ➤ Interpretive movement 	<p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Recognize form in music 2. Identify like and unlike melodic phrases. 3. Identify the beginning and ending of phrases. <p><u>Connect</u></p> <p>Demonstrate an understanding of the relationship between music and other disciplines.</p> <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs and play instruments. 2. Develop a repertoire of songs. 3. Respond to music with movement. 4. Perform interpretive movement. <p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences. 2. Create lyrics to familiar melodies. 3. Create new verses to songs. 4. Create interpretive movement. 	<p>Students will be assessed through aural and visual observation</p> 	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Interplanetary Jammin'</u>- Amorosia/Weidman-Hal Leonard Pub.</p> <p><u>Come, Follow Me-Linda Spevacek-Lorenz Pub.</u></p> <p><u>Six Grand Sonatas In....-</u> Ozi-Schirmer Pub.</p> <p><u>Music Listening Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p> <p><u>Solfège Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p>	<p>1.1, 1.2, 1.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.5</p>

SUBJECT MATTER: Music


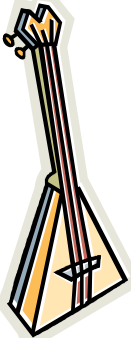
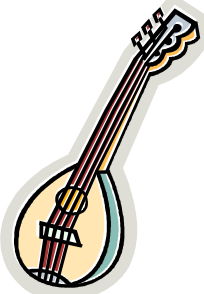

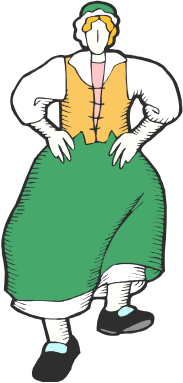
Grade: 3

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>1st quarter</p>	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Melodic shape ➤ Musical symbols <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Group effort making music ➤ Group effort listening to music ➤ Sharing and taking turns <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Sing melodies ➤ Line dances and circle dances 	<p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward, or stay the same. 2. Recognize music symbols within a composition and use music terminology to explain their functions <p><u>Connect</u></p> <ol style="list-style-type: none"> 1. Exhibit respect for the contributions of self and others in a music setting. 2. Contribute to a group effort of making music. 3. Contribute to a group effort of listening to music. 4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship 	<p>Students will be assessed through aural and visual observation.</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Building A Jazz Vocabulary-Mike Steinel-Hal Leonard Pub.</u></p> <p><u>A Better You, A Better Me-Emerson/Jacobson-Hal Leonard Pub.</u></p> <p><u>Amazing Jamnasium-Kalani-Alfred Pub.</u></p> <p><u>Listen To The Mockingbird-New England Dancing Masters.</u></p> <p><u>Whacky Do-Re-Mi-Plank Road Pub.</u></p>	<p>1.1, 2.1, 2.2, 3.2, 2.4, 3.1, 3.2, 3.4, 3.5, 5.1, 5.2, 5.3, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<u>Perform</u> 1. Sing in tune with a clear tone quality. 2. Sing melodies within the range of an octave. 3. Respond to music with movement. 4. Perform line and circle dances			
2 nd quarter	<u>Perform</u> ➤ Dances and games from various cultures <u>Investigate</u> ➤ Form in music ➤ Four families of instruments	<u>Perform</u> Perform dances and games from various cultures. <u>Investigate</u> Identify ABA form. Identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound. 	Students will be assessed through aural and visual observation. 	<u>Music K-8-Plank Road Pub.</u> <u>Listen To The Mockingbird</u> -New England Dancing Masters. <u>Dances Of The 7 Continents #1</u> -Sanna Longden-Folkstyle Productions. <u>Orchestra Bingo</u> -Veronica Harper-Themes And Variations Pub. <u>Mambo Loops</u> -Ray Ortiz-SmartChart Inc.	1.3, 2.1, 5.1, 5.2, 5.3, 5.4, 5.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
3 rd quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Two part musical ensemble ➤ Melody instruments ➤ Music that has divided measures ➤ Dramatize songs, stories, poems ➤ Sing and interpret ➤ Melodies and rhythms, use of tempos and dynamics ➤ Strong beats and weak beats <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Unusual instruments 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing in tune with a clear tone quality. 2. Perform in a two-part melody and rhythm patterns from the treble staff using traditional notation 3. Use melody instruments. 4. Recognize that music is divided into measures. 5. Respond to music with movement. 6. Dramatize songs, stories, and poems. 7. Sing in tune with a clear tone quality. Use terminology to interpret a music selection. 8. Notate and perform melody and rhythm patterns from the treble staff using traditional notation. 9. Use a wide range of tempos and dynamics. 10. Identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak. 	Students will be assessed through aural and visual observation.	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Discovering Kleetman-Kleetman/Fraze-SMD Schott Music Distribution.</u></p> <p><u>Kodaly In The Classroom-Linda Rann-Hal Leonard Pub.</u></p> <p><u>World Music Drumming-Will Schmid-Hal Leonard Pub.</u></p> <p><u>World Playground-Putumayo-Putumayo World Music Pub.</u></p> <p><u>Dances Of The 7 Continents #1-Sanna Longden-Folkstyle Productions.</u></p>	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5


Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
4 th quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Folk tales. ➤ Music through movements ➤ Traditional dances ➤ Perform ➤ Perform a repertoire of songs ➤ Dramatize songs and stories ➤ Accompaniment <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Music to other disciplines <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Accompaniment ➤ Interpret movements ➤ Lyrics ➤ Verses 	<p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Explore the music of world cultures through song, dance, and movement. Study folk talks and musical settings of folk tales. 2. Interpret music through movement. 3. Perform traditional dances. <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing in tune with a clear tone quality. 2. Develop a repertoire of familiar songs. 3. Respond to music with movement. Dramatize songs, stories, and poems. 4. Perform I and V9V7) chords to accompany a two-chord melody using classroom instruments. <p><u>Connect</u></p> <p>Demonstrate an understanding of the relationship between music and other disciplines.</p>	Students will be assessed through aural and visual observation.	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Dances Of The 7 Continents #1-Sanna Longden-Folkstyle Productions.</u></p> <p><u>Favorite Folk Dances Of Kids And Teachers-Sanna Longden-Folkstyle Pub.</u></p> <p><u>Music In Every Classroom: A Resource Guide for Integrating Music Across The Curriculum, Grades K-8-James Sporborg-Greenwood Publishing Group.</u></p> <p><u>Let's Have A Musical Rhythm Band-Phoebe Diller-Alfred Pub.</u></p>	1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5

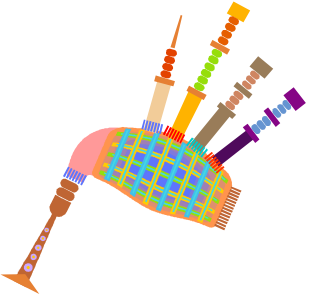

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p><u>Create</u></p> <ol style="list-style-type: none"> 1. Employ creativity in a variety of music experiences. 2. Create accompaniments and ostinato for songs and chants. 3. Create interpretive movement. 4. Create lyrics to familiar melodies 5. Create new verses to songs <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Explore the music of world cultures through song, dance, and movement. 2. Listen to examples of instruments not traditionally found in bands or orchestras.  			

SUBJECT MATTER: Music


Grade: 4

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>1st quarter</p>	<p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Group effort making music ➤ Group effort listening to music ➤ Group effort taking turns, sharing in music <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Major and minor <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Interpretive movement 	<p><u>Connect</u></p> <ol style="list-style-type: none"> 1. Exhibit respect for the contributions of self and others in a music setting. 2. Contribute to a group effort of making music 3. Contribute to a group effort of listening to music 4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship <p><u>Investigate</u></p> <p>Distinguish between major and minor tonality</p> <p><u>Perform</u></p> <p>Respond to music with movement</p> <div data-bbox="751 1089 1031 1360" data-label="Image"> </div>	<p>Students will be assessed through aural and visual observation.</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Boom ‘N’ Tunes : Just For Fun-Linda Forrest-Lorenz Pub.</u></p> <p><u>Boom! Boom! Popular Movie and TV Songs For Boomwhackers-Gayle Giese-Alfred Pub.</u></p> <p><u>Junior Voiceworks-Kevin Stannard-Oxford University Press.</u></p> <p><u>Classic Tunes And Tales-Tod Kline-Pearson Education.</u></p> <p><u>Move!-Teresa Jennings-Plank Road Pub.</u></p>	<p>1.1, 1.2, 1.4, 1.5, 2.2, 2.4, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
2 nd quarter	<p><u>Perform:</u></p> <ul style="list-style-type: none"> ➤ Folk dances ➤ Body percussion <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ AB/ABA forms ➤ Meter signatures 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Perform interpretive movement 2. Perform traditional folk dances and/or choreography <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Identify and explain extended examples of AB and ABA forms 2. Identify the function of the top and bottom numbers of a meter signature involving 2,3, and 4 beats 	Students will be assessed through aural and visual observation.	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Move!-Teresa Jennings-Plank Road Pub.</u></p> <p><u>Favorite Folk Dances For Kids And Teachers-Vol2-Sanna Longden-Folkstyle Productions.</u></p> <p><u>Gavotte from Don Juan-Gluck.</u></p> <p><u>30 More Days To Music Theory-Sharon Stosur-Hal Leonard Pub.</u></p> <p><u>Mozart : Introduction To His Keyboard Works-Edited by Palmer-Alfred Pub.</u></p>	2.1, 2.2, 2.3, 2.4, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>3rd quarter</p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Step, leaps and repeat ➤ With pitched and unpitched <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Music ensembles, and instruments from other cultures <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ Sing dynamics and phrases ➤ Harmonies 	<p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Notate and perform melody and rhythm patterns 2. From the treble staff using traditional notation 3. Identify melodic movement as step, leap, or repeat 4. Use pitched and non-pitched instruments <p><u>Investigate</u></p> <p>Identify instruments from various music ensembles by sight and sound including instruments from other cultures</p> <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing in tune with a clear tone quality 2. Sing with expression using indicated dynamics and phrasing. 3. Sing in a group performing songs in simple harmony 	<p>Students will be assessed through aural and visual observation.</p> 	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Recorder Karate-Barb Phillipak-Plank Road Pub.</u></p> <p><u>Recorder Soup-M.C.Handel-Plank Road Pub.</u></p> <p><u>Bagapalooza-John Riggio-Plank Road Pub.</u></p> <p><u>World Instrument Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p> <p><u>Music Listening Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p> <p><u>Great Chamber Music CD-Variou Artists-Documnt Label.</u></p>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
4 th quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Dynamics ➤ Broad categories of style <p><u>Connect</u></p> <ul style="list-style-type: none"> ➤ Music and other disciplines <p><u>Perform</u></p> <ul style="list-style-type: none"> ➤ A repertoire of songs. ➤ Interpretive movement. ➤ Chords I,IV,V,V7 <p><u>Create</u></p> <ul style="list-style-type: none"> ➤ Improvise ➤ Motives ➤ Interpretive movement <p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ Composes and compositions. 	<p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Recognize dynamic markings and interpret them in performance. 2. Use music terminology to describe various styles of music. 3. Place musical examples into broad categories of style. <p><u>Connect</u></p> <p>Demonstrate an understanding of the relationship between music and other disciplines.</p> <p><u>Perform</u></p> <ol style="list-style-type: none"> 1. Sing in tune with a clear tone quality. Develop a repertoire of songs. 2. Play I, IV, and V (or V7) chords to accompany a three-chord melody. 3. Will respond to music with movement. 4. Perform interpretive movement. 	<p>Students will be assessed through aural and visual observation.</p>	<p><u>Music K-8-Plank Road Pub.</u></p> <p><u>Recorder Karate-Barb Phillipak-Plank Road Pub.</u></p> <p><u>Recorder Soup-M.C.Handel-Plank Road Pub.</u></p> <p><u>Bagapalooza-John Riggio-Plank Road Pub.</u></p> <p><u>emusictheory.com.</u></p> <p><u>Composer Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p> <p><u>Music Symbols Bingo-Cheryl Lavender-Hal Leonard Pub.</u></p> <p><u>Historic And Contemporary Dances For Kids And Teachers-Sanna Longden-Folkstyle Pub.</u></p>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p><u>Create</u></p> <ol style="list-style-type: none"> 1. The student will employ creativity in a variety of music experiences. 2. Improvise simple melodic and rhythmic accompaniments. 3. Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology. 4. Create interpretive movement, individually or in groups. <p><u>Investigate</u></p> <ol style="list-style-type: none"> 1. Use music terminology to describe various styles of music. 2. Identify a composer and a music composition from each of four different music historical periods. 