



# Ware Public Schools


## MUSIC CURRICULUM - Grades K-4


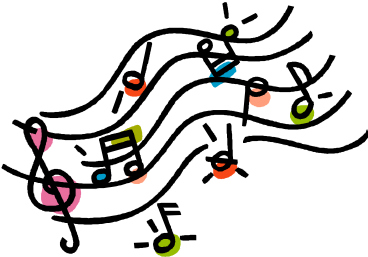
***SUBJECT MATTER: Music***

***Grade: K***

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>1<sup>st</sup> quarter</b>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Singing individually and in groups</li> <li>➤ Responding to music with large body movements</li> <li>➤ Musical introductions</li> <li>➤ Accompany with body percussion and classroom instruments</li> <li>➤ Sounds and silences</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Making music in a group</li> <li>➤ Listening to music</li> <li>➤ Sharing, taking turns and citizenship</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments.</li> <li>2. Participate individually and in groups</li> <li>3. Respond to music with movement.</li> <li>4. Employ large body movement.</li> <li>5. Sing, play, or move at the appropriate time following a vocal/instrumental introduction.</li> </ol> <p><u>Sing songs and play instruments</u></p> <ol style="list-style-type: none"> <li>1. Accompany songs and chants with body</li> <li>2. Percussion and classroom instruments</li> <li>3. Perform rhythm patterns that include sounds and silences.</li> </ol> <p><u>Connect</u></p> <ol style="list-style-type: none"> <li>1. Exhibit respect for the contributions of self and others in a music setting.</li> <li>2. Contribute to a group effort of</li> </ol>	<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>			
<b>2<sup>nd</sup> quarter</b>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Singing voices and speaking voices</li> <li>➤ Dances and Games</li> <li>➤ Steady beat</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Fast, slow, loud, soft</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate the difference between a singing voice and a speaking voice.</li> <li>2. Respond to music with movement.</li> <li>3. Perform dances and games from various cultures.</li> <li>4. Demonstrate steady beat.</li> <li>5. Use body percussion, instruments, and movement.</li> </ol> <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>
<b>3<sup>rd</sup> quarter</b>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Sol, mi</li> <li>➤ Chants and songs</li> <li>➤ Rhythm patterns</li> <li>➤ Locomotors and non-locomotors</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Classroom instruments</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments.</li> <li>2. Imitate two pitch (sol-mi) patterns sung or played.</li> <li>3. Demonstrate steady beat.</li> <li>4. Use children’s literature, chant, and song.</li> <li>5. Respond to music with movement.</li> <li>6. Match movement to rhythm patterns.</li> </ol>	<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>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<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>	
4 <sup>th</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Moods and constraints in music</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Voices and instruments(men; womens, and children’s voices and instruments)</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Classroom instruments, body percussion in movement</li> <li>➤ Voices, speech in song</li> <li>➤ Dramatize songs, stories and poems</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Music and other disciplines</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Voices and</li> </ul>	<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"> <li>1. Distinguish between tone colors.</li> <li>2. Identify voices and instruments</li> <li>3. Identify men’s , women’s and children’s voices</li> </ol> <p><u>Create</u></p> <ol style="list-style-type: none"> <li>1. Employ creativity in a variety of music experiences.</li> <li>2. Use classroom instruments, body percussion, and movement.</li> <li>3. Use the voice in speech and song.</li> <li>4. Dramatize songs, stories, and poems</li> </ol> <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>	3.1, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

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"> <li>➤ Classroom instruments, body percussion in movement</li> <li>➤ Voices, speech in song.</li> <li>➤ Dramatize songs, stories and poems</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Music and other disciplines</li> </ul>				



***SUBJECT MATTER: Music***

***Grade: 1***

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>1<sup>st</sup> quarter</b></p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Variety of songs</li> <li>➤ Pitched and unpitched instruments</li> <li>➤ Sol,mi and la</li> <li>➤ Line dances and circle games</li> <li>➤ Dances and games</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Group effort in making music</li> <li>➤ Listening to music</li> <li>➤ Sharing, taking turns and good citizenship</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing a variety of songs individually and in groups.</li> <li>2. Play pitched and non-pitched instruments.</li> </ol> <p><u>Sing songs and play instruments</u></p> <ol style="list-style-type: none"> <li>1. Songs that contain sol, mi and la pitches.</li> <li>2. Respond to music with movement. Perform line and circle dances.</li> <li>3. Perform dances and games from various cultures</li> </ol> <p><u>Connect</u></p> <ol style="list-style-type: none"> <li>1. Exhibit respect for the contributions of self and others in a music setting.</li> <li>2. Contribute to a group effort of making music.</li> <li>3. Contribute to a group effort of listening to music.</li> <li>4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.</li> </ol>	<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 <sup>nd</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Pitched and non-pitched instruments</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Voice in speech and songs</li> <li>➤ Instruments, body percussion and movement</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Recognizing musical form.</li> <li>➤ Pitched and non-pitched instruments</li> <li>➤ Expression</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments</li> <li>2. Play pitched and non-pitched instruments</li> </ol> <p><u>Create</u></p> <ol style="list-style-type: none"> <li>1. Employ creativity in a variety of music experiences</li> <li>2. Use the voice in speech and song.</li> <li>3. Use classroom instruments, body percussion, and movement.</li> </ol> <p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Recognize when music changes from one section to a contrasting section.</li> <li>2. Identify pitched and non-pitched classroom instruments by sight and sound</li> <li>3. Recognize and describe sudden changes in expressive qualities of music</li> <li>4. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement</li> </ol>	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 <sup>rd</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Songs, stories, poems</li> <li>➤ Locomotors and non-locomotors</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Dramatize songs, stories and poems</li> <li>➤ Melodies</li> <li>➤ Investigate</li> <li>➤ Accompanied and unaccompanied music</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Respond to music with movement.</li> <li>2. Dramatize songs, stories, and poems.</li> <li>3. Respond to music with movement.</li> <li>4. Demonstrating locomotors and non-locomotors movements.</li> </ol> <p><u>Create</u></p> <ol style="list-style-type: none"> <li>1. Employ creativity in a variety of music experiences.</li> <li>2. Dramatize songs, stories, and poems.</li> <li>3. Create melodies to familiar nursery rhymes or chants.</li> </ol> <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

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4 <sup>th</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Repertoire of songs</li> <li>➤ Rhythm from notation</li> <li>➤ Melodic rhythms</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Word rhythm versus steady beat</li> <li>➤ High and low</li> <li>➤ Contrast of sound</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Relationships between music and other cultures.</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments.</li> <li>2. Develop a repertoire of songs.</li> <li>3. Perform rhythm patterns.</li> <li>4. Relate rhythm patterns to notation.</li> <li>5. Demonstrate melodic rhythm</li> </ol> <p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Distinguish between melodic rhythm and steady beat by sight and sound</li> <li>2. Identify high pitches and low pitches</li> <li>3. Demonstrate different pitches vocally, instrumentally and with movement.</li> <li>4. Distinguish between extreme contrasts of sound.</li> </ol> <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-</u> Amorosia/Weidman-Hal Leonard Pub.</p> <p><u>150 RoandsFor Singing And Teaching-</u> Bolkovac/Johnson- Boosey &amp; Hawkes Pub.</p> <p><u>Military Suite For Band in F</u> Major-Host</p> <p><u>In The Hall Of The Mountain King-</u> Grieg</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><b>1<sup>st</sup> quarter</b></p>	<p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Group effort in making music</li> <li>➤ Group effort in listening to music</li> <li>➤ Activities that involve sharing and taking turns</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Sing a variety of songs</li> <li>➤ Melodies in range of a 6<sup>th</sup></li> <li>➤ Line and circle dances</li> <li>➤ Dances and games from other cultures</li> </ul>	<p><u>Connect</u></p> <ol style="list-style-type: none"> <li>1. Exhibit respect for the contributions of self and others in a music setting.</li> <li>2. Contribute to a group effort of making music</li> <li>3. Contribute to a group effort of listening to music</li> <li>4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship</li> </ol> <p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments.</li> <li>2. Sing a variety of songs, individually and in groups.</li> <li>3. Sing songs and play instruments.</li> <li>4. Sing melodies within the range of a sixth.</li> <li>5. Respond to music with movement.</li> <li>6. Perform line and circle dances.</li> <li>7. Respond to music with movement.</li> <li>8. Perform dances and games from various cultures</li> </ol>	<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>

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2 <sup>nd</sup> quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Dynamics and musical terminology</li> <li>➤ Form in music, ABA</li> <li>➤ Melodies that move up or down.</li> <li>➤ Music terminology</li> <li>➤ Musical alphabet</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Locomotors and non-locomotors movements</li> <li>➤ Lyrics with more than one verse</li> </ul>	<p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Sudden and gradual changes in expressive qualities of music.</li> <li>2. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.</li> <li>3. Use music terminology to describe changes.</li> <li>4. Recognize form in music.</li> <li>5. Identify and perform music in two-part (AB) form.</li> <li>6. Identify melody patterns that move upward, downward, and remain the same.</li> <li>7. Use the voice, instruments, and movement.</li> <li>8. Use music terminology.</li> <li>9. Use the seven letters of the music alphabet.</li> </ol> <p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Respond to music with movement.</li> <li>2. Demonstrate locomotors and non-locomotors movements.</li> <li>3. Read lyrics containing more than one verse and including words divided into syllables.</li> </ol>	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


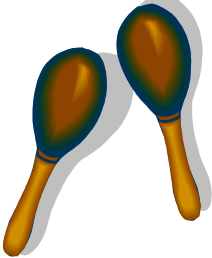

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3 <sup>rd</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Ostinato</li> <li>➤ Dramatize stories, songs and poems</li> <li>➤ Rhythm patterns using traditional notation</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Orchestral and folk instrument</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Accompaniments and ostinato</li> <li>➤ Enhance stories songs and poems</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing songs and play instruments.</li> <li>2. Play ostinato and single-chord accompaniments on classroom instruments.</li> <li>3. Respond to music with movement.</li> <li>4. Dramatize songs, stories, and poems.</li> <li>5. Perform and notate rhythm patterns using traditional notation.</li> </ol> <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"> <li>1. Employ creativity in a variety of music experiences.</li> <li>2. Create accompaniments and ostinato.</li> <li>3. Create music to enhance songs, stories, and poems.</li> </ol>	<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 <sup>th</sup> quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Like and unlike phrases</li> <li>➤ Beginning and endings</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Music and other disciplines</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Repertoire of songs</li> <li>➤ Interpretive movement</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Lyrics to songs</li> <li>➤ New verses to songs</li> <li>➤ Interpretive movement</li> </ul>	<p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Recognize form in music</li> <li>2. Identify like and unlike melodic phrases.</li> <li>3. Identify the beginning and ending of phrases.</li> </ol> <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"> <li>1. Sing songs and play instruments.</li> <li>2. Develop a repertoire of songs.</li> <li>3. Respond to music with movement.</li> <li>4. Perform interpretive movement.</li> </ol> <p><u>Create</u></p> <ol style="list-style-type: none"> <li>1. Employ creativity in a variety of music experiences.</li> <li>2. Create lyrics to familiar melodies.</li> <li>3. Create new verses to songs.</li> <li>4. Create interpretive movement.</li> </ol>	<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***


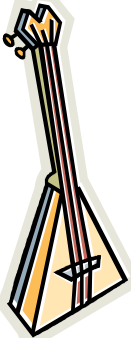
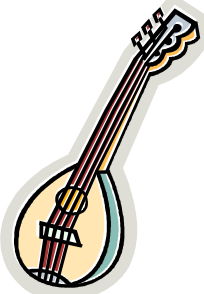

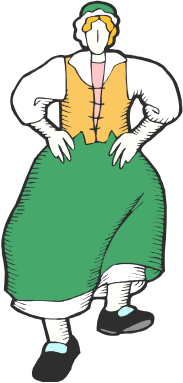
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>1<sup>st</sup> quarter</b></p>	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Melodic shape</li> <li>➤ Musical symbols</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Group effort making music</li> <li>➤ Group effort listening to music</li> <li>➤ Sharing and taking turns</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Sing melodies</li> <li>➤ Line dances and circle dances</li> </ul>	<p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Recognize music symbols within a composition and use music terminology to explain their functions</li> </ol> <p><u>Connect</u></p> <ol style="list-style-type: none"> <li>1. Exhibit respect for the contributions of self and others in a music setting.</li> <li>2. Contribute to a group effort of making music.</li> <li>3. Contribute to a group effort of listening to music.</li> <li>4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship</li> </ol>	<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 <sup>nd</sup> 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-New England Dancing Masters.</u>  <u>Dances Of The 7 Continents #1-Sanna Longden-Folkstyle Productions.</u>  <u>Orchestra Bingo-Veronica Harper-Themes And Variations Pub.</u>  <u>Mambo Loops-Ray Ortiz-SmartChart Inc.</u>	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 <sup>rd</sup> quarter	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Two part musical ensemble</li> <li>➤ Melody instruments</li> <li>➤ Music that has divided measures</li> <li>➤ Dramatize songs, stories, poems</li> <li>➤ Sing and interpret</li> <li>➤ Melodies and rhythms, use of tempos and dynamics</li> <li>➤ Strong beats and weak beats</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Unusual instruments</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing in tune with a clear tone quality.</li> <li>2. Perform in a two-part melody and rhythm patterns from the treble staff using traditional notation</li> <li>3. Use melody instruments.</li> <li>4. Recognize that music is divided into measures.</li> <li>5. Respond to music with movement.</li> <li>6. Dramatize songs, stories, and poems.</li> <li>7. Sing in tune with a clear tone quality. Use terminology to interpret a music selection.</li> <li>8. Notate and perform melody and rhythm patterns from the treble staff using traditional notation.</li> <li>9. Use a wide range of tempos and dynamics.</li> <li>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.</li> </ol>	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 <sup>th</sup> quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Folk tales.</li> <li>➤ Music through movements</li> <li>➤ Traditional dances</li> <li>➤ Perform</li> <li>➤ Perform a repertoire of songs</li> <li>➤ Dramatize songs and stories</li> <li>➤ Accompaniment</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Music to other disciplines</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Accompaniment</li> <li>➤ Interpret movements</li> <li>➤ Lyrics</li> <li>➤ Verses</li> </ul>	<p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Explore the music of world cultures through song, dance, and movement. Study folk talks and musical settings of folk tales.</li> <li>2. Interpret music through movement.</li> <li>3. Perform traditional dances.</li> </ol> <p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Sing in tune with a clear tone quality.</li> <li>2. Develop a repertoire of familiar songs.</li> <li>3. Respond to music with movement. Dramatize songs, stories, and poems.</li> <li>4. Perform I and V9V7) chords to accompany a two-chord melody using classroom instruments.</li> </ol> <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




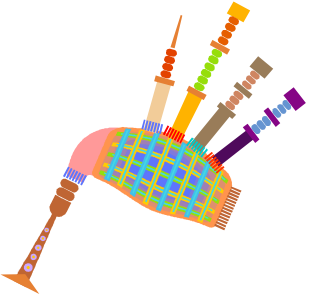

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p><u>Create</u></p> <ol style="list-style-type: none"> <li>1. Employ creativity in a variety of music experiences.</li> <li>2. Create accompaniments and ostinato for songs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

***SUBJECT MATTER: Music***


***Grade: 4***

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>1<sup>st</sup> quarter</b></p>	<p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Group effort making music</li> <li>➤ Group effort listening to music</li> <li>➤ Group effort taking turns, sharing in music</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Major and minor</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Interpretive movement</li> </ul>	<p><u>Connect</u></p> <ol style="list-style-type: none"> <li>1. Exhibit respect for the contributions of self and others in a music setting.</li> <li>2. Contribute to a group effort of making music</li> <li>3. Contribute to a group effort of listening to music</li> <li>4. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship</li> </ol> <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 <sup>nd</sup> quarter	<p><u>Perform:</u></p> <ul style="list-style-type: none"> <li>➤ Folk dances</li> <li>➤ Body percussion</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ AB/ABA forms</li> <li>➤ Meter signatures</li> </ul>	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Perform interpretive movement</li> <li>2. Perform traditional folk dances and/or choreography</li> </ol> <p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Identify and explain extended examples of AB and ABA forms</li> <li>2. Identify the function of the top and bottom numbers of a meter signature involving 2,3, and 4 beats</li> </ol> 	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><b>3<sup>rd</sup> quarter</b></p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Step, leaps and repeat</li> <li>➤ With pitched and unpitched</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Music ensembles, and instruments from other cultures</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ Sing dynamics and phrases</li> <li>➤ Harmonies</li> </ul> 	<p><u>Perform</u></p> <ol style="list-style-type: none"> <li>1. Notate and perform melody and rhythm patterns</li> <li>2. From the treble staff using traditional notation</li> <li>3. Identify melodic movement as step, leap, or repeat</li> <li>4. Use pitched and non-pitched instruments</li> </ol> <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"> <li>1. Sing in tune with a clear tone quality</li> <li>2. Sing with expression using indicated dynamics and phrasing.</li> <li>3. Sing in a group performing songs in simple harmony</li> </ol>	<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>Bagalooza-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 <sup>th</sup> quarter	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Dynamics</li> <li>➤ Broad categories of style</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>➤ Music and other disciplines</li> </ul> <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>➤ A repertoire of songs.</li> <li>➤ Interpretive movement.</li> <li>➤ Chords I,IV,V,V7</li> </ul> <p><u>Create</u></p> <ul style="list-style-type: none"> <li>➤ Improvise</li> <li>➤ Motives</li> <li>➤ Interpretive movement</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>➤ Composes and compositions.</li> </ul>	<p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Recognize dynamic markings and interpret them in performance.</li> <li>2. Use music terminology to describe various styles of music.</li> <li>3. Place musical examples into broad categories of style.</li> </ol> <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"> <li>1. Sing in tune with a clear tone quality. Develop a repertoire of songs.</li> <li>2. Play I, IV, and V (or V7) chords to accompany a three-chord melody.</li> <li>3. Will respond to music with movement.</li> <li>4. Perform interpretive movement.</li> </ol>	<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"> <li>1. The student will employ creativity in a variety of music experiences.</li> <li>2. Improvise simple melodic and rhythmic accompaniments.</li> <li>3. Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology.</li> <li>4. Create interpretive movement, individually or in groups.</li> </ol> <p><u>Investigate</u></p> <ol style="list-style-type: none"> <li>1. Use music terminology to describe various styles of music.</li> <li>2. Identify a composer and a music composition from each of four different music historical periods.</li> </ol> 