

**K-6 Vocal Music
&
5-6 Instrumental Music**

**Summer of 2007
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K-6 Vocal Music and 5-6 Instrumental Music

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ACKNOWLEDGEMENT

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. This guide serves as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2007, because of the dedication and consistent efforts of the curriculum committee members who participated in this project: Julie Garrels and Jack Barron

We are grateful to these committee members and support and compliment their fine efforts.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of physical education classes in the Van Buren Community School District.

This guide provides direction for teachers of grades Kindergarten through twelfth grade and is adaptable for individual and class needs. It is however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Curriculum committee members established basic agreement on the philosophy and goals of vocal and instrumental music in our school system.

This guide, prepared by classroom teachers, for use by classroom teachers, provides a scope and sequence for instruction.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL VISION STATEMENT

The Board of Directors of the Van Buren Community School District believes that from our Education Philosophy comes a vision for all of our students. The Board believes in providing challenging opportunities within the curriculum to prepare all learners academically for a global world. The Board envisions students who respect all people and property. We believe each individual will expect the best of them selves. We believe it is important that everyone strives to create a positive school community attitude.

The Board believes that with achievement of this vision statement, students of the Van Buren Community School District will become responsible citizens.

Date of Adoption: June 9, 1999

Date of Review: March 9, 2005

Date of Revision: _____

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) Handbooks</i>	<i>Employment</i>
<i>Application Forms</i>	<i>Registration Handbook</i>	<i>Program Brochures & Publications</i>
<i>Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.</i>		

Legal Reference:

- 20 U.S.C. 1221 et seq. (1994)*
- 20 U.S.C. 1681 et seq. (1994)*
- 20 U.S.C. 1701 et seq. (1994)*
- 29 U.S.C. 794 (1994)*
- 42 U.S.C. 12101 et seq. (1994)*
- 34 C.F.R. Pt. 100 (1999)*
- 34 C.F.R. Pt. 104 (1999)*
- Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*
- 281 I.A.C. 12*

Cross Reference:

- 100.2 District Educational Equity Policy*
- 402 Staff Educational Equity Policy*
- 516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

Chapter 12 GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) Schools and school districts governed by general accreditation standards. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

VOCAL/INSTRUMENTAL MUSIC
K-6

**DIVISION V
EDUCATION PROGRAM**

281-12.5(256) Education program. The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

Kindergarten program. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical wellbeing with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if the nonpublic school offers a kindergarten program.

**DIVISION V
EDUCATION PROGRAM**

12.5(3) Elementary program grades 1-6. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

h. Music. Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.

EDUCATION PHILOSOPHY

VAN BUREN ELEMENTARY
MUSIC DEPARTMENT

“Children need music. Doing music and thinking musically open new avenues for children to experience themselves and their world. Through music... children develop connections to other times, places, and people. Music helps children connect to their own creative potential and to the creative output of others.”

(Mary Palmer, Program Author, Silver Burdette Ginn, 1995)

“[Music and] the arts play a central role in the quality of life of citizens of all ages. In order to take full advantage of all of the artistic possibilities available to them, Americans must have opportunities for education in the arts at all ages.” (Endowment for the Arts, 2001)

Our mission is to install a love and an appreciation, in all elementary children, for music and the arts, thus developing life skills and creating life-long consumers of music. Music should be a vehicle in which children may express themselves, in a safe environment, sparking creativity and empowering them to succeed.

Why is music education important?

Music:

- Engages students in learning
- Helps children build thinking skills
- Enhances self-discipline, perseverance, hard work and creativity
- Provides a gateway to other subject areas
- Promotes cross-cultural learning and diversity
- Teaches the ability to utilize resources
- Enhances interpersonal skills of cooperation and teamwork

Music Helps Students Become:

- Better students
- Innovators
- Better employees
- Problem-solvers
- Lifelong learners
- Collaborators

Our vision is to increase the sensitivity of all children to the power of music.

The Music Connection, Silver Burdette Ginn, 1995.

“TOWARDS AN AESTHETIC PHILOSOPHY OF MUSIC EDUCATION: Practical Principles for Classroom Teachers,” Roy E. Howard, PH.D., 2001.

“NEA Strategic Plan 1999-2004 Strategic Goal: Arts Education,” 2001

**RATIONALE FOR GENERAL MUSIC
IN THE ELEMENTARY
GRADES K-6**

“The benefits of participating in music are endless. Participation builds self-confidence, self-esteem, and a sense of accomplishment. It develops responsibility and self-discipline. Students have the opportunity to develop social skills and the ability to work with others...participation in...music is essential to the development of the individual.”¹

The most important concept to offer the elementary student is a development of love and appreciation for music. If those seeds are planted early, the student will mature, taking with him/her the understanding of the importance of music in society as well as his/her personal daily life. All facets of human life, from major events to daily tasks, have some kind of correlation to music.

Students should be offered a variety of styles of music, dance, cultural and historical events, instrumentation, games, technology, and many other connections to music.

Opportunities to perform should manifest themselves in classroom performances, community performances, holiday concerts, Fine Arts Performance, talent shows, and various other activities.

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¹ Bill VanDevender, from ED-LINE, “MUSIC IN EDUCATION”

SCOPE AND SEQUENCE GENERAL MUSIC-GRADES K-6

Standard 1: Understands signs and symbols in printed music

Level I (Grades K-3)

Knows standard symbols and abbreviations used to notate
rhythm (i.e., whole, half, dotted half, quarter, eighth notes),
pitch (i.e., notes in treble clef)
dynamics (i.e., piano, forte, crescendo, decrescendo)
and abbreviations
meter (i.e., 2/4, 3/4, 4/4 time signatures) in simple patterns

Uses a system (i.e., syllables, numbers, letters, notes) to read simple pitch notation in the treble clef in major keys

Level II (Grades 4-6)

Reads

whole, half, dotted half, quarter and eighth notes and rests
in 2/4, 3/4, 4/4 meter signatures

Knows symbols, traditional terms and abbreviations referring to
dynamics (i.e., piano, forte, crescendo, diminuendo),
tempo (i.e., moderato, ritardando, accelerando)
articulation (i.e., staccato, legato, marcato, accent)
expression (i.e., phrasing,)

Standard 2: Understands music as a reflection of history and culture

Level I (Grades K-3)

Knows characteristics that make certain music suitable for specific uses

Knows how basic elements of music are used in music from various cultures of the world

Understands the roles of musicians (i.e., conductor, performer, sound technician church organist) in various music settings and cultures

Level II (Grades 4-6)

Identify (by genre and style) music from various historical periods and cultures

Knows how basic elements are used in music from various cultures of the world

Understands the roles of musicians - (i.e., conductor, performer, sound technician, church organist) in various musical settings and conditions under which music is typically performed in various cultures of the world

Understands distinguishing characteristics - (i.e., relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures

Standard 3: Students will be wise consumers and listeners of music

Level I (Grades K-3)

Knows personal preferences for specific musical works and styles

Identifies simple musical forms - (i.e., AB, ABA, call and response) when presented aurally

Responds through purposeful movement - (i.e., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events

Level II (Grades 4-6)

Knows music of various styles representing diverse cultures

Knows appropriate terminology used to explain music, music notation, musical instruments and voices, and musical performances

Identifies the sounds of a variety of instruments (i.e., orchestral, band, instruments from various cultures) and voices (i.e., male, female, children's voices)

Identifies specific musical events (i.e., entry of oboe, change of meter, return of refrain) when listening to music

Standard 4: Students will be skillful performers of music

Level I (Grades K-3)

Sings ostinatos (repetitions of short musical pattern), partner songs and rounds

Echoes short rhythms (2-4 measure) and melodic patterns on instruments

Improvises simple rhythmic and melodic ostinati with singing or playing an instrument

Level II (Grades 4-6)

Sings on pitch and in rhythm, with appropriate timbre, diction and posture, and maintains a steady tempo

Sings expressively, with appropriate dynamics, phrasing and interpretation

Blends vocal timbres, matches dynamic levels and responds to the cues of a conductor when singing as part of a group

Knows songs representing genres - (i.e., march, work song, lullaby, Dixieland) and styles (i.e., of various composers, nations) from diverse cultures

Sings with good breath control, expression and technical accuracy - (i.e., appropriate timbre, intonation and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key and meter

Performs on an instrument - (i.e., band, orchestra, keyboard, fretted, percussion, etc.) accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath or stick control

Improvises simple harmonic accompaniments

**COMPLETE STANDARDS & BENCHMARKS
FOR GENERAL MUSIC
GRADES K-6**

Standard 1: Students will demonstrate knowledge of basic sign and symbols used in music.

K-2 Benchmarks:

1. Echoes a rhythmic or melodic pattern.
2. Reads and performs a simple rhythm pattern.
3. Knows basic symbols and terms (repeat, hold, measure, bar line, meter in 2's, & 3's)
4. Knows musical form (AB - ABA).
5. Recognizes contrast in concepts (high / low, upward/downward, repeated notes, fast/slow, short/long, loud/soft, etc.)

3-4 Benchmarks:

1. Reads whole, half, dotted half, quarter, eighth notes and quarter rests.
2. Knows musical form (AB, ABA, call and response, variations on a theme).
3. Performs simple two-part music (round, ostinato, partner song).
4. Identifies melody and harmony.
5. Identifies major and minor tonality.

5-6 Benchmarks:

1. Reads more advanced rhythms including sixteenth and dotted quarter note and half and whole rests in even, uneven and simple syncopated patterns.
2. Knows musical form (AB, ABA, call and response, variations on a theme, rondo).
3. Performs simple two-part music (round, ostinato, partner song, counter melody, two-part).
4. Recognizes patterns in music (rhythmic and melodic).
5. Understands basic signs and symbols (repeats, coda, 1st & 2nd endings, D.C. al coda, dynamics).

Standard 2: Students will understand how music is a reflection of history and culture.

K-2 Benchmarks:

1. Understands difference between basic music styles such as march/lullaby; jazz/classical.

3-4 Benchmarks:

1. Knows characteristics that make certain music suitable for specific uses.
2. Understands difference in origin of various musical styles (spiritual / composed / folk).

5-6 Benchmarks:

1. Recognizes differences in music from various cultures.

Standard 3: Students will be wise consumers, listeners and performers of music.

K-2 Benchmarks:

1. Pays attention quietly for a short time (15 minutes) in a live performance.
2. Pays active attention to a listening lesson (1-3 minutes).

3-4 Benchmarks:

1. Pays attention quietly for a moderate time (20-25 minutes) in a live performance.
2. Pays active attention to a listening lesson (4-5 minutes).
3. Demonstrates a personal aesthetic response to music performed and heard.

5-6 Benchmarks:

1. Pays attention quietly for a longer time (30-40 minutes) in a live performance.
2. Pays active attention to a listening lesson (6-8 minutes).
3. Understands the role of musician (conductor, director, organist, singer, etc.) as a contributor in the community.
4. Demonstrates respect for quality music from all periods, styles and cultures.
5. Demonstrates the ability to evaluate compositions performed (simple form, meter, mood, major and minor, texture, timbre, etc.)

Standard 4: Students will be skillful performers of music.**K-2 Benchmarks:**

1. Recognizes and uses singing and speaking voices.
2. Sings simple melody patterns in tune.
3. Sings melodic line with various instrumental accompaniments.

3-4 Benchmarks:

1. Uses proper vocal production.
2. Sings melody line of songs in tune.
3. Demonstrates basic elements in vocal performance (beat, duration, diction, phrasing, etc.).

5-6 Benchmarks:

1. Sings melody and parts in tune.
2. Demonstrates proper vocal techniques (breathing, posture, open mouth, diction).
3. Follows the conductor (basic conducting patterns, tempo and dynamic changes, entrances and cutoffs).
4. Performs music according to its inherent style.
5. Practices proper rehearsal and performance etiquette.

**COURSE OUTLINE FOR VOCAL MUSIC
GRADES K-6**

UNIT 1: Melody & Harmony – August / September / October

STANDARD 3: Students will be wise consumers and listeners of music

- A. Singing Skills
- B. American Folk Music and Dance
- C. Keyboarding
- D. Tone Color
- E. Instrument Exploratory – 5th Grade
- F. Assessment

UNIT 2: Notation & Rhythm – November / December

STANDARD 1: Understands signs and symbols in printed music

- A. Seasonal: Holiday Performances
- B. Notation and Note Reading
- C. Rhythm
- D. Expressive Qualities
- E. Recorders – 4th Grade
- F. Assessment

UNIT 3: Form & Style – January / February

STANDARD 2: Understands music as a reflection of history and culture
Style

- A. Form
- B. Multicultural / Global
- C. Career Education
- D. Assessment

UNIT 4: Performance – March / April

STANDARD 4: Students will be skillful performers of music

- A. Fine Arts Performance
- B. Performance Technique & Etiquette
- C. Creating / Integrating
- D. Creative Dramatics
- E. Assessment

UNIT 5: Review – May

- A. Review
- B. Performance – Talent Show
- C. Assessment

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: K-1

UNIT: NOTATION/RHYTHM

LENGTH OF UNIT: 5 Weeks

STANDARD 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic pattern
3. Recognizes contrast in concepts

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	Echo singing Echo clapping	Perform melodic and rhythmic patterns	Teacher observation Performance	HOTS	Teacher-led rhythmic and melodic exercise
2	Vocal and instrumental ostinati Beat movement to music	Perform rhythm patterns and beat movements aurally Recognizes select symbols	Teacher observation Performance	SPECIAL	Color-coded symbols chart to display rhythm patterns Rhythm patterns written in colored marker
3	Identify high/low in selected listening examples	Differentiate between concepts through performance and identification in listening examples	Teacher observation Performance Listening assessment: What Do You Hear? 4 p. 243	TAG	Use computer program to practice high/low skills

Infusions/Provisions: HOTS (Higher Order Thinking Skills); SPECIAL (Special Education), MEDIA (Media Information Skills); TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S. (Global Studies), HGD (Human Growth & Development)

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: K-1

UNIT: FORM/STYLE

LENGTH OF UNIT: 5 Weeks

STANDARD 2: Understands music as a reflection of history and culture.

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make certain music suitable for specific uses

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	Recognize selected examples of Tchaikovsky's NUTCRACKER SUITE Watch NUTCRACKER BALLET on video	Experience music form a variety of styles, cultures, and moods through listening	Teacher observation Performance Movement Class discussion	TECH GS	Investigate origin of ballet using internet-teacher oriented
2	Hush Little Baby p. 268-kind. Dan Tucker p. 28-2 nd Nutcracker "March" p. 21-3 rd	Recognize styles, identifying instrumentation, tempo, vocal, etc. indicative of the style	Teacher observation Worksheet Oral quiz	HOTS CS	Class discussion comparing and contrasting selected styles of music

Infusions/Provisions: HOTS (Higher Order Thinking Skills); SPECIAL (Special Education), MEDIA (Media Information Skills); TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S (Global Studies), HGD (Human Growth & Development)

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: K-1

UNIT: MELODY/HARMONY

LENGTH OF UNIT: 5 Weeks

STANDARD 3: Students will be wise consumers and listeners of music.

Benchmarks:

1. Demonstrates a personal response to music performed and heard
2. Pays active attention to a short listening lesson
3. Enjoys, listens to, and partakes in music outside of class

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	Listening, movement, singing activities from text and other sources	Participate actively in classroom activities i.e. singing, listening, games, instruments, stories, etc.	Teacher observation Performance Class discussion	CS HOTS	Small group discussions on selected assignment Sharing findings with class
2	Selected listening examples from text and other sources	Identify specific characteristics in listening exercises	Teacher observation Performance Oral or written assignments	SPECIAL	Use color-coded teaching aids Use pictures and assorted tangible symbols (puppets, masks, etc.
3	Perform various talent show acts	Participate in music outside of class	Oral discussion/ sharing Performance (talent show)	HOTS	Prepare an act for the talent show that will display a talent

Infusions/Provisions: HOTS (Higher Order Thinking Skills), SPECIAL (Special Education), MEDIA (Media Information Skills), TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S. (Global Studies), HGD (Human Growth & Development)

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: K-1

UNIT: PERFORMANCE

LENGTH OF UNIT: 11 Weeks

STANDARD 4: Students will be skillful performers of music

Benchmarks:

1. Recognizes and uses singing and speaking voices
2. Sings simple melody patterns in tune
3. Sings melody line with instrument accompaniments

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	Selected finger plays, poems, songs, sound effects from text and other sources	Produce vocal and mouth sounds, pitches Speak/sing clearly and loudly	Teacher observation Class and audience performance (Sr. Center)	CS	Repetition of words, vowel and consonant sounds
2	Pitch matching Produce high/low Produce upward/downward line	Develop vocal technique including inflection, tone, breathing, diction, posture	Teacher observation Class and audience performance (Holiday concert, Fine Arts performance)	HOTS	Use bell ladder to reinforce understanding of upward/downward, high/low
3	Perform melodic ostinati using Orff xylophones	Blend vocal with instrumental accompaniments	Teacher observation Class and audience performance	TAG	Create an ostinato using words to fit rhythm pattern

Infusions/Provisions: HOTS (Higher Order Thinking Skills); SPECIAL (Special Education), MEDIA (Media Information Skills); TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S. (Global Studies), HGD (Human Growth & Development)

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: 2-3

UNIT: NOTATION/RHYTHM

LENGTH OF UNIT: 5 Weeks

STANDARD 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic pattern
3. Recognizes contrast in concepts

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	“Love Somebody” p. 277-3 rd “A Goblin Lives in Our House” trade poem	Identify and perform meter in 2, 3, 4 and patterns in songs, movement, ostinati	Teacher observation Performance Class participation	SPECIAL	Participate in pat-clap activity with a partner Perform a rhythmic vocal ostinati for poem “Goblin Lives In My House” Create and perform a rhythmic ostinato
2	Identify and perform note/rest values: whole, half, dotted half, eighth Create a rhythmic ostinato	Understand concepts of beat, meter, duration, rhythm, notation	Teacher observation Performance Class participation	TAG	
3	Sounds Around Us listening exercise p. 12-2 nd	Identifies high/low, up/down, fast/slow, loud/soft	Teacher observation Performance Class participation Graphic organizer	HOTS	Using a graphic organize, list sounds heard around them: home, outside, school, church, playground, dance class, carnival, etc.

Infusions/Provisions: HOTS (Higher Order Thinking Skills); SPECIAL (Special Education), MEDIA (Media Information Skills); TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S. (Global Studies), HGD (Human Growth & Development)

MUSIC – VOCAL MUSIC - FINE ARTS - CURRICULUM MAP

GRADE: 2-3

UNIT: FORM/STYLE

LENGTH OF UNIT: 5 Weeks

STANDARD 2: Understands music as a reflection of history and culture.

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make certain music suitable for specific uses

Benchmarks	Section from text/activities	Critical Objectives	Assessments	Infusions, Provisions	How to infuse
1	“Che Che Koolay p. 167-2 nd “Casper the Friendly Ghost” p. 192-3 rd	Identify and perform call/response style	Teacher observation Performance	GS MCGF	Discuss history of call/response including time line and map skills
2	What Do You Hear? #7, p. 111a-3 rd —orchestra instruments	Identify instruments by sight and by sound	Teacher observation Listening assessment worksheet	SPECIAL	Read aloud picture-oriented worksheet

Infusions/Provisions: HOTS (Higher Order Thinking Skills); SPECIAL (Special Education), MEDIA (Media Information Skills); TECH (Technology), MCGF (Multi Cultural Gender Fair), GUID (Guidance), T&G. (Talented and Gifted), LS (Learning Skills), CS (Communication Skills), G.S. (Global Studies), HGD (Human Growth & Development)