

K Music

Teacher: Meagan Phillips updated 2021

September

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <p>°How is music the same and different from around the world?</p> <p>°How can I make music?</p> <p><i>UEQ:</i></p> <p>° <i>What is a steady beat?</i></p> <p>° <i>What are the different ways we can use our voice?</i></p> <p>° <i>What are the names and sounds of the rhythm instruments?</i></p> <p>A. Rhythm</p> <p>1. Steady Beat</p> <p>2. Rhythms</p> <p>B. Melody</p> <p>1. Echo Singing</p>	<p>A. Rhythm</p> <p>A-1-Perform the beat while singing</p> <p>A-1-Play rhythm sticks on beat while singing.</p> <p>A-1- Play "Follow the Leader" while tapping on their body</p> <p>A-1-Demonstrate walking to the beat</p> <p>A-1-Perform on rhythm instruments</p> <p>A-1- Play name game with pat & clap</p> <p>A-2- Demonstrate rhythms using icons to clap rhythms using common speech patterns</p> <p>B. Melody</p> <p>B-1-Perform echo singing</p> <p>B-2-Perform vocally</p>	<p>Learning Targets</p> <p>Being Worked Towards:</p> <p>T-1 I can keep a steady beat.</p> <p>T-2 I can show how to be respectful, responsible, safe, and kind.</p> <p>T-3 I can demonstrate the four ways of using my voice.</p> <p>T-4 I can use my singing voice.</p> <p>T-5 I can play instruments.</p> <p>T-6 I can create music.</p> <p>Daily Learning Targets</p> <p>*I can move through space safely.</p> <p>*I can keep a steady beat while listening to a new song.</p> <p>*I can move to the beat.</p> <p>*I can name the four voices.</p> <p>*I can use the four voices.</p> <p>*I can echo sing.</p>	<p>A & B. 3.0.2.2.1 – Generate and develop original artistic ideas.</p> <p>A. 3.A.1.1 – Use foundational knowledge and skills while responding to, reading, and presenting artistic work.</p> <p>B. 3.0.5.9.1 – Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.</p> <p>G, H, I 3.0.5.10.1 – Understand that artistic works influence and are</p>	<p>Teacher Assessment</p> <p>Individual Response</p> <p>Group Response</p> <p>Individual Performance</p> <p>Group Performance</p>	<p>Spotlight on Music Series</p> <p>First Steps In Music- John Fiereband</p> <p>Pictures and recordings of instruments</p> <p>Youtube</p> <p>Real instruments</p> <p>SMART Board</p> <p>"African Playground" CD</p> <p>Nick Page <u>Sing With Us</u> Songbook</p>

<p>2. Upward/Downward</p> <p>C. Expression</p> <p>1. Showing emotion while singing</p> <p>D. Tone Color</p> <p>1. Instruments: triangle, hand drum, rhythm sticks, maracas</p> <p>2. The Four Voices</p> <p>3. Intro. to the Percussion Family</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <p>1. Classical Music</p> <p>2. World Music</p> <p>3. Percussion Ensembles</p> <p>H. Musical Terms</p> <p>1. Fanfare</p> <p>2. Beat</p> <p>3. Percussion</p> <p>4. Composer</p> <p>I. Geography</p>	<p>by following a bean bag & other items</p> <p>C. Expression</p> <p>C-1-Perform a song with gestures and facial expression</p> <p>D. Tone Color</p> <p>D-1-Play the percussion instruments</p> <p>D-2-Demonstrate the four voices through echo warm-ups, songs, and games</p> <p>D-2 Perform the four voices as vocal warm-ups</p> <p>D-3- Look at percussion posters</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <p>G-1- Listen to Classical music and identify percussion instruments through movement</p> <p>G-2- Listen to African music as they enter music class</p> <p>G-3 Listen to music</p>	<p>*I can identify the percussion family.</p> <p>*I can play an instrument on the steady beat.</p> <p>*I can sing a song in Spanish.</p> <p>*I can sing a song from South Africa.</p> <p>*I can find South Africa on a map.</p> <p>*I can define beat.</p> <p>*I can define percussion.</p> <p>*I can move only when percussion is playing.</p> <p>Cross-Curricular Learning Targets</p> <p>*I can find the rhyming words.</p> <p>*I can say letter names on the beat.</p> <p>*I can identify numbers 1-10.</p>	<p>influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>		
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<p>1. The United States 2. South Africa</p>	<p>for percussion ensembles and identify instruments being used.</p> <p>H. Musical Terms H-1 Listen to "Fanfare for the Common Man" and discuss what it means. H-2 Dancing definition for Beat H-2 Move in non/loco-motor ways to the beat H-3 Dancing definition for percussion H-4 Dancing definition for composer</p> <p>I. Geography I-1&2- Locate on the map</p>				
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October

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>°UEQ: <i>What are different ways to use our voices?</i></p>	<p>A. Rhythm A-1- Play instruments on the beat A-1- Move to the beat</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be respectful, responsible, and</p>	<p>3.0.4.7.1 – Analyze and construct interpretations of artistic work.</p>	<p>Teacher Observation Individual Response Group Response Group Performance</p>	<p>Classical music CDs African Playground CD Youtube</p>

<p><i>How can we move through space safely? What is the difference between loud and soft?</i></p> <p>A. Rhythm</p> <ol style="list-style-type: none"> 1. Beat 2. Fast/Slow <p>B. Melody</p> <ol style="list-style-type: none"> 1. Echo Singing 2. High and Low Pitch <p>C. Expression</p> <ol style="list-style-type: none"> 1. Soft/Loud <p>D. Tone Color</p> <ol style="list-style-type: none"> 1. Percussion Instruments <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <ol style="list-style-type: none"> 1. Classical Music 2. African Music 3. Latino Music <p>H. Spatial</p> <ol style="list-style-type: none"> 1. Finding own space 2. Making a circle 3. Moving through space <p>I. Geography</p> <ol style="list-style-type: none"> 1. U.S 	<p>using different loco-motor movements.</p> <p>A-1- Perform a song with beat motions</p> <p>A-1- Sing while keeping the beat</p> <p>A-2- Perform a folk dance with a steady beat</p> <p>A-2- Play a singing game</p> <p>B. Melody</p> <p>B-1- Perform echo warm-ups with sol and mi</p> <p>B-2 Perform songs with high and low pitch using boomwhackers and Orff.</p> <p>C.Expression</p> <p>C-1- Perform loud and soft on percussion instruments.</p> <p>D. Tone Color</p> <p>D-1- Demonstrate an understanding of the percussion instrument sounds</p>	<p>safe.</p> <p>T-3 I can demonstrate the four ways of using my voice.</p> <p>T-4 I can use my singing voice.</p> <p>T-5 I can identify the families of the orchestra.</p> <p>T-6 I can create music.</p> <p>Daily Learning Targets:</p> <p>*I can tell the difference between soft and loud.</p> <p>*I can sing soft and loud.</p> <p>*I can play instruments soft and loud.</p> <p>*I can sing a song using my singing voice.</p> <p>*I can use my voice in four ways: speaking, whispering, calling, and singing.</p> <p>*I can keep the beat while singing a new song.</p> <p>*I can keep the beat while playing an instrument.</p> <p>Cross-curricular Targets:</p> <p>*I can find our country on the map.</p> <p>*I can find the rhyming words.</p>	<p>3.0.4.8.1 – Evaluate artistic work by applying criteria.</p> <p>3.0.5.9.1 – Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.</p> <p>3.0.5.10.1 – Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>Individual Performance</p> <p>CFA= Choosing which dynamic level is preferred and why.</p>	<p>SMART Board Spotlight Music Series Peel the Banana - "Jump Jim Joe"</p>
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2. Africa	<p>E. Form F. Harmony G. Listening G-1- Listen and move to percussion music G-2- Listen and move to African music G-3- Listen to Hispanic music while playing instruments</p> <p>H. Spacial H-1-Demonstrate through movement H-2- Demonstrate coming into class H-3- Demonstrate with music and steady beat</p> <p>I. Geography I-1&2- Locate on the map</p>				
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November

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>° CEQ: <i>How can we show fast and slow beat?</i> <i>Who are Native Americans and what</i></p>	<p>A. Rhythm A-1- Sing while keeping steady beat on lap A-1- Move to the beat</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be respectful, responsible, and safe.</p>	<p>3.0.2.3.1 – Create original artistic work.</p>	<p>Teacher Observation Individual Response Group Response Group Performance Individual</p>	<p>Classical CD's Rhythm Instrument CD Posters and real instruments of the</p>

<p><i>does their music sound like?</i></p> <p>A. Rhythm</p> <ol style="list-style-type: none"> 1. Beat 2. Rhythms: two sounds in a beat vs. one sound in a beat 3. Fast/Slow <p>B. Melody</p> <ol style="list-style-type: none"> 1. Vocal Exploration 2. Echo Singing 3. Individual Singing on Sol and Mi 4. Singing in a group 5. Singing while moving 6. Singing in other languages <p>C. Expression</p> <ol style="list-style-type: none"> 1. Movement 2. Loud/ Soft <p>D. Tone Color</p> <ol style="list-style-type: none"> 1. Native American singing. <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <ol style="list-style-type: none"> 1. Classical Music 2. Native American 	<p>of Native American music</p> <p>A-1- Keep a steady beat while dancing</p> <p>A-2- Compose two measures using iconic notation</p> <p>A-3- Move to music with different tempos</p> <p>B.Melody</p> <p>B-1- Perform various warm-ups</p> <p>B-2- Echo sing on Sol, Mi and Do</p> <p>B-3- Improvise on Sol and Mi about Thanksgiving food traditions.</p> <p>B-4- Sing your best while in a group.</p> <p>B-5- Sing while moving to a Native American song and story.</p> <p>B-6- Sing in Seneca</p> <p>C. Expression</p> <p>C-1-Move to a beat on the tempo blocks using various loco-motor movements</p>	<p>T-3 I can demonstrate the four ways of using my voice.</p> <p>T-4 I can use my singing voice.</p> <p>T-5 I can identify the families of the orchestra.</p> <p>T-6 I can create music.</p> <p>Daily Learning Targets:</p> <p>*I can sing about costumes using Sol and Mi.</p> <p>*I can sing in Seneca.</p> <p>*I can move to the beat in a circle.</p> <p>*I can sing a song from the Navajo tradition.</p> <p>*I can act out a story from the Navajo tradition.</p> <p>*I can move to a slow beat.</p> <p>*I can move to a fast beat.</p> <p>*I can perform a Nanticoke Shawl Dance.</p> <p>*I can sign using Native American Sign Language.</p>	<p>3.0.5.10.1 – Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>Performance</p> <p>CSA= Improvising on Sol and Mi about Thanksgiving food traditions.</p>	<p>Orchestra</p> <p>Song Materials from various music books and series</p> <p>Youtube videos of Native American music</p> <p>Youtube videos of Brass videos</p> <p>Peel the Banana - "Kinderpolka"</p> <p>“The Bear Who Stole the Chinook”</p>
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music	<p>C-1- Move to Classical music</p> <p>C-1- Move to Native American music</p> <p>C-2- Sing songs loudly and softly</p> <p>D.Tone Color</p> <p>D-1- Listen to examples of indigenous singing</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <p>G-2- Listen and move to Native American music</p> <p>G-2- Listen to and describe Native American music.</p>				
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December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>QUE:</p> <p><i>What is the same about all holidays in December?</i></p> <p>A. Rhythm</p> <p>A-1- Beat</p> <p>A-2- Rhythm</p> <p>A-3- 6/8 Time</p> <p>B.Melody</p> <p>B-1- Vocal Exploration</p>	<p>A. Rhythm</p> <p>A-1- Play rhythm instruments.</p> <p>A-2- Perform rhythms with icons.</p> <p>A-2- Compose two measures of rhythm with iconic notation.</p> <p>A-3-Gallop with stick horses</p>	<p>Learning Targets Being Worked Towards:</p> <p>T-1 I can keep a steady beat.</p> <p>T-2 I can show how to be respectful, responsible, and safe.</p> <p>T-3 I can demonstrate the four ways of using my voice.</p> <p>T-4 I can use my singing voice.</p> <p>T-5 I can identify the families of the orchestra.</p> <p>T-6 I can create music.</p> <p>Daily Learning Targets:</p> <p>*I can sing a song about Hanukkah.</p>	<p>Teacher Observation</p> <p>Individual Response</p> <p>Group Response</p> <p>Group Performance</p> <p>Individual Performance</p> <p>CFA=Sing a solo</p>	<p>Spotlight on Music CD's & Big Book</p> <p>YouTube</p> <p>Number cards</p> <p>Instruments</p>

<p>B-2- Echo Singing B-3- Holiday Songs from around the world</p> <p>C. Expression C-1-Loud/Soft C-2- Fast/ Slow</p> <p>D. Tone Color E. Form E-1- AB</p> <p>F. Harmony</p> <p>G.Listening</p>	<p>B. Melody B-1-Perform various warm-ups B-2-Sing echo warm-ups using Sol, Mi, and Do. B-3- Sing Holiday songs from a variety of traditions B-3- Sing a song in a different language B-3- Sing a song from a different country</p> <p>C. Expression C-1- Sing song with loud and soft sections C-2- Sing song with fast and slow sections D. Tone Color E-Form E-1- Sing a song with two contrasting sections F. Harmony G. Listening G-1- Listen to holiday music from different traditions as they enter the music room</p>	<p>*I can identify numbers 1-8. *I can identify the rhyming words. *I can compose two measures of music. *I can sing a solo. *I can define solo. *I can sing an African American spiritual. *I can sing in Spanish. *I can act out Las Posadas. *I can answer the question: "What is the same about all holidays in December?"</p>		
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>CEQ:</i> <i>What is the difference between fast and slow?</i></p>	<p>A. Rhythm A-1-Sing a game with beat movement</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be</p>	<p>Teacher Observation Individual Response Group Response</p>	<p>Composing kits with mittens and snow Classroom Rhythm</p>

<p><i>What is the difference between high and low sounds?</i></p> <p>A. Rhythm 1. Steady Beat 2. Rhythms</p> <p>B. Melody 1. Vocal Warm-ups 2. Echo Singing 3. Upward/Downward</p> <p>C. Expression 1. Smooth Singing 2. Singing in a different language</p> <p>D. Tone Color 1. Brass Family</p> <p>E. Form 1. Call and Response 2. Canon</p> <p>F. Harmony 1. Simple Bordun</p> <p>G. Listening 1. Asian New Year Dragon and Lion Dances 2. Brass music</p>	<p>A-1- Move to classical music A-1- Create movement for a lullaby A-1- Choose and play rhythm instruments for a lullaby A-1- Play a singing game while keeping the beat A-1- Keep a steady beat while dancing A-2- Compose 2 measures using winter icons on the SMARTBoard</p> <p>B. Melody B-1- Perform Sol-Mi patterns in warm-ups B-2- Learn new songs through echo singing B-3- Perform a song with high and low sections</p> <p>C. Expression C-1- Sing a lullaby C-2- Sing a song in Chinese</p> <p>D. Tone Color D-1- Move to identify brass instruments D-1 - Identify pictures of brass instruments</p>	<p>respectful, responsible, and safe. T-4 I can use my singing voice. T-5 I can identify the families of the orchestra. T-6 I can create music.</p> <p>Daily Learning Targets: *I can find the countries that songs come from. *I can show a steady beat to a new song. *I can choose instruments to match the style of a song. * I can create movement to match the style of a song. *I can create rhyming words for names. * I can define brass. * I can identify brass instruments. * I can sing in Chinese. * I can play a simple bordun. * I can define bordun. * I can define call and response.</p>	<p>Group Performance Individual Performance</p> <p>CFA: Improvising Sol-Mi melodies while answering "What did you do on vacation?"</p> <p>CSA: Brass assessment</p>	<p>instruments Program songs Spotlight Big Book Brass Instruments Various song materials Spotlight book Peel the Banana: "Can't Jump Josie"</p> <p>Youtube videos:</p> <ul style="list-style-type: none"> ● Stars and Stripes Forever ● Dragon Dance ● Lion Dance <p>SMARTBoard docs:</p> <ul style="list-style-type: none"> ● World Map ● K Winter Rhythm words <p>iTunes Orff instruments</p>
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	<p>D-1- Define brass instruments</p> <p>E. Form E-1- Sing a call and response song E-2- Define canon E-2 - Perform a body percussion canon for warm-ups</p> <p>F. Harmony F-1- Play a simple bordun on Orff instruments to accompany a Chinese song.</p> <p>G. Listening G-1- Listen to and watch Asian New Year Dragon and Lion Dances G-2- Listen and move to brass music</p>			
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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> ◦ What is accelerando? How can we show it? ◦ What is rhythm? ◦ What are the names of the brass instruments in the orchestra? 	<p>A. Rhythm A1- Move while playing a singing game A1- Keep the steady beat while singing. A1- Keep a steady beat while dancing. A2- Define rhythm.</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be respectful, responsible, and safe. T-4 I can use my singing voice. T-5 I can identify the families of the orchestra. T-6 I can create music.</p> <p>Daily Learning Targets</p>	<p>Teacher Observation Individual Response Group Response Individual Performance Group Performance</p> <p>CFA= Beat Performance Assessment</p>	<p>Spotlight on Music K YouTube</p> <ul style="list-style-type: none"> ● Flight of the Bumblebee ● Sabre Dance by Katchatourian ● Largo from Symphony #9 by Dvorak ● Largo from Symphony #5 by Beethoven

<p>A. Rhythm</p> <ol style="list-style-type: none"> 1. Steady Beat 2. Rhythm 3. Fast/Slow 4. Accelerando <p>B. Melody</p> <ol style="list-style-type: none"> 1. Echo Singing 2. Sol and Mi <p>C. Expression</p> <ol style="list-style-type: none"> 1. Loud and Soft 2. Sign Language 3. Accelerando <p>D. Tone Color</p> <p>E. Form</p> <ol style="list-style-type: none"> 1. Call and Response 2. Theme A and Theme B <p>F. Harmony</p> <p>G. Listening</p> <ol style="list-style-type: none"> 1. Flight of the Bumblebee 2. Sabre Dance by Katchatourian 3. Largo from Symphony #9 by Dvorak 4. Largo from Symphony #5 by Beethoven 5. Surprise Symphony by 	<p>A2- Create ta with my body</p> <p>A2- Create ti-ti with a partner</p> <p>A2- Write the rhythm for songs using tas and ti-tis.</p> <p>A2- Clap the rhythm for songs using tas and ti-tis</p> <p>A3- Move to and identify slow and fast music.</p> <p>A4- Define accelerando.</p> <p>A4- Sing and move to music while performing an accelerando.</p> <p>B. Melody</p> <p>B1- Echo sing to learn new song material.</p> <p>B2- Perform echo singing with sol and mi in warm-ups</p> <p>C. Expression</p> <p>C1- Listen to, discuss, and create appropriate movement for a song that uses soft and loud dynamics.</p> <p>C2- Sing a song with sign language.</p> <p>C3- Define accelerando</p> <p>C3- Sing a song using an accelerando</p>	<p>* I can sing a solo.</p> <p>* I can show fast and slow.</p> <p>* I can use my singing voice while playing a game.</p> <p>* I can learn sign language for a song.</p> <p>* I can sing and solve math problems.</p> <p>* I can sing and move to a song slow and fast.</p> <p>* I can define accelerando.</p> <p>* I can find rhyming words.</p> <p>* I can define rhythm.</p> <p>* I can write a rhythm for a song.</p> <p>* I can learn sign language for a song.</p>	<p>CSA = Fast and Slow listening assessment</p>	<ul style="list-style-type: none"> • Surprise Symphony by Haydn <p>Peel the Banana: "Seven Jumps"</p> <p>Piano</p> <p>Smartboard</p> <p>Ribbons</p> <p>iTunes</p> <p>Spotlight on Music Big Book</p> <p>Percussion instruments</p>
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Haydn	<p>D. Tone Color</p> <p>E. Form E1- Sing a call and response song. E1- Define call and response E1 - Define solo. E2- Create movement with ribbons to demonstrate the difference between Theme A and Theme B.</p> <p>F. Harmony</p> <p>G. Listening G1-4- Listen to and move to classical music each day as they enter the classroom. G1-4 - Move to and describe music as fast or slow</p> <p>H. Style H1- Perform an African American song H2-3 - Listen to, move to, and identify characteristics of a classical era symphony</p>			
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March

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<p><i>QUE:</i></p> <ul style="list-style-type: none"> ° <i>What is rhythm?</i> ° <i>What are woodwinds?</i> ° <i>How should I behave for a concert?</i> <p>A. Rhythm</p> <ol style="list-style-type: none"> 1. Steady Beat 2. Rhythms <p>B. Melody</p> <ol style="list-style-type: none"> 1. Sol - Mi 2. Program Songs <p>C.Expression</p> <ol style="list-style-type: none"> 1. Emotion while performing 2. Sign Language 3. Movement <p>D. Tone Color</p> <ol style="list-style-type: none"> 1. Woodwinds <p>E. Form</p> <ol style="list-style-type: none"> 1. A Theme and B Theme <p>F. Harmony</p> <p>G. Listening</p> <ol style="list-style-type: none"> 1. Haydn's <u>Surprise Symphony</u> 2. Gyorgy Ligeti's <u>Six Bagatelles</u> 	<p>A. Rhythm</p> <p>A1- Move to steady beat of woodwind music</p> <p>A1- Keep steady beat with songs while learning them</p> <p>A1- Play instruments on steady beat</p> <p>A1- Keep a steady beat while dancing</p> <p>A2- Compose rhythms with iconic notation and translate into stick notation</p> <p>A2- Play instruments on rhythm</p> <p>B. Melody</p> <p>B1- Perform various vocal warm-ups</p> <p>B2- Perform echo songs</p> <p>B3- Sing songs with high and low parts</p> <p>B4- Work on program songs</p> <p>C. Expression</p> <p>C1- Perform facial and hand gestures while singing</p> <p>C2- Singsongs that have loud and soft sections</p> <p>C3- Perform motions to various styles of music</p>	<p>Learning Targets Being Worked Towards:</p> <p>T-1 I can keep a steady beat.</p> <p>T-2 I can show how to be respectful, responsible, and safe.</p> <p>T-4 I can use my singing voice.</p> <p>T-5 I can identify the families of the orchestra.</p> <p>T-6 I can create music.</p> <p>Daily Learning Targets</p> <ul style="list-style-type: none"> * I can move differently to different themes of a song. * I can define woodwinds. * I can find things that are the same and different in songs. * I can play rhythm sticks on the rhythm of a song. * I can learn sign language. * I can clap the rhythm for a song. * I can sing and play a game. * I can compose with ta and ti-ti. * I can clap a measure of rhythm using ta and ti-ti. 	<p>Teacher Assessment</p> <p>Individual Response</p> <p>Group Response</p> <p>Group Performance</p> <p>Individual Performance</p>	<p>Spotlight on Music series</p> <p>Pictures and recordings of instruments</p> <p>Real Instruments</p> <p>SMART Board</p> <p>YouTube videos</p> <p>Peel the Banana: "Chimes of Dunkirk"</p>
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D. Tone Color

D1- Listen to the instruments either live or from a recording

D1- Define woodwinds

D1- Identify instruments visually

D1- Identify instruments aurally

E. Form

E1- Discover the forms of their program songs


F. Harmony**G. Listening**

G1- Listen to and move to demonstrate the form

G2- Listen to and move to demonstrate understanding of various woodwind instruments

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April 2015

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>QUE:</i> ° How should I behave for the concert? ° How can I sing out in a healthy way?</p> <p>A. Rhythm 1. Beat 2. Rhythm: ta and ti-ti</p> <p>B. Melody 1. Sing melodies from a variety of cultures 2. Major and minor</p> <p>C. Expression 1. Facial and Gestures 2. Sign language</p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony 1. Simple bordun</p>	 <p>A. Rhythm A1- Sing songs for the concert with a steady beat A2- Compose with iconic notation and translate into stick notation A2- Clap and speak rhythms with iconic and stick notation</p> <p>B. Melody B1- Practice songs for multi-cultural concert B2- Sing melodies in major and minor</p> <p>C. Expression C1- Perform songs with gestures and facial expression C2- Perform songs with loud and soft sections</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be respectful, responsible, and safe. T-4 I can use my singing voice. T-5 I can identify the families of the orchestra. T-6 I can create music.</p> <p>Daily Learning Targets * I can sing my best for the concert * I can behave for the concert * I can perform sign language * I can remember when to move for my special parts. * I can memorize my special parts. * I can perform my special parts. * I can answer the questions: What did we do well? What can we do better? * I can make changes to what I am doing to make it better.</p>	<p>Class identification Teacher Assessment Group Response Individual Response Group Performance Individual Performance</p>	<p>Orff instruments Program songs Instruments Instrument Pictures SMART Board YouTube</p>

<p>G. Listening 1. Woodwind quartet</p> <p>H. Performance 1. Program Songs 2. Posture 3. Concert Etiquette 4. Memorization 5. Try-outs 6. Perform Concert 7. Assess performance</p>	<p>C3- Perform songs with long and short sounds</p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony F1- Sing with a simple bordun accompaniment F1- Define harmony</p> <p>G. Listening G1- Listen to woodwind music as they enter</p> <p>H. Performance H1- Perform a varied repertoire of songs individually and/or in a group with appropriate dynamics, phrasing and articulation H2- Demonstrate appropriate singing posture H3- Demonstrate appropriate concert etiquette H4- Sing songs from memory H5- Try out for special parts</p>			
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H6- Performance
H7- Verbally assess the performance

May 2015

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>QUE: <i>Who is Camille Saint-Saens?</i> <i>What are some of the animals in the "Carnival of the Animals"?</i></p> <p>A. Rhythm 1. Beat 2. Rhythm</p> <p>B. Melody 1. Solo</p> <p>C. Expression 1. Movement 2. Traditional singing games</p>	 <p>A. Rhythm A-1- Keep a steady beat while dancing A-2- Compose and clap rhythms with stick notation</p> <p>B. Melody B-1- Sing a game song with solos</p> <p>C.Expression C-1- Move to Carnival of the Animals as animals C-2- Sing while playing traditional song games</p>	<p>Learning Targets Being Worked Towards: T-1 I can keep a steady beat. T-2 I can show how to be respectful, responsible, and safe. T-4 I can use my singing voice. T-5 I can identify the families of the orchestra. T-6 I can create music.</p> <p>Daily Learning Targets *I can sing while playing a game from England. *I can sing while playing an African-American playground game. *I can sing by myself while playing a game. *I can tell a fact about a composer. *I can move like a lion to the music. *I can move like an elephant to the music. *I can move like a fossil to the music. *I can show a steady beat. *I can find things that are the</p>	<p>Teacher Observation Individual Response Group Response Group Performance Individual Performance</p> <p>CSA= Beat Performance CSA= Identify Strings and Woodwinds</p>	<p>Spotlight on Music Big Book SMART Board: Carnival of the Animals YouTube Rhythm Instruments Carnival of the Animals CD Carnival of the Animals Pictures Peel the Banana: "Zemer Atik" and "Zodiac"</p>

<p>D. Tone Color 1. Strings</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening 1. Carnival of the Animals</p>	<p>D. Tone Color D-1- Define strings D-1- Compare and contrast string instruments D-1- Identify strings visually D-1- Identify strings aurally</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening G-1- Listen to "Carnival of the Animals" G-1- Identify the instruments in "Carnival of the Animals"</p>	<p>same and different about the string instruments. *I can perform a folk dance from Israel. *I can perform an African American folk dance.</p>		
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Phillips

K Music

Albertville Primary