


K Music

Teacher: Meagan Phillips
September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>°What are the elements of music?</p> <p>°How would the students demonstrate the elements of music?</p> <p>°How is music an important part of history and culture?</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> ° <i>What is a steady beat?</i> ° <i>What are the different ways we can use our voice?</i> ° <i>What are the names and sounds of the rhythm instruments?</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. Echo Singing 	 <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 by following a bean bag & other items</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> <ul style="list-style-type: none"> *I can move through space safely. *I can keep a steady beat while listening to a new song. *I can move to the beat. *I can name the four voices. *I can use the four voices. *I can echo sing. *I can identify the percussion family. *I can play an instrument on the steady beat. *I can sing a song in Spanish. *I can sing a song from South Africa. *I can find South Africa on a map. *I can define beat. 	<p>Teacher Assessment</p> <p>Individual Response</p> <p>Group Response</p> <p>Individual Performance</p> <p>Group Performance</p> <p>CFA =Lead the Beat</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 1. Showing emotion while singing</p> <p>D. Tone Color 1. Instruments-triangle, hand drum, rhythm sticks, maracas 2. The Four Voices 3. Animal Sounds 4. Intro. to the Percussion Family</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening 1. Classical Music 2. World Music 3. Percussion Ensembles</p> <p>H. Musical Terms 1. Fanfare 2. Beat 3. Percussion 4. Composer</p> <p>I. Geography</p>	<p>C. Expression C-1-Perform a song with gestures and facial expression</p> <p>D. Tone Color D-1-Play the percussion instruments D-2-Demonstrate the four voices through echo warm-ups, songs, and games D-3 Perform the four voices as vocal warm-ups D-4- Look at percussion posters</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening G-1- Listen to Classical music and identify percussion instruments through movement G-2- Listen to African music as they enter music class G-3 Listen to music for percussion ensembles and</p>	<p>*I can define percussion. *I can move only when percussion is playing.</p> <p>Cross-Curricular Learning Targets *I can find the rhyming words. *I can say letter names on the beat. *I can identify numbers 1-10.</p>		
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1. The United States
2. South Africa

identify instruments being used.

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 and loco-motor ways to the beat


H-3 Dancing definition for percussion

H-4 Dancing definition for composer

I. Geography

I-1&2- Locate on the map

October 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>°UEQ: <i>What are different ways to use our voices?</i> <i>How can we move through space safely?</i> <i>What is the difference between loud and soft?</i></p> <p>A. Rhythm 1. Beat 2. Fast/Slow</p> <p>B. Melody 1. Echo Singing 2. High and Low Pitch</p> <p>C. Expression 1. Soft/Loud</p> <p>D. Tone Color 1. Percussion Instruments</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening 1. Classical Music 2. African Music 3. Hispanic Music</p> <p>H. Spacial 1. Finding own space 2. Making a circle 3. Moving through space</p>	 <p>A. Rhythm A-1- Play instruments on the beat A-1- Move to the beat using different loco-motor movements. A-1- Perform a song with beat motions A-1- Sing while keeping the beat A-2- Perform a folk dance and with a steady beat A-2- Play a singing game</p> <p>B. Melody B-1- Perform echo warm-ups with sol and mi B-2 Perform songs with high and low pitch using boomwhackers and bells to reinforce high and low concept.</p> <p>C.Expression C-1- Perform loud and soft on percussion instruments.</p> <p>D. Tone Color D-1- Demonstrate an</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-3 I can demonstrate the four ways of using my voice. 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 tell the difference between soft and loud. *I can sing soft and loud. *I can play instruments soft and loud. *I can sing a song using my singing voice. *I can use my voice in four ways: speaking, whispering, calling, and singing. *I can keep the beat while singing a new song. *I can keep the beat while playing an instrument.</p> <p>Cross-curricular Targets: *I can find our country on the map. *I can find the rhyming words.</p>	<p>Teacher Observation Individual Response Group Response Group Performance Individual Performance</p> <p>CA=Individual verbal assessment of understanding of percussion instruments, individual performance assessment of four voices, individual assessment of steady beat</p>	<p>Classical music CDs African Playground CD Youtube SMART Board Spotlight Music Series Peel the Banana - "Jump Jim Joe"</p>

I. Geography

1. U.S
2. Africa

understanding of the
percussion instrument
sounds

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

H. Spacial

H-1-Demonstrate through
movement

H-2- Demonstrate coming
into class


H-3- Demonstrate with
music and steady beat

I. Geography

I-1&2- Locate on the map

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November 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>° CEQ: <i>What instruments are in the brass family?</i> <i>How can we show fast and slow beat?</i> <i>What is Native American music?</i></p> <p>A. Rhythm</p> <ol style="list-style-type: none"> Beat Rhythms: two sounds in a beat vs. one sound in a beat Fast/Slow <p>B. Melody</p> <ol style="list-style-type: none"> Vocal Exploration Echo Singing Individual Singing on Sol and Mi Singing in a group Singing while moving Singing in other languages 	 <p>A. Rhythm</p> <p>A-1- Sing while keeping steady beat on lap</p> <p>A-1- Move to beat of Native American music</p> <p>A-1- Keep a steady beat while dancing</p> <p>A-2- Compose two measures using icons</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- Sing echo warm-ups on Sol, Mi and Do</p> <p>B-3- Improvise on Sol and Mi about costume or what you would like to be.</p> <p>B-4- Sing your best while</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 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>Teacher Observation</p> <p>Individual Response</p> <p>Group Response</p> <p>Group Performance</p> <p>Individual Performance</p> <p>CFA= Improving on Sol and Mi about costumes.</p>	<p>Classical CD's</p> <p>Rhythm Instrument CD</p> <p>Posters and real instruments of the 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>C. Expression 1. Movement 2. Warm-ups 3. Loud/ Soft</p> <p>D. Tone Color 1. Intro. to Brass</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening 1. Classical Music 2. Native American music</p>	<p>in a group. B-5- Sing while moving to a Native American song and story. B-6- Sing in Seneca</p> <p>C. Expression C-1- Move to a beat on the tempo blocks using various loco-motor movements C-1- Move to Classical music C-1- Move to Native American music C-2- Perform four-beat patterns without looking C-3- Sing songs loudly and softly</p> <p>D. Tone Color D-1- Listen to examples of brass instruments D-1- Identify the mouthpieces on brass instruments D-1- Move when you hear brass instruments</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p>			
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	<p>G-1- Listen and move to classical music that features brass instruments</p> <p>G-1- Listen to and describe classical music that features brass instruments</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 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>QUE: <i>What is the difference between fast and slow?</i> <i>How is music a part of holidays?</i> <i>What are some instruments from different countries?</i></p>	<p>   </p> <p>A. Rhythm A-1- Play rhythm instruments. A-2- Perform rhythms with icons.</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-3 I can demonstrate the four ways of using my voice. 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>Teacher Observation Individual Response Group Response Group Performance Individual Performance</p> <p>CFA=Sing a solo</p>	<p>Spotlight on Music CD's & Big Book YouTube Composing kits with mittens and snow Number cards Instruments</p>

<p>A. Rhythm A-1- Beat A-2- Rhythm A-3- 6/8 Time B.Melody B-1- Vocal Exploration B-2- Echo Singing B-3- Holiday Songs B-4-Upward/Downward B-5- Accompaniments B-6- Different Language B-7- Different Country</p> <p>C. Expression C-1-Loud/Soft C-2- Fast/ Slow</p> <p>D. Tone Color D-1- Woodwinds</p> <p>E. Form E-1- AB E-2- ABA</p> <p>F. Harmony</p> <p>G.Listening G-1- Classical Music G-2- Song Stories G-3- Movement Story G-4- Animals Singing</p> <p>H. Geography</p>	<p>A-2- Compose two measures of rhythm with iconic notation. A-3-Gallop with stick horses</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 B-4- Vocalises B-4- Moving B-5- Sing with percussion accompaniment B-5-Sing with piano accompaniment B-5- Sing with guitar accompaniment B-6- Sing a song in a different language B-7- 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</p> <p>D. Tone Color D-1- Discover and listen to</p>	<p>Daily Learning Targets: *I can sing a song about Hanukkah. *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.</p>		
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H-1- Mexico
H-2- Africa

the piccolo, flute and
clarinet

E-Form

E-1- Sing a song with two
contrasting sections

E-2- Sing a song with three
sections

F. Harmony

G. Listening

G-1- Listen to classical
music as they enter the
music room

G-2- Listen to song stories
sung by the teacher

G-3- Listen as they move
to a story

G-4- Listen to holiday
songs sung by animals

H. Geography


H-1- Discover the location
of Mexico

H-1- Sing a song holiday
song from Mexico

H-2- Discover the location
of Africa

H-2- Sing a holiday song
from Africa


January 2015

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>CEQ:</i> <i>What is the difference between fast and slow?</i> <i>What is the difference between high and low sounds?</i> <i>How is music different in other countries?</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</p>	 <p>A. Rhythm A-1-Sing a game with beat movement 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</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 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>Teacher Observation Individual Response Group Response 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>Classroom Rhythm 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>

<p>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>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 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</p>			
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brass music

February 2015

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</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>	 <p>A. Rhythm</p> <p>A1- Move while playing a singing game</p> <p>A1- Keep the steady beat while singing.</p> <p>A1- Keep a steady beat while dancing.</p> <p>A2- Define rhythm.</p> <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</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> <p>* I can sing a solo.</p> <ul style="list-style-type: none"> * I can show fast and slow. * I can use my singing voice while playing a game. * I can learn sign language for a song. * I can sing and solve math problems. * I can sing and move to a song slow and fast. * I can define accelerando. * I can find rhyming words. <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>Teacher Observation</p> <p>Individual Response</p> <p>Group Response</p> <p>Individual Performance</p> <p>Group Performance</p> <p>CFA= Beat Performance Assessment</p> <p>CSA = Fast and Slow listening assessment</p>	<p>Spotlight on Music K</p> <p>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 ● 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>1. Loud and Soft 2. Sign Language 3. Accelerando</p> <p>D. Tone Color</p> <p>E. Form 1. Call and Response 2. Theme A and Theme B</p> <p>F. Harmony</p> <p>G. Listening 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 Haydn</p>	<p>slow and fast music. A4- Define accelerando. A4- Sing and move to music while performing an accelerando.</p> <p>B. Melody B1- Echo sing to learn new song material. B2- Perform echo singing with sol and mi in warm-ups</p> <p>C. Expression C1- Listen to, discuss, and create appropriate movement for a song that uses soft and loud dynamics. C2- Sing a song with sign language. C3- Define accelerando C3- Sing a song using an accelerando</p> <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</p>			Percussion instruments
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difference between Theme A and Theme B.

F. Harmony

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


H. Style

H1- Perform an African American song

H2-3 - Listen to, move to, and identify characteristics of a classical era symphony

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March 2015

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>QUE:</i></p> <ul style="list-style-type: none"> ° What is rhythm? ° What are woodwinds? ° How should I behave for a concert? <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>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>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>

<p>G. Listening 1. Haydn's <u>Surprise Symphony</u> 2. Gyorgy Ligeti's <u>Six Bagatelles</u></p>	<p>C1- Perform facial and hand gestures while singing C2- Singsongs that have loud and soft sections C3- Perform motions to various styles of music</p> <p>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</p> <p>E. Form E1- Discover the forms of their program songs</p> <p>F. Harmony</p> <p>G. Listening G1- Listen to and move to demonstrate the form G2- Listen to and move to demonstrate understanding of various woodwind instruments</p>			
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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</p>	<p></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</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:</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>2. Sign language</p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony</p> <p>1. Simple bordun</p> <p>G. Listening</p> <p>1. Woodwind quartet</p> <p>H. Performance</p> <p>1. Program Songs</p> <p>2. Posture</p> <p>3. Concert Etiquette</p> <p>4. Memorization</p> <p>5. Try-outs</p> <p>6. Perform Concert</p> <p>7. Assess performance</p>	<p>minor</p> <p>C. Expression</p> <p>C1-Perform songs with gestures and facial expression</p> <p>C2- Perform songs with loud and soft sections</p> <p>C3- Perform songs with long and short sounds</p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony</p> <p>F1- Sing with a simple bordun accompaniment</p> <p>F1- Define harmony</p> <p>G. Listening</p> <p>G1-Listen to woodwind music as they enter</p> <p>H. Performance</p> <p>H1-Perform a varied repertoire of songs individually and/or in a group with appropriate dynamics, phrasing and articulation</p> <p>H2- Demonstrate</p>	<p>What did we do well? What can we do better?</p> <p>*I can make changes to what I am doing to make it better.</p>		
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	<p>appropriate singing posture</p> <p>H3- Demonstrate appropriate concert etiquette</p> <p>H4- Sing songs from memory</p> <p>H5- Try out for special parts</p> <p>H6- Performance</p> <p>H7- Verbally assess the performance</p>			
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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</p>	<p></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</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</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>1. Solo</p> <p>C. Expression</p> <p>1. Movement</p> <p>2. Traditional singing games</p> <p>D. Tone Color</p> <p>1. Strings</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <p>1. Carnival of the Animals</p>	<p>with solos</p> <p>C.Expression</p> <p>C-1- Move to Carnival of the Animals as animals</p> <p>C-2- Sing while playing traditional song games</p> <p>D. Tone Color</p> <p>D-1- Define strings</p> <p>D-1- Compare and contrast string instruments</p> <p>D-1- Identify strings visually</p> <p>D-1- Identify strings aurally</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Listening</p> <p>G-1-Listen to "Carnival of the Animals"</p> <p>G-1- Identify the instruments in "Carnival of the Animals"</p>	<p>playing a game.</p> <p>*I can tell a fact about a composer.</p> <p>*I can move like a lion to the music.</p> <p>*I can move like an elephant to the music.</p> <p>*I can move like a fossil to the music.</p> <p>*I can show a steady beat.</p> <p>*I can find things that are the same and different about the string instruments.</p> <p>*I can perform a folk dance from Israel.</p> <p>*I can perform an African American folk dance.</p>		
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