

Music Syllabus

Diana Dailey, music teacher

2013-14

Mission Statement

The mission of Bethel Elementary School is to engage children in a nurturing learning environment and to provide a quality education.

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00	Planning	Acor	Adams	IMA	King
9:10-9:55	Poole	Planning	Edlin	Planning	Donohue
10:05-10:50	Bahia	Cribb	Gregory	PMA	Reynolds
11:00-11:45	Burdette	Bennett	Arnold	Knight	Saunders
11:50-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:20	Sammons	Ford	Davis	Williams	Ellis
1:30-2:00	Snyder	Overby	Planning/Club	Stephen	Seabrook

General Music Standards for the Individual Grade Levels

Kindergarten

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MGK-1.1 Sing songs in a developmentally appropriate range, match pitch, and echo short melodic patterns.

MGK-1.2 Speak, chant, sing, and move to demonstrate an awareness of beat.

MGK-1.3 Sing age-appropriate songs from memory.

PERFORMING ON INSTRUMENTS

MGK-1.4 Explore a variety of pitched and unpitched instruments as well as other sound sources, including body percussion.

MGK-1.5 Echo short rhythmic and melodic patterns using classroom instruments and other sound sources (for example, electronic devices, found objects).

MGK-1.6 Play simple melodies and accompaniments on a variety of classroom instruments.

MGK-1.7 Play instruments that are appropriate for accompanying songs and games from various cultures.

MGK-1.8 Play instrumental parts and respond to cues of a conductor/leader (for example, starting, stopping, taking turns, playing on the beat) when playing as part of a whole group or in instrument groups.

MGK-1.9 Play two or more differing rhythm patterns.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MGK-2.1 Improvise rhythm chants with words and syllables.

MGK-2.2 Improvise instrumental accompaniments to stories.

MGK-2.3 Use body percussion to improvise simple rhythmic accompaniments.

MGK-2.4 Improvise simple instrumental phrases (for example, as interludes in speech pieces or songs)

COMPOSING AND ARRANGING

MGK-2.5 Demonstrate creativity by composing and using symbols to represent music beats.

MGK-2.6 Demonstrate creativity by composing and using icons or invented symbols to represent musical sounds and ideas.

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MGK-3.1 Read and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest (quarter note, eighth note, and quarter rest).

MGK-3.2 Read melodic notation in pentatonic mode, using traditional, nontraditional, and invented symbols to represent pitch.

MGK-3.3 Recognize basic music symbols.

MGK-3.4 Use icons for writing musical ideas (for example, short or long dashes for rhythm, placement of icons high or low for pitch).

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MGK-4.1 Identify examples of the same and different sections in music.

MGK-4.2 Use personal vocabulary to describe music from diverse cultures.

MGK-4.3 Describe basic elements of music (for example, pitch, tempo, dynamics).

MGK-4.4 Identify a variety of sound sources (for example, musical instruments, human voices).

MGK-4.5 Use body movement in response to the beat, tempo, dynamics, and text of music.

EVALUATING

MGK-4.6 Respond to specific elements of musical works.

MGK-4.7 Identify his or her preferences for specific musical works.

MGK-4.8 Identify components of performances that he or she likes or dislikes.

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MGK-5.1 Sing and play simple songs and music games from various cultures.

MGK-5.2 Use personal vocabulary to describe voices, instruments, and stylistic differences of music from various genres and cultures.

MGK-5.3 Sing songs and play games representative of daily real-life experiences.

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MGK-6.1 Identify music careers that are visible in society.

MGK-6.2 Relate the uses of music to celebrations and special events.

MGK-6.3 Integrate music and storytelling by adding sound effects to selected stories and poems.

MGK-6.4 Integrate the subject matter of non-arts classes into the music class by singing songs that reinforce the language arts and mathematics curricula.

1st grade

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MG1-1.1 Sing songs in a developmentally appropriate range, match pitch, echo short melodic patterns, and maintain a steady tempo.

MG1-1.2 Speak, chant, sing, and move to demonstrate an awareness of beat, tempo, and dynamics.

MG1-1.3 Sing from memory age-appropriate songs representing various cultures of music.

PERFORMING ON INSTRUMENTS

MG1-1.4 Explore a variety of pitched and unpitched instruments and use other sound sources, including body percussion.

MG1-1.5 Echo short rhythmic and melodic patterns using classroom instruments and other sound sources (for example, electronic devices, found objects).

MG1-1.6 Play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating an awareness of beat.

MG1-1.7 Play instruments that are appropriate for accompanying songs and games from various cultures.

MG1-1.8 Play instrumental parts and respond to cues of a conductor/leader (for example, starting, stopping, taking turns, playing on the beat) when playing as part of a whole group or in instrument groups.

MG1-1.9 Play two or more complimentary rhythm patterns.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MG1-2.1 Improvise songs and rhythm chants with words and syllables.

MG1-2.2 Improvise instrumental accompaniments to stories and poems.

MG1-2.3 Use body percussion to improvise simple rhythmic accompaniments.

MG1-2.4 Improvise simple instrumental phrases.

COMPOSING AND ARRANGING

MG1-2.5 Demonstrate creativity by composing and using symbols to represent music beats.

MG1-2.6 Demonstrate creativity by composing and using icons and original graphics to represent musical sounds and ideas.

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MG1-3.1 Read and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest (quarter note, eighth note, and quarter rest).

MG1-3.2 Read and perform melodic notation in pentatonic mode, using traditional (for example, solfège syllables for sol, mi, la), nontraditional, or invented symbols to represent pitch.

MG1-3.3 Identify basic means of music notation (for example, staff, bar line, double bar line, measure, repeat sign, symbols for dynamics).

MG1-3.4 Use icons and/or simple symbols for writing musical ideas.

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MG1-4.1 Identify examples of musical forms (for example, echo song, call and response, verse and refrain).

MG1-4.2 Use movement and personal vocabulary to describe music from diverse cultures.

MG1-4.3 Identify and describe basic musical elements (for example, pitch, tempo, dynamics).

MG1-4.4 Identify a variety of sound sources (for example, common musical instruments; child, male, and female voices; and the natural environment).

MG1-4.5 Create and use body movement in response to changes in the beat, tempo, dynamics, and text of music.

EVALUATING

MG1-4.6 Identify specific elements of musical works that evoke emotion and response.

MG1-4.7 Identify his or her preferences for specific musical works and performances.

MG1-4.8 Identify components of performances that he or she likes or dislikes and explain

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MG1-5.1 Sing and play simple songs and music games from diverse cultures.

MG1-5.2 Use personal vocabulary to describe voices, instruments, notation, and stylistic differences of music from various genres and cultures.

MG1-5.3 Sing songs and play games representative of daily real-life experiences.

MG1-5.4 Compare and contrast various places where music is performed and identify appropriate audience behaviors.

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MG1-6.1 Describe music careers that are visible in society.

MG1-6.2 Relate the role of music to everyday life, celebrations, and other special events.

MG1-6.3 Integrate music and storytelling (for example, create sound stories, add sound effects to stories and poems).

MG1-6.4 Integrate the subject matter of non-arts classes into the music class by singing songs that reinforce the language arts and mathematics curricula.

Second Grade

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MG2-1.1 Sing songs in a developmentally appropriate range using head tones, match pitch, echo short melodic patterns, and maintain a steady beat.

MG2-1.2 Speak, chant, and sing using an expressive voice and moving to demonstrate an awareness of beat, tempo, dynamics, and melodic direction.

MG2-1.3 Sing from memory age-appropriate songs representing various cultures and styles of music.

PERFORMING ON INSTRUMENTS

MG2-1.4 Play a variety of pitched and unpitched instruments and use other sound sources, including body percussion.

MG2-1.5 Echo and create short rhythmic patterns and echo melodic patterns using classroom instruments and other sound sources (for example, electronic devices, found objects).

MG2-1.6 Play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating an awareness of beat, tempo, dynamics, and melodic direction.

MG2-1.7 Play instruments that are appropriate for accompanying songs and games from diverse cultures.

MG2-1.8 Play instrumental parts and begin to respond to the cues of a conductor when playing in ensemble groups (for example, starting, stopping, playing on the beat, playing louder or softer).

MG2-1.9 Play two or more complimentary rhythm patterns.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MG2-2.1 Improvise songs and rhythm chants with words and syllables to accompany play activities.

MG2-2.2 Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.

MG2-2.3 Use body percussion and classroom instruments to improvise simple rhythmic accompaniments.

MG2-2.4 Improvise simple songs and instrumental pieces.

COMPOSING AND ARRANGING

MG2-2.5 Demonstrate creativity by composing and using icons, invented symbols, and available technology (for example, MiDisaurus and Music Ace software).

MG2-2.6 Demonstrate creativity by composing and using icons, original graphics, and standard notation to represent musical sounds and ideas.

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MG2-3.1 Read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest (quarter note, eighth note, and quarter rest).

MG2-3.2 Read and write melodic notation in pentatonic mode, using traditional (for example, solfège syllables for sol, mi, la, do), nontraditional, and invented symbols to represent pitch.

MG2-3.3 Identify basic means of music notation (for example, staff, bar line, double bar line, measure, repeat sign, symbols for dynamics).

MG2-3.4 Use available materials (for example, white boards, staff boards, teacher-made or electronic devices) to write simple notation for created measures with standard symbols for rhythm and pitch.

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MG2-4.1 Identify examples of musical forms including echo song, call and response, verse and refrain, AB, and ABA.

MG2-4.2 Use movement and personal and music vocabulary to describe music from diverse cultures.

MG2-4.3 Identify and describe basic elements of music, including pitch, notation, tempo, and dynamics.

MG2-4.4 Identify and describe a variety of sound sources, including common musical instruments; child, male, and female voices; and the natural environment.

MG2-4.5 Create and use body movement in response to pitch, dynamics, tempo, and style of music.

EVALUATING

MG2-4.6 Describe specific elements of musical works that evoke emotion and response.

MG2-4.7 Identify his or her preferences for specific musical works and performances.

MG2-4.8 Describe his or her own musical performances.

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MG2-5.1 Sing and play simple songs and music games from diverse cultures.

MG2-5.2 Use personal and music vocabulary to describe voices, instruments, notation, and stylistic differences of music from various genres and diverse cultures.

MG2-5.3 Identify uses of music in daily real-life experiences.

MG2-5.4 Compare and contrast audience behaviors in various settings (for example, those appropriate for sports, worship, indoor/outdoor concerts, and school/community events).

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MG2-6.1 Compare and contrast a variety of music careers that are visible in society.

MG2-6.2 Recognize music as a part of everyday life.

MG2-6.3 Integrate music into storytelling and poetry (for example, create a musical motive to represent a character in a story).

MG2-6.4 Identify similarities between reading music and reading written texts.

3rd Grade

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MG3-1.1 Sing independently on pitch and in rhythm while maintaining a steady tempo.

MG3-1.2 Sing in groups, matching dynamic levels, using an expressive voice, and responding to the cues of a conductor.

MG3-1.3 Sing a varied repertoire of music including partner songs, ostinati, and rounds.

PERFORMING ON INSTRUMENTS

MG3-1.4 Play pitched and unpitched instruments in rhythm while maintaining a steady tempo.

MG3-1.5 Echo and create short rhythmic and melodic patterns using classroom instruments and other sound sources (for example, electronic devices, the natural environment).

MG3-1.6 Play rhythmic, melodic, and chordal patterns on instruments.

MG3-1.7 Play a varied repertoire of music representing diverse genres and cultures, including the music of South Carolina.

MG3-1.8 Play instrumental parts and respond to the cues of a conductor when playing in ensembles.

MG3-1.9 Play complimentary instrumental parts while others sing.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MG3-2.1 Improvise responses (answers) to given rhythmic patterns (questions).

MG3-2.2 Improvise simple rhythmic ostinati patterns and accompaniments.

MG3-2.3 Improvise simple rhythmic accompaniments on classroom instruments and available electronic devices.

MG3-2.4 Improvise short songs and short instrumental pieces.

COMPOSING AND ARRANGING

MG3-2.5 Demonstrate creativity by arranging musical patterns using traditional, nontraditional, and technological notation (for example, MiDisaurus, Music Ace, Groovy Music, and Acoustica Mixcraft software).

MG3-2.6 Demonstrate creativity by arranging music to accompany readings and dramatizations, including literature referencing the history and culture of South Carolina.

MG3-2.7 Compose and arrange short sections using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics).

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MG3-3.1 Read, write, and perform rhythmic notation incorporating whole, half, quarter, and eighth notes and corresponding rests.

MG3-3.2 Read and write short melodic lines in pentatonic (solfège syllables do, re, mi, sol, la) and major tonalities.

MG3-3.3 Identify basic means of music notation (for example, staff, bar line, double bar line, measure, repeat sign, symbols for dynamics).

MG3-3.4 Use available technology to notate created and dictated measures with standard symbols for rhythm and pitch.

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MG3-4.1 Identify examples of musical forms (for example, echo song, canon, call and response, phrase, verse and refrain, theme and variation, AB, ABA).

MG3-4.2 Use movement and music vocabulary to describe culturally diverse music including that of South Carolina.

MG3-4.3 Use musical terminology to identify and describe pitch, notation, meter, tempo, and dynamics.

MG3-4.4 Identify and describe a variety of sound sources, including common musical instruments; child, male, and female voices; the natural environment; and electronic devices.

MG3-4.5 Create and use body movement in response to prominent music characteristics while listening.

EVALUATING

MG3-4.6 List criteria for evaluating performances on the basis of music concepts.

MG3-4.7 Identify his or her preferences for specific musical works and performances.

MG3-4.8 Describe his or her own musical performances and those of others.

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MG3-5.1 Listen to examples of music from various historical periods and world cultures, including music representative of South Carolina

MG3-5.2 Use music vocabulary to describe stylistic differences of music from various genres and diverse cultures.

MG3-5.3 Identify current uses of music in daily experiences and throughout the history of South Carolina.

MG3-5.4 Compare and contrast audience behaviors (for example, those appropriate for sports, worship, indoor/outdoor concerts, and school/community events).

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MG3-6.1 Describe the roles, careers, and income of musicians in South Carolina and in world cultures.

MG3-6.2 Identify the role of music in South Carolina traditions and rituals.

MG3-6.3 Integrate music into creative writing, dance, theatre, and visual arts (for example, create a musical motive to represent a character in a play).

MG3-6.4 Use appropriate music vocabulary to explain concepts relating to the science of sound and demonstrate those concepts by using musical instruments.

4th Grade

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MG4-1.1 Sing independently on pitch and in rhythm, using appropriate timbre, diction, and posture while maintaining a steady tempo.

MG4-1.2 Sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor.

MG4-1.3 Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds.

PERFORMING ON INSTRUMENTS

MG4-1.4 Play pitched and unpitched instruments, alone and in ensembles, in rhythm with appropriate posture and dynamics while maintaining a steady tempo.

MG4-1.5 Create rhythmic and melodic patterns using classroom instruments and other sound sources (for example, electronic devices, the natural environment).

MG4-1.6 Play rhythmic, melodic, and chordal patterns accurately.

MG4-1.7 Play expressively a varied repertoire of music representing diverse genres and cultures.

MG4-1.8 Perform in ensembles, blending instrumental parts and responding to the cues of a conductor.

MG4-1.9 Play complimentary and contrasting instrumental parts while others sing.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MG4-2.1 Improvise short rhythmic and melodic question-and-answer patterns.

MG4-2.2 Improvise simple rhythmic and melodic ostinati patterns and accompaniments.

MG4-2.3 Improvise simple rhythmic variations.

MG4-2.4 Improvise short instrumental pieces using a variety of sound sources.

COMPOSING AND ARRANGING

MG4-2.5 Demonstrate creativity by composing and arranging musical patterns using traditional, nontraditional, and technological notation (for example, MiDisaurus, Music Ace, Groovy Music, and Acoustica Mixcraft software).

MG4-2.6 Demonstrate creativity by arranging music to accompany readings and dramatizations.

MG4-2.7 Compose and arrange short sections and instrumental pieces using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics).

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MG4-3.1 Read, write, and perform rhythmic notation incorporating whole, half, quarter, eighth, sixteenth, dotted half notes, and corresponding rests.

MG4-3.2 Use a system (syllables, numbers, or note names) to read melodic notation and write eight-measure melodic lines in pentatonic and major tonalities.

MG4-3.3 Identify symbols and terminology for dynamics (pp, mp, p, mf, and f) tempo (allegro, presto, adagio, largo, ritardando, and accelerando), and articulation (staccato and legato).

MG4-3.4 Use available technology to notate created and dictated measures with standard symbols for meter, rhythm, and pitch.

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MG4-4.1 Identify examples of musical forms (for example, motive, four-bar phrase, echo song, canon, rondo, theme and variation).

MG4-4.2 Demonstrate perceptual skills by moving to and answering questions about music representing diverse styles.

MG4-4.3 Use music terminology to describe musical elements (for example, pitch, timbre, notation, meter, chords, tonality).

MG4-4.4 Identify, describe, and classify by sight and sound a variety of instruments and instrumental families.

MG4-4.5 Demonstrate creative movement and emotional response to prominent music characteristics while listening.

EVALUATING

MG4-4.6 Devise criteria for evaluating performances and compositions on the basis of music concepts.

MG4-4.7 Explain his or her preferences for specific musical works and performances.

MG4-4.8 Describe his or her own performances and those of others and offer constructive suggestions for improvement.

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MG4-5.1 Listen to examples of music from various historical periods and world cultures and, from a list, identify the pieces by genres or styles.

MG4-5.2 Describe ways in which the elements of music (rhythm, tempo, melody, harmony, texture, timbre, articulation, and dynamics) are used in works from various genres and diverse cultures.

MG4-5.3 Identify uses of music in daily experiences and describe the characteristics that make music suitable for each use.

MG4-5.4 Discuss and demonstrate audience behaviors for a variety of events (for example, indoor/outdoor concerts, school/community events).

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MG4-6.1 Compare and contrast the roles, careers, and income of musicians in various settings and world cultures.

MG4-6.2 Identify the role of music in everyday life, celebrations, and other special events.

MG4-6.3 Integrate music into creative writing, storytelling, poetry, visual arts, and other disciplines (for example, choose a musical instrument to represent the mood of a poem).

MG4-6.4 Identify connections between mathematics and the rhythmic ideas in music.

5th Grade

Music Performance

Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.

Indicators

SINGING

MG5-1.1 Sing independently, on pitch and in rhythm, using appropriate timbre, diction, and posture while maintaining a steady tempo.

MG5-1.2 Sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor.

MG5-1.3 Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, rounds, and two-part songs.

PERFORMING ON INSTRUMENTS

MG5-1.4 Play pitched and unpitched instruments, alone and in ensembles, in rhythm with appropriate posture, dynamics, and timbre while maintaining a steady tempo.

MG5-1.5 Create four- to eight-measure rhythmic and melodic phrases on classroom instruments and available electronic devices.

MG5-1.6 Play rhythmic, melodic, and chordal patterns accurately and independently.

MG5-1.7 Play expressively a varied repertoire of music representing diverse genres, cultures, and historical periods.

MG5-1.8 Perform in ensembles, blending instrumental parts and responding to the cues of a conductor.

MG5-1.9 Play independently complimentary and contrasting instrumental parts while others sing.

Creating Music

Standard 2: The student will improvise, compose, and arrange music within specified guidelines.

Indicators

IMPROVISING

MG5-2.1 Improvise rhythmic and melodic two- to four-measure question-and-answer phrases.

MG5-2.2 Improvise simple rhythmic and melodic two- to four-measure ostinati phrases and accompaniments.

MG5-2.3 Improvise simple rhythmic variations and melodic embellishments.

MG5-2.4 Improvise short songs and instrumental pieces using a variety of sound sources.

COMPOSING AND ARRANGING

MG5-2.5 Demonstrate creativity by composing and arranging music using traditional, nontraditional, and technological notation (for example, Music Ace Maestro, GarageBand, Groovy Music, and Acoustica Mixcraft software).

MG5-2.6 Demonstrate creativity by composing and arranging music to accompany readings and dramatizations.

MG5-2.7 Compose and arrange short songs and instrumental pieces using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics).

Music Literacy

Standard 3: The student will read and notate music.

Indicators

MG5-3.1 Read, write, and perform rhythmic notation incorporating syncopation as well as whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter notes, and corresponding rests.

MG5-3.2 Use an accepted methodology (syllables, numbers, or note names) to read melodic notation and write eight- to sixteen-measure melodic lines in pentatonic, major, and minor tonalities.

MG5-3.3 Identify symbols and terminology for dynamics, tempo, and articulation and interpret them correctly when performing.

MG5-3.4 Use available technology to notate created phrases with standard symbols for meter, rhythm, pitch, and dynamics.

Critical Response to Music

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MG5-4.1 Identify examples of musical forms including motive, phrase, four-bar phrase, canon, rondo, AABA, and theme and variation.

MG5-4.2 Demonstrate perceptual skills by moving, answering questions, describing, and writing about music representing diverse musical styles.

MG5-4.3 Use musical terminology to explain basic music concepts including pitch, timbre, notation, meter, chords, and tonality.

MG5-4.4 Identify, describe, and classify by sight and sound a variety of instruments including orchestral, band, multicultural, and electronic.

MG5-4.5 Demonstrate creative movement and emotional response to prominent music characteristics while listening.

EVALUATING

MG5-4.6 Devise criteria for evaluating performances and compositions on the basis of music concepts.

MG5-4.7 Choose appropriate music terminology from a list to explain his or her preferences for specific musical works and styles.

MG5-4.8 Apply music concepts when judging the quality of his or her own performances.

History and Culture

Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.

Indicators

MG5-5.1 Listen to examples of music from various historical periods and world cultures and identify the pieces by genres or styles.

MG5-5.2 Describe ways in which the elements of music (rhythm, tempo, melody, harmony, texture, timbre, articulation, and dynamics) are used in works from various genres and world cultures.

MG5-5.3 Identify various uses of music in daily experiences and describe the characteristics that make a particular type of music suitable for each use.

MG5-5.4 Design a rubric for appropriate audience behavior and utilize that rubric to self-assess and to critique the audience at a school and/or community performance.

Making Connections

Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.

Indicators

MG5-6.1 Describe the roles of musicians and the music careers that are available in various settings and world cultures, identify the skills necessary for one to pursue such careers, and discuss the income that one can earn in them.

MG5-6.2 Explain the role of music in everyday life, celebrations, and other special events.

MG5-6.3 Integrate music into creative writing, storytelling, poetry, dance, theatre, visual arts, and other disciplines (for example, choose a musical instrument to represent the mood of a poem).

Month by Month Timeline

Units	Irick	K5	1st grade	2nd grade	3rd grade	4th grade	5th grade
1 August	Rules and Expectations Patriotic Game Songs Steady Beat	Rules and Expectations Patriotic Note and Rhythm Review	Rules and Expectations Introduction to Smart Arts curriculum	Rules and Expectations Patriotic Note and Rhythm Review			
2 Sept	Beat Game Songs Steady Beat	Beat Game Songs Steady Beat	Concepts • beat • rhythm • tempo • dynamics • form	Concepts • beat • rhythm • tempo • dynamics • form	Reviews of skills Introduction of new skills	Smart Arts Curriculum	Performance Preparation
3 Oct	Concepts • loud/soft • fast/slow • pitch • form	Concepts • loud/soft • fast/slow • pitch • form	Opposites • fast/slow • loud/soft • high/low • long/short	Opposites • fast/slow • loud/soft • high/low • long/short	Basic Music Reading skills	Smart Arts Curriculum Music Reading skills Sixteenth Notes	Performance Preparation
4 Nov	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Basic Music Reading skills Begin performance preparation	Sixteenth Notes Meter Note Reading	<i>5th grade PTA performance</i> 12 bar blues compositions
5 Dec	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza	Christmas/Hanukah/Kwanza
6 Jan	Scales and Sounds	Scales and Sounds Concepts: Rhythm, Dynamics, Form, Beat	Intro to Performance Preparation <i>He Came with the Couch</i>	<i>He Came with the Couch</i> Mid-Year Performance Goal- Music Symbols	Performance Preparation	Instrumental Accompaniment Ukulele Unit	Music reading skills Ukulele Unit

7 Feb	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Seasonal activities reinforcing concepts • beat • rhythm • tone color • dynamics	Performance Preparation Begin reading music	Musical Terms and Definitions Orchestra Family	<i>3rd grade PTA Performance</i> Orchestra Family	Ukulele Unit	Ukulele Unit
8 March	Peter and the Wolf	Peter and the Wolf	Performance Preparation	Musical Terms and Definitions Orchestra Family	Musical Terms and Definitions Orchestra Family	Recorder	Recorder
9 April	Storytelling	Storytelling	<i>1st grade performance at PTA</i> Carnival of the Animals	Carnival of the Animals	Carnival of the Animals	Recorder	Recorder
10 May	Game Songs	Game Songs	Drumming	Drumming	Drumming	Drumming	Drumming
11 June		Game Songs	Game Songs	Game Songs	Game Songs	Game Songs	Game Songs

Instructional Materials, Resources, and Required Texts

Spotlight on Music by Macmillan McGraw Hill will be the primary text used. This series includes student books for 1st-5th grade and a big book for Kindergarten. In addition to their text, the series includes a set of CD for each grade, electronic listening maps, electronic student books, videos, and teacher manuals for all grade levels. The previous series, *Making Music* by Silver Burdett, will also be used. This series includes student books for 2nd-5th grade, big books for Kindergarten-1st grade, listening map transparencies, videos, and teacher materials.

Other instructional materials will include:

- Composer books, tapes, CDs, and videos.
- A wide variety of classical, popular, jazz, and other instrumental music on CD.

- Musicals that teach self esteem, kindness, awareness of nature and earth, animals, and jazz.
- Musicals that teach performance etiquette, stage presence, movement, and team cooperation.
- A variety of books that teach musical concepts.

Classroom instruments used include various percussion instruments, Orff Instruments, and recorders.

Assessment and Grading Procedures

Kindergarten students will not be graded. First grade classes will be grade with either an “M” (meets standards) or “P” (progressing towards standards). Each nine weeks these grades will be sent to the classroom teacher who will record the related arts grade on the paper report card.

In Grades 2 – 5:

Students will receive a grade each class period based on either active participation or a standards-based grade. Active participation accounts for 80% of the final grade while standards-based assessments account for the other 20%. The class participation rubric is listed below. At least two standards-based assessments are given per grading period. Students are assessed on an individual basis to determine understanding and comprehension of major elements of music. Checklists and/or rubrics are developed and used for the standard-based assessments.

Q- Quality Achievement of Standards

M- Meets standards

P- Progressing towards standards

L- Little or no progression towards standards

Class Participation Rubric

Q Always on task.
 Always follows directions.
 Always works co-operatively with other students.
 Always takes care of materials and instruments.
 Always uses time wisely while working on projects.

M On task most of the time.
 Follows directions most of the time.

Works co-operatively with other students most of the time.
Takes care of materials and instruments most of the time.
Uses time wisely while working on projects most of the time.

P On task some of the time.
Follows directions some of the time.
Works co-operatively with other students some of the time.
Takes care of materials and instruments some of the time.
Uses time wisely while working on projects some of the time.

L Rarely on task.
Rarely follows directions.
Rarely works co-operatively with other students.
Rarely takes care of materials and instruments.
Rarely uses time wisely while working on projects.

Student Records

Student records will be kept in grade book and labeled by Activity Name, Date, and Grade. Grades will be entered into PowerSchool on a weekly basis.

Rules

Raise hand before speaking

Do not play instruments unless asked to play

Be careful with materials

Ask questions and be creative!

Consequences

Individual Plan

- 1st offense: Warning
- 2nd offense: Time Out
- 3rd offense: Note/Phone Call Home
- 4th offense: See administration
- 5th offense: Referral

Reward System

Each class strives to be 'RESPECT'ful every day during music instruction. The word RESPECT will at all times be written on the board. Should a class as a whole fail to follow the rules, I will erase a letter from the word respect. If 1 letter is erased, the class will not receive a compliment to their teacher for their behavior in music. If the entire word is erased by the end of the class time, the class will not get 'credit' for their behavior that day. Each class strives to achieve 9 class periods without erasing the word respect. When that happens, each child is able to pick from the prize box. The goal is to achieve quality behavior each 9 weeks so that they can go to the prize box 4 times. We track our progress on the Music Maestro Behavior Log on the wall.

Procedures for Non-Instructional Routines

As students enter the classroom, they should go directly to their assigned seat, sit quietly and wait for instructions. As students leave the room, they will line up in the classroom teacher's given order or as the music teacher lines them up. The first child will open the door and look for the classroom teacher.

Communication with Parents

Communication with parents concerning discipline issues will be by note and/or a phone call.

Parents are invited to email me at any time with any questions or concerns.

Email address: ddsmith@greenville.k12.sc.us

Phone number: 355-4140