

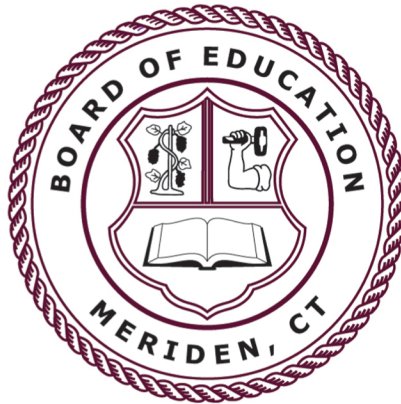
THE MERIDEN PUBLIC SCHOOLS

MUSIC DEPARTMENT

*DEDICATED TO THE PURSUIT OF EXCELLENCE IN
ARTS EDUCATION*

ELEMENTARY APPLIED MUSIC CURRICULUM

Revised: June, 2013



PERFORMING
ARTS

Meriden Public Schools

www.meridenarts.com

Curriculum Team

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Grade K Applied Music

Students will...

- Understand the music of different cultures through song and movement
- Explore basic improvisation
- Sing rote songs alone and within a group setting
- Create rhythmic, expressive movement
- Understand how to echo songs through call and response
- Understand basic elements of matching pitch and vocal production
- Demonstrate conceptual understanding of rhythm and steady beat using instruments and rhythmic chant
- Perform choral and/or instrumental music in front of an audience at least one time per school year.

Grade 1 Applied Music

Students will...

- Understand the music of different cultures through song and movement
- Understand basic elements of meter in 4/4 time
- Perform basic improvisation
- Understand concepts of rhythmic notation using ti and ta
- Understand basic elements of the musical staff lines and notational symbols
- Sing rote songs alone and within a group setting
- Create rhythmic, expressive movement
- Understand how to echo songs through call and response
- Understand basic elements of matching pitch and vocal production
- Demonstrate conceptual understanding of rhythm and steady beat using instruments and rhythmic chant
- Perform choral and/or instrumental music in front of an audience at least one time per school year.

Grade 2 Applied Music

Students will...

- Sing rote songs alone and within a group setting
- Read and perform choral literature in a group setting
- Perform choral music with attention to proper pitch and rhythm
- Perform choral music together with body movement
- Understand basic notation including whole, half and quarter notes and rests
- Perform basic improvisation.

- Apply knowledge of basic rhythm understanding to percussion instruments
- Understand basic performance techniques including posture and watching a conductor
- Perform choral and/or instrumental music in front of an audience at least one time per school year
 - Understand the music of different cultures through song and movement
 - Demonstrate the understanding of simple notation through composition
- Understand the music of different cultures through song and movement
- Perform choral and/or instrumental music in front of an audience at least one time per school year.

Grade 3 Applied Music

Students will...

- Sing rote songs within a group setting
- Read and perform written choral literature in a group setting
- Perform choral music with attention to proper pitch and rhythm
- Develop basic improvisational skills through varied applications.
- Perform choral music together with body movement
- Understand how to read basic notes and words together on sheet music
- Understand basic notation including whole, half and quarter notes and rests
- Apply knowledge of basic rhythm understanding to percussion instruments
- Perform basic melodies on a recorder alone and within a group setting
- Demonstrate proper embouchure, fingering and breath support on recorder
- Understand basic performance techniques including posture and watching a conductor
- Perform choral and/or instrumental music in front of an audience at least one time per school year
- Understand the music of different cultures through song and movement

Grade 4 Applied Music

Students will...

- Perform single line melodies, partner songs, rounds and canons in a group setting
- Understand and perform notational symbols including whole, half, quarter and eighth notes and rests in 4/4, 3/4 and 2/4 meter.
- Understand how to match pitch
- Understand basic diction and vowels
- Understand proper breathing
- Develop basic improvisational skills through varied applications.

- Perform major pentatonic scales in solfège
- Perform basic choral literature in a group setting
- Demonstrate proper posture
- Perform music notation on instruments in 4/4, 3/4, and 2/4 meter
- Understand the music of different cultures through song and movement
- Perform choral and/or instrumental music in front of an audience at least one time per school year.

Grade 5 Applied Music

Students will...

- Perform S/A (2-part) literature with an understanding of individual parts
- Understand, perform and sight-read basic notational symbols including whole, half, quarter and eighth notes and rests in 4/4, 3/4 and 2/4 meter.
- Understand how to match pitch
- Understand basic diction and vowels
- Understand proper breathing
- Perform major scales in solfège
- Develop basic improvisational skills through varied applications.
- Perform basic choral literature in a group setting
- Demonstrate proper posture
- Perform music notation on instruments in 4/4, 3/4, and 2/4 meter
- Understand the music of different cultures through song and movement
- Perform choral and/or instrumental music in front of an audience at least one time per school year.

Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: Kindergarten



Course Title:

Kindergarten Applied Music

**Meriden Public Schools
Music Curriculum
June 2013**

Course Description:

This course is designed to provide students with an exposure to and practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills which will provide the foundation for their musical education.

Unit List:

1	Exploring Vocal Production
2	Exploring Notation and Rhythm
3	Exploring Listening Skills
4	Performing Standard Music Literature
5	Music within Cultures Around the World
6	Exploring Improvisation and Composition
7	Performance Etiquette
8	Concepts in Instrumental Music

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices.

All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc: Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Exploring Vocal Production

Unit Description:

This unit will introduce proper singing techniques utilizing simple breathing techniques and rudimentary understanding of vowel and consonant placement. Students will acquire a basic explanation of how the voice works. Proper choral performance etiquette will be introduced.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Teach simple breathing exercises
- Teach how to hold notes for proper counts
- Practice phrasing through call and response and echo songs

Understanding the voice

- Warm-up the voice with simple speaking and singing exercises and discuss how singing and speaking are different.
- Explain simple mechanics of how voice works
- Talk about care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Teach articulating consonants "t" & "s" at ends of phrases

Practicing proper posture

- Talk about sitting tall and standing straight
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

- Teacher evaluates using prescribed rating scale and/or rubric to see that students can identify sounds, echo accurately, and interpret elementary reading symbols.
- Informal assessment tools including classroom observations and discussions.

Notation and Rhythm

Unit Description:

Introduction to rhythmic sounds and symbols within music notation.

National Standards:

1, 2, 3, 5, 6, 7

Significant Tasks: *(Titles and Descriptions)*

- Students will distinguish between short and long sounds, and silence within songs and musical patterns. (Rote learning)
- Students will Echo 1 meas. Rhythm patterns using Ta, Ti-Ti, and Rest.
- Students will perform a given rhythm using body percussion or classroom instrument.
- Students will begin to understand notation as symbols for musical sounds.
- Students will listen to musical examples with various meters and rhythmic feeling.

Assessment Evidence:

- Teacher evaluates using prescribed rating scale and/or rubric to see that students can identify sounds, echo accurately, and interpret elementary reading symbols.
- Informal assessment tools including classroom observations and discussions.

Unit Title:

Exploring Listening Skills

Unit Description:

This unit will focus on listening and describing music to understand various components of the music including styles, dynamics, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: (*Titles and Descriptions*)

Listen to music to differentiate between genres.

- Students will understand key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between loud and soft, high and low, fast and slow.

- Students will listen to quality repertoire to be able to aurally identify the differences in dynamics, pitches, and tempo.

Develop gross motor skills through moving expressively to music of various styles.

- Teacher will lead students through expressive movement exercises to classical music.

Evaluate and assess individual, class, and peer musicality.

- Listening critically to themselves and their classmates to determine success in the performance of class activities.

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the relation of their music to history and culture. Students will be exposed to recordings of music from various cultures and will have a basic understanding of key elements of musics of each studied culture.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will be able to choose and perform appropriate motions that reflect the style of the music.
- Students will be able to evaluate their own performances and identify how they may improve.

Unit Title:

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung music.

National Standards:

1, 2

Significant Tasks: *(Titles and Descriptions)*

Sing rote songs alone and in a group

- Sing discriminating between singing and speaking voice, with correct posture, awareness of matching pitch. Students will sing short phrases from memory.

Sing call and response and echo songs

- Students will sing from memory simple, short melodic phrases that they either echo after the teacher or they will remember an independent part to sing after the teacher with awareness of pitch accuracy.

Perform singing games

- Explore and experience music through circle games, beat/motion activities, fingerplays while involved in team cooperation and following directions.

Assessment Evidence:

- Listen to hear students using singing voices, observe appropriate posture for singing, and listen for accuracy in pitch matching and memory.
- Listen for accuracy in pitch and rhythm in echo and call and response songs.
- Observe appropriate behavior and following directions during all singing games while maintaining healthy and accurate singing voices.

Unit Title:

Music Within Cultures Around the World

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Citizenship & Government, Geography,

The role of Music in American cultures and societies.

- Explore traditional Patriotic songs, folk songs and dances from American regions.
- Understand the role music played in early American societies, and importance of music in the development of American citizenship.

Community of Meriden

- Explore/visit places in Meriden where musical performances can be viewed, as well as perform within the Meriden community when applicable.

Assessment Evidence:

- Students will perform Patriotic songs and other Amer. Folk songs in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected

Unit Title:

Improvisation and composition

Unit
Description:

Introduction to Improvising and Composing Music

National
Standards:

1, 2, 3, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will be able to improvise simple melodic phrases and rhythms using the voice and classroom instruments.
- Students will be able to dramatize songs using finger plays and action to encourage creativity.
- Students will be able to create movements that correlate with musical examples.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Students behave appropriately on the risers and on stage

- Discuss and practice with students the proper way to enter the stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Students watch and respond to a conductor

- Students begin to understand how to watch and follow simple non verbal instructions from a conductor: entrances, cut offs, and simple dynamics.

Students watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians, and when it is appropriate to applaud.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Exploring Elements of Instrumental Music

National Standards:

2, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will listen to and describe selections of instrumental music.
- Students will be able to listen and identify instruments of the orchestra.
- Students will understand basic concepts of tone production on rhythm instruments

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.

Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: 1



Course Title:

1st Grade Applied Music

**Meriden Public Schools
Music Curriculum
June 2013**

Course Description:

This course is designed to provide students with a continuation of the practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills which will provide the foundation for their musical education. Students will also begin to learn standard rhythmic music notation.

Unit List:

1	Exploring Vocal Production
2	Exploring Notation and Rhythm
3	Exploring Listening Skills
4	Performing Standard Music Literature
5	Music within Cultures Around the World
6	Exploring Improvisation and Composition
7	Performance Etiquette
8	Concepts in Instrumental Music

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices.

All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc: Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Exploring Vocal Production

Unit Description:

This unit will continue to focus on proper singing techniques. Students will be reintroduced to the utilization of proper breathing techniques and will understand rudimentary vowel and consonant placement as well as proper choral performance etiquette. Students will gain a basic understanding of how the voice works.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Teach breathing exercises
- Teach how to hold notes for proper counts
- Teach how to correctly cut off notes at end of phrasing
- Practice phrasing

Understanding the voice

- Warm-up the voice with simple speaking and singing exercises and understand the difference between singing and speaking.
- Explain simple mechanics of how voice works
- Talk about care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Teach articulating consonants "t" & "s" at ends of phrases

Practicing proper posture

- Talk about sitting up straight in chair and standing tall
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

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Unit Title:

Exploring Notation and Rhythm

Unit Description:

Continuation of rhythmic sounds and symbols within music.

National Standards:

1, 2, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will perform given rhythm patterns vocally and on a classroom instrument by rote.
- Students will read and audiate rhythm symbols using Ta, Ti-Ti, and Rest in 1 measure length.
- Students will echo a 1-2 measure rhythm using quarter note, eighth notes, quarter rest.
- Identify learned rhythms when listening to recorded music examples.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Exploring Listening Skills

Unit Description:

This unit will focus on listening and describing music to understand various components of the music including styles, articulation, dynamics, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Listen to music to differentiate between genres.

- Students will understand key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between dynamic, pitch, tempo, styles, and articulations.

- Listening to quality repertoire to aurally understand the differences between loud and soft, high and low, fast and slow, light and heavy, legato and staccato

Feel the steady beat in recorded or performed music.

- Listening to quality recorded music of varying tempos and keeping a steady beat to it through tapping, stationary motions, or traveling motion around the room

Develop fine and gross motor skills through moving expressively to music of various styles.

- Teacher or student led motions to music that reflect the stylistic elements of the music.

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the relation of their music to history, the arts and culture. Students will be exposed to recordings of music from various cultures and will have a basic understanding of key elements of musics of each studied culture.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will be able to choose and perform appropriate motions that reflect the style of the music.
- Students will be able to tap, or move to music on the steady beat.
- Students will be able to evaluate their own performances and identify how they may improve.

Unit Title:

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung music.

National Standards:

1, 2

Significant Tasks: (*Titles and Descriptions*)

Sing rote songs alone and within a group setting

- Sing discriminating between singing and speaking voice, with correct posture, awareness of matching pitch. Students will sing short phrases from memory.

Sing call and response and echo songs.

- Students will sing from memory simple, short melodic phrases that they either echo after the teacher or they will remember an independent part to sing after the teacher with awareness of pitch accuracy.

Perform singing games

- Explore and experience music through circle games, beat/motion activities, fingerplays while involved in team cooperation and following directions.

Assessment Evidence:

- Listen to hear students using singing voices, observe appropriate posture for singing, and listen for accuracy in pitch matching and memory.
- Listen for accuracy in pitch and rhythm in echo and call and response songs.
- Observe appropriate behavior and following directions during all singing games while maintaining healthy and accurate singing voices.

Unit Title:

Music Within Cultures Around the World

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Citizenship & Government, Geography,

The role of Music in American cultures and societies.

- Explore traditional Patriotic songs, folk songs and dances from American regions.
- Understand the role music played in early American societies, and importance of music in the development of American citizenship.

Community of Meriden

- Explore/visit places in Meriden where musical performances can be viewed, as well as perform within the Meriden community when applicable.

Assessment Evidence:

- Students will perform Patriotic songs and other Amer. Folk songs in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected.

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Unit Title:

Exploring Improvisation and composition

Unit Description:

Introduction to Improvising and Composing Music

National Standards:

1, 2, 3, 4

Significant Tasks: (*Titles and Descriptions*)

- Students will be able to improvise simple melodic phrases and patterns.
- Students will be able to improvise simple rhythmic patterns on an instrument.
- Students will be able to compose simple melodic and rhythmic patterns using standard music notation.
- Students will be able to improvise a 1-2 measure response to a musical question (call & response).

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Behave appropriately on the risers and on stage

- Discuss and practice with students the proper way to enter stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Watch and respond to a conductor

- Students begin to understand how to watch and follow simple non verbal instructions from a conductor: entrances, cut offs, and simple dynamics.

Watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior and respect.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Exploring Elements of Instrumental Music

National Standards:

2, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will improvise rhythmic and melodic variations within a familiar song.
- Students will play percussive instruments with an understanding of proper tone production
- Students will use percussion instruments to perform a steady beat
- Students will demonstrate the ability to perform with others using rhythmic instruments

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
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Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: 2



Course Title:

2nd Grade Applied Music

**Meriden Public Schools
Music Curriculum
June 2013**

Course Description:

This course is designed to provide students with a continuation of the practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills which will provide the foundation for their musical education. Students will apply knowledge of standard music notation by reading, composing, and vocalization.

Unit List:

1	Developing Vocal Production
2	Notation and Rhythm Application-Level 1
3	Developing Listening Skills
4	Performing Standard Music Literature
5	Music within Cultures Around the World
6	Exploring Improvisation and Composition
7	Performance Etiquette
8	Concepts in Instrumental Music

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices.

All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc: Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Developing Vocal Production

Unit Description:

This unit will continue to present and practice proper singing utilizing proper breathing techniques. Students will be introduced to and will practice rudimentary vowel and consonant placement. An understanding of how the voice works will be discussed. Students will practice proper choral performance etiquette.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Practice breathing exercises
- Practice holding notes for proper counts
- Practice correctly cut off notes at end of phrasing
- Practice phrasing

Understanding the voice

- Talk about warming up the voice and teach basic exercise techniques
- Learn more about physical structure of voice
- Learn about care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Practice articulating consonants "t" & "s" at ends of phrases

Practicing proper posture

- Talk about sitting up straight and on the edge of chair and standing tall
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

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Unit Title:

Notation and Rhythm Application

Unit Description:

Practice of reading and performing rhythm within music.

National Standards:

1, 2, 5, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will perform given rhythm patterns vocally and on a classroom instrument by rote and by reading basic music literature.
- Students will read and audiate rhythm symbols using Ta, Ti-Ti, and Rest in 2 measure length.
- Students will echo a 1-2 measure rhythm using quarter note, eighth notes, quarter rest.
- Students will create a 1-2 measure rhythmic response to a given call pattern.
- Students will identify rhythms when listening to recorded music examples.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Developing Listening Skills

Unit Description:

This unit will focus on listening, describing, and analyzing music to understand various components of the music including styles, articulation, tonality, dynamic, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Listen to music to differentiate between genres.

- Students will understand key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between loud and soft, high and low, fast and slow, light and heavy, legato and staccato, and major and minor.

- Listening to quality repertoire to aurally understand the differences between loud and soft, high and low, fast and slow, light and heavy, legato and staccato, and major and minor tonality.

Move expressively to music of various styles.

- Teacher or student led motions to music that reflect the stylistic elements of the music and that may be based off of a steady beat.

Feel and keep the steady beat in recorded or performed music

- Listening to quality recorded music of varying tempos and keeping a steady beat to it through tapping, stationary motions, or traveling motion around the room

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the relation of their music to history, the arts and culture. Students will be exposed to recordings of music from various cultures and will have a basic understanding of key elements of musics of each studied culture.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will be able to choose and perform appropriate motions that reflect the style of the music.
- Students will be able to tap or move to music on the steady beat.
- Students will be able to evaluate their own performances and identify how they may improve.

Unit Title: Second
Grade

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung music.

National Standards:

1, 2

Significant Tasks: *(Titles and Descriptions)*

Sing rote songs alone and within a group setting

- Sing discriminating between singing and speaking voice, with correct posture, awareness of matching pitch. Students will sing short phrases from memory.

Sing call and response and echo songs

- Students will sing from memory simple, short melodic phrases that they either echo after the teacher or they will remember an independent part to sing after the teacher with awareness of pitch accuracy.

Perform singing games

- Explore and experience music through circle games, beat/motion activities, fingerplays while involved in team cooperation and following directions.

Assessment Evidence:

- Listen to hear students using singing voices, observe appropriate posture for singing, and listen for accuracy in pitch matching and memory.
- Listen for accuracy in pitch and rhythm in echo and call and response songs.
- Observe appropriate behavior and following directions during all singing games while maintaining healthy and accurate singing voices.

Unit Title:

Music Within Cultures Around the World

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Communities of the Past/Present, Meriden, Puerto Rico,

The role of Music in Community and Society

- Explore traditional Patriotic songs, folk songs and dances from American regions.
- Understand the role music played in early American communities.

Community of Meriden

- Explore/visit places in Meriden where musical performances can be viewed, as well as perform within the Meriden community when applicable.

Puerto Rican Culture

- Explore Puerto Rican music practices as they relate to the culture. Students will perform on instruments, sing, study, and move to Puerto Rican music.
- Understand how Puerto Rican music plays a role in ceremonies/traditions and will compare these traditions to practices in the United States.

Assessment Evidence:

- Students will perform songs from American and Hispanic cultures in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected

Unit Title: Grade 2

Improvisation and composition

Unit Description:

Basic Applications in Improvising and Composing Music

National Standards:

1, 2, 3, 4, 5

Significant Tasks: (*Titles and Descriptions*)

- Students will be able to improvise simple melodic and rhythmic phrases on an instrument.
- Students will be able to compose new texts to simple songs.
- Students will be able to improvise/compose rhythmic ostinatos to classroom songs.
- Students will be able to apply music notation in composing simple rhythm patterns.
- Students will be able to improvise a 1-2 measure response to a musical question

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessments including classroom observations, discussions and performances.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Students behave appropriately on the risers and on stage

- Discuss and practice with students the proper way to enter stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Students watch and respond to a conductor

- Students develop ability to watch and follow simple non verbal instructions from a conductor including entrances, cut offs, dynamics, tempo, and stylistic changes.

Students watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians.

Students critique performances

- Students begin to articulate what their opinions are about a performance, and describe what they heard.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics, tempo and stylistic changes.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.
- Read and listen for thoughtful and well articulated reflections about performances.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Exploring Elements of Instrumental Music

National Standards:

2, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will improvise rhythmic and melodic variations within a familiar song.
- Students will play percussive instruments with an understanding of proper tone production
- Students will use percussion instruments to perform a steady beat
- Students will demonstrate the ability to perform with others using rhythmic instruments
- Students will perform on Orff, World Percussion and classroom instruments.
- Students will improvise/compose ostinatos using the Pentatonic scale (scale steps 1,2,3,5,6) using Orff instruments.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.

Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: 3



Course Title:

3rd Grade Applied Music

Meriden Public Schools
Curriculum

Music
June 2013

Course Description:

This course is designed to provide students with a continuation of the practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Music literature including rounds, canons, and simple partner songs will be introduced. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills to further their musical education. Students will apply knowledge of standard music notation by reading, composing, vocalization, and the study of recorder. A unit on musical instrument families will be covered.

Unit List:

1	Developing Vocal Production
2	Notation and Rhythm Application - Level 2
3	Developing Listening Skills
4	Performing Standard Music Literature
5	Understanding Music in Relation to American and World Culture
6	Exploring Improvisation and Composition
7	Introduction to Instrumental Music
8	Performance Etiquette

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices. All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc; Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Developing Vocal Production

Unit Description:

Proper singing techniques will be the focus of this unit. Students will practice utilizing proper breathing techniques and will understand vowel and consonant placement as well as choral performance etiquette. Students will take part in a basic discussion of how the voice works.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Practice breathing exercises
- Learn breath techniques and demonstrate them through warm-ups and musical literature
- Holding notes for proper counts
- Correctly cut off notes at end of phrasing
- Understand and practice phrasing
- Teach musical symbols related to the phrasing such as staccato, slurs and breath marks

Understanding the voice

- Learn how to warm-up voice
- Teach physical structure of voice
- Teach about care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Practice articulating consonants "t" & "s" at ends of phrases

Practicing proper posture

- Teach 7 points of performance posture
- Demonstrate the sitting and standing positions that are appropriate in a choral ensemble
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Notation and Rhythm Application

Unit Description:

Practice of reading, performing and creating rhythm within music.

National Standards:

1, 2, 5, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will perform given rhythm patterns vocally and on instruments including recorder, hand-drums, and/or Orff instruments, through listening and reading music.
- Students will read and audiate rhythm symbols using Ta, Ti-Ti, and Rest in 2 measure length.
- Students will echo a 2 measure rhythm using quarter note/rest, eighth notes, & eighth triplet.
- Students will identify rhythms when listening to recorded music examples.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal evaluations including classroom observations and discussions.
- Quality of concert performances.

Unit Title:

Listening Skills

Unit Description:

This unit will focus on listening, describing, and analyzing music to understand various components of the music including styles, articulation, tonality, dynamic, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Listen to music to differentiate between genres.

- Students will understand and describe key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between loud and soft, high and low, light and heavy, legato and staccato.

- Listening to quality repertoire to aurally understand the differences between loud and soft, high and low, fast and slow, light and heavy, legato and staccato, and major and minor tonality.

Identify the sounds of musical instruments

- Students will recognize the different timbres of musical instrument families.

Feel and identify the steady beat of recorded or performed music

- Listening to quality recorded music of varying tempos and keeping a steady beat to it through tapping, stationary motions, or traveling motion around the room

Evaluate and assess individual and class performance to strive for more accuracy in pitch, rhythm, and musicality.

- Students will comment on or use a simple rubric to rate their own performance or their class's performance of songs. Students will identify errors and will listen critically to improve their performance.

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the history of music they study, listen to, and perform.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will be able to choose and perform appropriate motions that reflect the style of the music.
- Students will be able to tap or move to the steady beat while listening to music.
- Students will be able to evaluate their own performances and identify how they may improve.

Unit Title:

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung and played music.

National Standards:

1, 2

Significant Tasks: *(Titles and Descriptions)*

Sing simple melodies alone and within a group setting

- With correct posture, breath support, pitch and rhythm. Students will improve their vocal production and tone quality. Selections should be based off of major pentatonic scale.

Sing call and response and echo songs

- Students will sing from memory simple, short melodic phrases that they either echo after the teacher or they will remember an independent part to sing after the teacher with awareness of pitch accuracy.

Read and perform written choral literature in a group setting

- Students will have a developing understanding of reading music and the connection of text to pitch and rhythm in a choral octavo. Students will sing with accurate pitch and rhythm and developing tone production and breath support.

Perform basic melodies on a recorder alone and within a group setting

- Students will perform simple songs utilizing mi, re, do, and sol that they have learned how to sing on their recorders as well with proper breath support, hand positioning, and tonguing.

Assessment Evidence:

- Listen to hear students using singing voices, observe appropriate posture for singing, and listen for accuracy in pitch matching and memory.
- Listen for accuracy in pitch and rhythm in echo and call and response songs.
- Observe and question students' ability to follow along on choral notation. Listen for accuracy in pitch, rhythm, and for a healthy tone production.
- Listen for and/or use a simple graded rubric to note accuracy in pitch and rhythm on performance on recorders. Observe and listen for hand position, tonguing, and breath support.

Unit Title:

Understanding Music in Relation to American and World Culture

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Mexico, Native Americans, Early Settlers, Connecticut/My Community

Mexico

- Explore traditional and popular Mexican music through movement, singing, playing instruments and will compare it to music in the United States.
- Understand how music plays a role in Mexican traditions such as Dia de los muertos and Cinco de mayo and will compare these traditions to holidays in the United States.

Native American

- Explore Native American music practices as they relate to the culture. Students will perform on instruments, sing, study, and move to Native American music.
- Understand how Native American music plays a role in ceremonies/traditions and will compare these traditions to practices in the United States.

Assessment Evidence:

- Students will perform songs from the Mexican and Native American cultures in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected.

Unit Title:

Exploring Improvisation and Composition

Unit Description:

Basic Applications in Improvising and Composing Music

National Standards:

1, 2, 3, 4, 5

Significant Tasks: (*Titles and Descriptions*)

- Students will be able to improvise basic melodic and rhythmic phrases on an instrument.
- Students will be able to improvise simple variations to vocal and instrumental pieces.
- Students will be able to improvise a 1-2 measure response to a musical question, on an Orff or percussion instrument.
- Students will be able to compose new text to classroom songs.
- Students will be able to apply music notation in composing basic rhythms and melodies.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Formal assessment through collection of student worksheets/compositions.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Introduction to Applied Instrumental Music

National Standards:

2, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will perform on Orff, World Percussion and classroom instruments.
- Students will improvise/compose ostinatos using the Pentatonic scale (scale steps 1,2,3,5,6) using Orff instruments.
- Students will begin practice of the recorder in class and for performances.
- Students will develop better understanding of playing a woodwind or brass instrument through recorder lessons.
- Students will develop experience playing in an ensemble.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Quality of concert performances.
- Collected students work: practice charts, worksheets, compositions.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Students behave appropriately on the risers and on stage

- Practice with students the proper way to enter stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Students watch and respond to a conductor

- Students develop ability to watch and follow simple non verbal instructions from a conductor including entrances, cut offs, dynamics, tempo, and stylistic changes.

Students watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians.

Students critique performances

- Students begin to articulate what their opinions are about a performance, and describe what they heard.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics, tempo and stylistic changes.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.
- Read and listen for thoughtful and well articulated reflections about performances.

Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: 4



Course Title:

4th Grade Applied Music

**Meriden Public Schools
Music Curriculum
June 2013**

Course Description:

This course is designed to provide students with a continuation of the practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Music literature including rounds, canons, and partner songs will be performed. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills to further their musical education. Students will apply knowledge of standard music notation by reading, composing, vocalization, and the use of classroom instruments. Musical instrument families will be reviewed and expanded upon.

Unit List:

1	Understanding Vocal Production
2	Notation and Rhythm - Level 3
3	Developing Listening Skills
4	Performing Standard Music Literature
5	Music within Cultures Around the World
6	Exploring Improvisation and Composition
7	Applying Concepts of Instrumental Music
8	Performance Etiquette

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices.

All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc: Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Vocal Production

Unit Description:

Proper singing techniques will be the focus of this unit. Students will practice utilizing proper breathing techniques and will understand vowel and consonant placement as well as choral performance etiquette. Students will take part in in-depth discussion of how the voice works.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Practice breathing exercises
- Practice breathing techniques through warm ups and musical literature
- Practice holding notes for proper counts
- Practice cutting off notes at end of phrasing
- Understand and practice phrasing
- Identify musical symbols related to the phrasing such as staccato, slurs and breath marks

Understanding the voice

- Learn how to warm-up the voice
- Review about physical structure of voice
- Review the care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Practice articulating consonants "t" & "s" at ends of phrases

Practicing proper posture

- Practice 7 points of performance posture
- Demonstrate the sitting and standing positions that are appropriate in a choral ensemble
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

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Unit Title:

Notation and Rhythm Application

Unit Description:

Practice of reading, performing and creating rhythm within music.

National Standards:

1, 2, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will perform given rhythm patterns vocally and on instruments including recorder, hand-drums, and/or Orff instruments, through reading music.
- Students will read and perform rhythm symbols using Ta, Ti Ti, Ti-triplet and Rest.
- Students will begin to transfer Kodaly syllables to rhythm counting (1&,2&,3&,4&)
- Students will identify rhythm symbols by name and value: quarter note=1, half note=2, etc.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Quality of concert performances, both vocal and instrumental.
- Student self-evaluations and/or reflections.
- Informal evaluations including classroom observations and discussions.

Unit Title: Fourth
Grade

Listening Skills

Unit Description:

This unit will focus on listening, describing, and analyzing music to understand various components of the music including styles, articulation, tonality, dynamic, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Listen to music to differentiate between genres.

- Students will understand and describe key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between loud and soft, high and low, light and heavy, legato and staccato.

- Listening to quality repertoire to aurally understand and describe the differences between loud and soft, high and low, fast and slow, light and heavy, legato and staccato, and major and minor tonality.

Identify the sounds of musical instruments

- Students will recognize and identify the sounds of different musical instrument families.

Evaluate and assess individual and class performance to strive for more accuracy in pitch, rhythm, and musicality.

- Students will comment on or use a simple rubric to rate their own performance or their class's performance of songs. Students will identify errors and will listen critically to improve their performance.

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the history of music they study, listen to, and perform.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will know the difference in sounds produced by musical instruments and will be able to identify each.
- Students will be able to evaluate their own performances and identify how they may improve individually and as a class.

Unit Title:

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung and played music.

National Standards:

1, 2

Significant Tasks: *(Titles and Descriptions)*

Perform single line melodies a'cappella and with accompaniment

- With proper breath support, correct posture, diction, and tone production. Sing with accuracy in pitch and rhythm. Students will begin to perform with dynamics, phrasing, and appropriate stylistic elements, melodies that use major and minor pentatonic.

Sing partner songs, rounds and canons in a group setting

- Students will begin to develop independence to sing partner songs, rounds, and canons against the teacher, and eventually in multiple groups without the teacher.

Assessment Evidence:

- Listen for ability to maintain own part in tune with accompaniment. Listen for accurate notes, rhythms, musicality and diction. Observe student posture and breathing.
- Listen for student ability to maintain their own parts, in tune.

Unit Title:

Understanding Music in Relation to American and World Culture

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Connecticut, Government/citizenship, US regions

Connecticut

- Explore traditional music from the Connecticut region (folk songs, Patriotic songs, instruments, folk dances)
- Understand how music played a role in the development of Connecticut, and identify famous musicians who are from Ct.

Regions of the United States

- Explore American folk music from specific regions of the United States and identify characteristics that are unique to the music from the respective region. (ex. The banjo was more common in songs from the Midwest than from the North East.)
- Understand how music played a role in the development of the regions as they were being established.
- Study migration of musicians and music styles within regions of the US, and recognize how Amer. Musical styles developed geographically.

Assessment Evidence:

- Students will perform songs from regional/state-based Amer. cultures in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected.

Unit Title:

Improvisation and composition

Unit Description:

Advanced Applications in Improvising and Composing Music

National Standards:

2, 3, 4, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will be able to improvise rhythmic and melodic variations.
- Students will be able to improvise ostinatos to classroom songs using Orff instruments.
- Students will be able to apply music notation in composing basic rhythms and melodies.
- Students will be able to compose short songs or instrumental pieces within specific guidelines on Orff, World Percussion or traditional instruments.
- Students will be able to improvise a 2-4 m. response to a musical question in the same style.
- Students will be able to identify musical styles that are based on improvisation.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Formal assessment through collection of student worksheets/compositions.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Applied Instrumental Music in the Classroom

National Standards:

2, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will perform on Orff, World Percussion and classroom instruments.
- Students will improvise/compose ostinatos using the Pentatonic scale (scale steps 1,2,3,5,6) using Orff instruments.
- Students will begin practice of the recorder in class and for performances.
- Students will develop better understanding of playing a woodwind or brass instrument through recorder lessons.
- Students will develop experience playing in an ensemble.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Quality of concert performances.
- Collected students work: practice charts, worksheets, compositions.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Students behave appropriately on the risers and on stage

- Practice with students the proper way to enter stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Students watch and respond to a conductor

- Students watch and follow non verbal instructions from a conductor: dynamics, entrances, cutoffs, tempo and stylistic changes.

Students watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians.

Students critique performances

Students begin to articulate what their opinions are about a performance, and describe what they heard as well as evaluate and critique their own, class, and other class's performances.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics, tempo, stylistic changes.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.
- Read and listen to thoughtful and well articulated reflections about performances, as well as well supported critiques and self evaluations.

Elementary Applied Music Curriculum

Revised: June 2013

Grade Level: 5



Course Title:

Fifth Grade Applied Music

**Meriden Public Schools
Music Curriculum
June 2013**

Course Description:

This course is designed to provide students with a continuation of the practice of the basic elements of music using singing, rhythm, listening, movement, and expression. Two-part literature will be introduced and the singing of rounds, canons, and partner songs will be continued. Through these musical experiences and through performing and studying music from various cultures, students will develop musicianship skills to further their musical education. Students will apply knowledge of standard music notation by reading, composing, vocalization, and the use of classroom instruments. Musical instrument families will be reviewed and expanded upon.

Unit List:

1	Understanding Vocal Production
2	Notation and Rhythm Application - Level 4
3	Understanding Listening Skills
4	Performing Standard Music Literature
5	Music within Cultures Around the World
6	Exploring Improvisation and Composition
7	Applying Concepts of Instrumental Music
8	Performance Etiquette

Course Resources:

EQUIPMENT REQUIREMENTS:

All grades will require a professional quality music audio system with the ability to play CDs and digital music devices.

All grades will require a professional quality 76 or 88-key digital music keyboard on which to accompany students' songs and performances.

Where applicable, all grades will require Audio/Visual system on which students can view musical concerts and performances.

CLASSROOM INSTRUMENT REQUIREMENTS:

GRADES K-2: Assorted hand-percussion instruments; maracas, shakers, drums, tambourines, wood blocks, etc: Mallet instruments; Orff xylophones, step bells.

GRADES 3-5: Same instrument requirements as for K-2; Recorder instruments for classroom lessons (gr. 3); World Drumming Curriculum instrumentation; Tubanos, Congas, various hand-drums and auxiliary percussion instruments.

TEXT:

The district currently uses Share the Music (Macmillan/McGraw Hill) as a supplemental text to the course. These texts are not expected to be used on a daily basis, but provide a good resource for classroom literature, lesson ideas and standard song titles for classroom learning.

Unit Title:

Understanding Vocal Production

Unit Description:

Proper singing techniques will be the focus of this unit. Students will practice proper breathing techniques and will understand vowel and consonant placement as well as choral performance etiquette. An in-depth understanding of how the voice works will be discussed.

National Standards:

1, 5, 6, 7, 8, 9

Significant Tasks: *(Titles and Descriptions)*

Breath support

- Identify proper breathing in audible and visual examples
- Practice breathing exercises
- Practice breathing techniques through warm ups and musical literature
- Practice phrasing
- Identify and follow musical symbols related to the phrasing such as staccato, slurs and breath marks independently

Understanding the voice

- Practice how to warm-up the voice
- Review physical structure of voice
- Review care and treatment of the voice

Recognize and demonstrate vowel and consonant placement

- Understand this concept through words (diphthong), pictures and metaphors
- Demonstrate, with guidance, proper placement for vowels and consonants in warm-ups and music literature

Practicing proper posture

- 7 points of performance posture
- Demonstrate the sitting and standing positions that are appropriate in a choral ensemble
- Warm up and stretch the body to achieve proper posture.

Assessment Evidence:

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Unit Title:

Notation and Rhythm Application

Unit Description:

Practice of reading, performing and creating rhythm within music.

National Standards:

1, 2, 5, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will perform various rhythms vocally and on instruments including recorder, hand-drums, and/or Orff instruments through music reading.
- Students will read rhythm patterns using counting system up to sixteenth notes.
- Students will identify rhythm symbols by name and value: quarter note=1, half note=2, etc.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Quality of concert performances, both vocal and instrumental.
- Student self-evaluations and/or reflections.
- Informal evaluations including classroom observations and discussions.

Unit Title:

Understanding Listening Skills

Unit Description:

This unit will focus on listening, describing, and analyzing music to understand various components of the music including styles, articulation, tonality, dynamics, and historical background. Students will evaluate their own musical performances as individuals and a class.

National Standards:

6, 7, 8, 9

Significant Tasks: (*Titles and Descriptions*)

Listen to music to differentiate between genres.

- Students will understand and describe key stylistic elements of various genres of music and will aurally identify each.

Listen to music to differentiate between loud and soft, high and low, light and heavy, legato and staccato.

- Listening to quality repertoire to aurally understand and describe the differences between loud and soft, high and low, fast and slow, light and heavy, legato and staccato, and major and minor tonality.

Identify the sounds of musical instruments

- Students will recognize and identify the timbres of different musical instrument families and individual instruments of the orchestra and band.

Evaluate and assess individual and class performance to strive for more accuracy in pitch, rhythm, and musicality.

- Students will comment on or use a simple rubric to rate their own performance or their class's performance of songs. Students will identify errors and will listen critically to improve their performance.

Perform, listen, and respond with attention to historical background of performed and studied pieces.

- Students will learn about the history of music they study, listen to, and perform.

Assessment Evidence:

- Students will be able to identify different styles of music.
- Students will be able to hear the difference between dynamics, pitches, and articulations.
- Students will know the difference in sounds produced by musical instruments and will be able to identify each.
- Students will be able to evaluate their own performances and identify how they may improve.

Unit Title:

Performing Standard Music Literature

Unit Description:

Students will perform, formally and informally, alone and as a group, a varied repertoire of sung music.

National Standards:

1, 2

Significant Tasks: (*Titles and Descriptions*)

Perform 2 Part Literature with and without accompaniment

- Students will demonstrate independence and listening skills while singing in vocal arrangements of two part harmony. Selections should use notes of the diatonic scale and may also be in minor tonalities.

Perform rounds, canons, and partner songs

- Students will demonstrate independence and listening skills while singing rounds and partner songs with accurate pitch and tuning.

Perform on instruments to accompany choral selections

- Students will demonstrate independence on classroom instruments or percussion instruments to add rhythmic or melodic parts to choral music.

Assessment Evidence:

- Observe that students are able to hold their own part against a harmony part or a piano/instrumental accompaniment.
- Listen for ability to hold their own part, sing correct notes and rhythms, and maintain good intonation.
- Observe that students can hold a rhythmic or melodic part on an instrument with singing. Ideally students will sing while they play, if possible, while maintaining a steady beat.

Unit Title:

Understanding Music in Relation to American and World Culture

Unit Description:

Studying, performing, moving to, listening to, and evaluating music from other cultures.

National Standards:

1, 2, 6, 7, 9

Key Social Studies concepts: Early America, Amer. Revolution/Colonial America, First People of the Americas, the Amistad, Age of Exploration

Colonial/Early America

- Explore traditional folk songs from the periods of Colonial and Early America.
- Understand how music played a role in the development of our Nation, and be able to identify the cultural origins of American music.
- Identify audio musical examples from this era.

Amistad/African-American Culture

- Explore African American music practices as they relate to the culture. Students will perform on instruments, sing, study, and move to African American music.
- Understand how African American music plays a role in ceremonies/traditions and will compare these traditions to practices in the United States.
- Identify or perform songs from the Amistad era.

Assessment Evidence:

- Students will perform songs from early-Amer. and African-Amer. cultures in a vocal ensemble setting, and present a school-wide concert.
- Written assessments in the form of quizzes and worksheets will be collected

Unit Title:

Improvisation and Composition

Unit Description:

Advanced Applications in Improvising and Composing Music

National Standards:

2, 3, 4, 5, 6

Significant Tasks: *(Titles and Descriptions)*

- Students will be able to improvise rhythmic and melodic variations within a familiar song.
- Students will be able to improvise/compose patterns using the Pentatonic scale on Orff or traditional instruments.
- Students will be able to apply music notation in composing simple melodies and songs.
- Students will be able to compose short songs or instrumental pieces within specific guidelines on Orff, World Percussion or traditional instruments.
- Students will be able to implement music technology in composing music.
- Students will be able to improvise a 2-4 m. response in the same style to a musical question.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Formal assessment through collection of student worksheets/compositions.
- Use of student compositions in school concerts.

Unit Title:

Concepts in Instrumental Music

Unit Description:

Applied Instrumental Music in the Classroom

National Standards:

2, 5, 6

Significant Tasks: (*Titles and Descriptions*)

- Students will perform on Orff, World Percussion and classroom instruments.
- Students will improvise/compose ostinatos using the Pentatonic scale (scale steps 1,2,3,5,6) using Orff instruments.
- Students will begin practice of the recorder in class and for performances.
- Students will develop better understanding of playing a woodwind or brass instrument through recorder lessons.
- Students will develop experience playing in an ensemble.

Assessment Evidence:

- Teacher evaluations using prescribed rating scale and/or rubric.
- Informal assessment through class observations, discussions and performances.
- Quality of concert performances.
- Collected students work: practice charts, worksheets, compositions.

Unit Title:

Performance Etiquette and Ensemble Techniques

Unit Description:

Students will gain awareness into how to appropriately behave as a student in class, performer on stage and an audience member.

National Standards:

1, 2, 6, 7

Significant Tasks: *(Titles and Descriptions)*

Contribute to a positive and efficiently run classroom

- Understand class rules and expectations and follow them.

Students behave appropriately on the risers and on stage

- Practice with students the proper way to enter stage, and how to stand on the risers safely and with good posture, standing still, eyes forward.

Students watch and respond to cues from a conductor

- Students watch and follow non verbal instructions from a conductor including entrances, cut offs, dynamics, and tempo and stylistic changes.

Students watch performances with respect

- Discuss and practice with students how to sit quietly in an audience and listen and enjoy the hard work of other musicians.

Students critique performances

- Students articulate what their opinions are about a performance, and describe what they heard as well as evaluate and critique their own, class, and other class's performances.

Assessment Evidence:

- Observe and maintain appropriate classroom behavior.
- Observe that students stand properly and perform appropriately in concert settings.
- Listen for musical performance that reflects conducted cues: entrances and cutoffs, dynamics, tempo, and stylistic changes.
- Observe that students behave as respectful audience members; sitting quietly and applauding when appropriate.
- Read and listen to thoughtful and well articulated reflections about performances, as well as well supported critiques and self evaluations.