Elementary Music
Unit: Exploring voice and movement
Timeline: Year long
Enduring Concept: Expression of Music

Grade Level Expectations (GLE): Perform independently; Respond to music with movement
Vocabulary:
- speaking
- singing
- sound
- silence
- fast
- slow
- beat
- loud
- soft
- high
- low
- opposite

Inquiry Question(s): (From the standards document):
- What is the difference between speaking and singing?
- How does performing songs help you learn?
- How does different music change the way you feel? Is silence a part of music?

Assessments
- Performance Tasks:
  - a. Students perform independently
  - b. Students respond to music with movement

- Other Assessments:
  - a. Teacher observation/evaluation
  - b. Self/peer observation/evaluation
  - c. Share the Music Resource Master K 1-2

Evidence Outcomes
- Students can:
  - a. Distinguish between speaking and singing voice
  - b. Sing a variety of simple songs and singing games
  - c. Echo and perform simple melodic and rhythmic patterns
  - d. Demonstrate basic performance skills and behaviors
  - e. Move to music demonstrating awareness of beat, tempo, dynamics, and melodic direction reflecting changes in mood or form
  - f. Move to music differentiating between sound and silence

Instruction
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
- a. Speaking/singing voice
- b. Sing simple songs and singing games
- c. Echo/perform simple melodic/rhythmic patterns
- d. Basic performance skills
- e. Move to show beat, tempo, dynamics, melodic direction, mood, form
- f. Move to show sound/silence

Resources:
- a. Share the Music K Unit 1 Lesson 2
- b. Share the Music K Index
- c. Share the Music K Unit 1 Lesson 1, Teacher’s Resource Master 2-5
- d. Share the Music K Unit 2 Lesson 1
- e. Share the Music K: Unit 1 Lesson 3, Unit 3 Lesson 4, Unit 3 Lesson 5, Unit 4 Lesson 2, Unit 4 Lesson 4
- f. Freeze Dance and other sound/silence movement activities
## Unit: Exploring invention through musical opposites and patterns

### Timeline: Year long

### Grade Level Expectations (GLE):
- Create music through a variety of experiences; Identify simple musical patterns

### Enduring Concept:
Creation of Music

### Grade Level Expectations (GLE):
- Create music through a variety of experiences; Identify simple musical patterns

### Vocabulary:
- loud
- soft
- fast
- slow
- high
- low
- sound
- silence
- beat
- no beat

### Inquiry Question(s): (From the standards document):
- How does music tell a story?
- How can you move to show what you hear?
- Where else can you find patterns?
- Why are patterns important?

### Assessments

#### Performance Tasks
- a. Students create music demonstrating vocabulary
- b. Students create movement

#### Other Assessments
- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation

### Evidence Outcomes

#### Students can:
- a. Improvise sound effects and simple songs to stories or poems
- b. Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat
- c. Use icons or invented symbols to represent beat

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Improvise sound effects and simple songs to stories or poems
- b. Movement demonstrates loud/soft, fast/slow, high/low, sound/silence, and beat/no beat
- c. Icons or invented symbols represent beat

### Resources

- a. Share the Music Grade K Unit 2 Lesson 6 (with Enrichment), Celebrations-Winter section
- b. Share the Music Grade K Classified Index: Creative Activities “moving/speaking/singing to show concept or element”
- c. Share the Music Grade K Unit 4 Lesson 8, Gagne Listening Resource Kit Level 1 pg. 19
## Kindergarten Music Curriculum Guide

### Unit: Exploring musical sounds through comparing and contrasting

**Timeline:** Year long

**Grade Level Expectations (GLE):**
- Comprehension of musical opposites;
- Comprehension of basic elements of musical form;
- Identify different vocal and instrumental tone colors;
- Identify simple rhythmic patterns

**Enduring Concept:** Theory of Music

**Vocabulary:**
- loud
- soft
- high
- low
- fast
- slow
- sound
- silence
- short
- long
- same
- different
- beat
- no beat
- steady

**Inquiry Question(s):**
- How do opposites make music more interesting?
- Where else can we find opposites?
- What are differences and similarities between two sounds?
- Why is it important to keep a steady beat?

### Assessments

<table>
<thead>
<tr>
<th>Students can:</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use their own vocabulary to describe musical opposites</td>
<td>a. Students demonstrate musical opposites and basic elements of musical form</td>
</tr>
<tr>
<td>b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat</td>
<td>b. Students demonstrate steady beat and simple rhythm</td>
</tr>
<tr>
<td>c. Aurally identify same/different patterns and phrases</td>
<td>c. Students compare and contrast different sounds</td>
</tr>
<tr>
<td>d. Use body movement to interpret musical phrases</td>
<td>d. Describe vocal and instrumental sounds using personal vocabulary</td>
</tr>
<tr>
<td>e. Describe vocal and instrumental sounds using personal vocabulary</td>
<td>e. Interpret musical phrases with movement</td>
</tr>
<tr>
<td>f. Move to demonstrate steady beat</td>
<td>f. Represent beat with icons/symbols</td>
</tr>
<tr>
<td>g. Identify short/long sounds</td>
<td>g. Short/long sounds</td>
</tr>
<tr>
<td>h. Use icons or invented symbols to represent beat</td>
<td>h. Other Assessments</td>
</tr>
</tbody>
</table>

### Other Assessments

- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Resource Master Grade K 4-4, 4-6, 6-4

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. musical opposites in own vocabulary
e. describe vocal/instrumental sounds
- b. loud/soft, fast/slow, high/low, sound/silence, beat/no beatf. steady beat
- c. same/different patterns and phrasesg. short/long sounds
d. interpret musical phrases with movementh. represent beat with icons/symbols

### Resources

- a/b. Share the Music Grade K Unit 1 Lesson 4, 5, 6, 7, Listening Resource Kit Level 1 pg. 19-21
- c. Classic Tunes and Tales pg. 28, Share the Music Grade K Unit 6 Lesson 2, Unit 6 Lesson 3
d. Share the Music Grade K Unit 4 Lesson 6
- e. Share the Music Grade K Unit 1 Lesson 4, 5, 6, 7, Listening Resource Kit Level 1 pg. 19-21
- f. Share the Music Grade K Unit 2 Lesson 1
g. Share the Music Grade K Unit 2 Lesson 2
- h. Share the Music Grade K Unit 4 Lesson 8, Unit 5 Lesson 4, Resource Master 5-2
## Exploring Musical Performance

### Timeline:
Year long

### Enduring Concept:
Aesthetic Valuation of Music

### Grade Level Expectations (GLE):
- Demonstrate respect for the contributions of others in a musical setting;
- Respond to musical performance at a basic level, recognize and discuss music and celebrations in daily life

### Inquiry Question(s):
- What happens when an audience does not use strong listening skills at a performance?
- Why is it important for listeners to be respectful of one another?
- Why is music special to some people?
- How do the basic elements of music communicate feelings?
- How does music differ from one family to another?
- Why do people choose certain movements for certain styles of music and not for others?

### Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>a. Students demonstrate appropriate audience behavior</td>
<td></td>
</tr>
<tr>
<td>b. Students demonstrate movements that correspond to specific musical moods and styles</td>
<td></td>
</tr>
<tr>
<td>c. Students identify and respond to various musical styles</td>
<td></td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>a. Teacher observation/evaluation</td>
<td></td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
<td></td>
</tr>
<tr>
<td>c. Gagne Listening Resource Kit Level 1</td>
<td></td>
</tr>
<tr>
<td>d. Listening Logs</td>
<td></td>
</tr>
</tbody>
</table>

| Students can: |
| a. Create movements that correspond to specific musical moods and styles |
| b. Identify, listen to, and discuss music written for specific purposes |
| c. Describe appropriate audience behavior at a live or recorded musical performance |
| d. Describe musical preferences in their own words at an appropriate level |
| e. Explain the use of music in sources such as cartoons, computer games, community, and home events |
| f. Use developmentally appropriate movements in responding to music from various genres, styles and periods (rhythm and melody) |

### Instruction:
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
- Create movements that correspond to musical moods/styles
- Identify, listen to, discuss music for specific purposes
- Appropriate audience behavior
- Musical preferences described in own words
- Use of music in cartoons, computer games, community, home and other sources
- Respond with movement to music from various genres, styles and periods

### Resources
- Share the Music Grade K Classified Index: “Moving/speaking/singing to show concept or elements”, Share the Music Listening Anthology
- Gagne Listening Resource Kit Level 1 (choose selections - Listening Logs or Cue Card Listening), Share the Music Listening Anthology
- Use “Conductor of the Day” pg. 14 in Gagne Listening Resource Kit Level 1 (selected students demonstrate audience behavior), Share the Music Grade K Listening Anthology “Did You Feed My Cow?” and activities
- Gagne Listening Resource Kit Level 1 (choose selections, students discuss preferences), Share the Music Listening Anthology
- Share the Music Grade K Classified Index: “Folk Music” from various cultures, “Holiday, Seasonal, Patriotic Music”, Share the Music Listening Anthology
- Share the Music Grade K Classified Index: “Moving/speaking/singing to show concept or elements”
Grade Level Expectations (GLE):
Expressively perform using simple techniques in groups and independently
Perform basic rhythmic and melodic patterns

Vocabulary:
- conductor,
- sol,
- mi,
- la, (re, do),
- pattern,
- rhythm

Inquiry Question(s): (From the standards document):
Why is it important to keep a steady beat?
What is the role of the conductor?
How are beats in music similar to counting in math?

Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students demonstrate head voice, steady beat, following conductor, simple rhythms, patterns and melodies</td>
<td>a. Use the head voice to produce a light, clear sound</td>
</tr>
<tr>
<td>c. Play simple patterns</td>
<td></td>
</tr>
</tbody>
</table>

Other Assessments

a. Teacher observation/evaluation
b. Self/peer observation/evaluation
c. Share the Music Grade 1 Resource Master 6-3

Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

a. Head voice
b. Steady beat
c. Conductor cues for starting/stopping
d. Four-beat patterns that include sol-mi-la and/or mi-re-do pitches and quarter notes, beamed pair of eighth notes, quarter rests
e. Play simple patterns

Resources

a. Share the Music Grade 1 Unit 2 Lesson 2, Unit 3 Lesson 6
b. Share the Music Grade 1 Unit 1 Lesson 1, Unit 1 Lesson 4, Gagne Listening Resource Kit Level 1 pg. 19, 43
c. Share the Music Grade 1 Unit 3 Lesson 7, Gagne Listening Resource Kit Level 1 pg. 14, use of appropriate grade-level songs
d/e. Share the Music Grade 1 Unit 3 Lesson 4, Unit 6 Lesson 2, Share the Music Pitch and Rhythm Index, Gagne Listening Resource Kit Level 1 pg. 37
**Unit: Introducing Beginning Musical Invention Concepts**

**Timeline:** Year long

**Enduring Concept:** Creation of Music

**Grade Level Expectations (GLE):**
Demonstrate creation of short, independent musical phrases and sounds alone and with others; Identify musical patterns

**Inquiry Question(s):** (From the standards document):
- Why do some melodies sound better than others?
- How can music tell a story?
- Why is it important to learn to read and write music?
- Where else can you find patterns?
- Why are patterns important in music?

**Vocabulary:**
- pattern
- rhythm
- improvise

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### Assessments

**Performance Tasks**
- a. Students create musical phrases and patterns

**Other Assessments**
- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Grade 1 Resource Master 6-7

**Evidence Outcomes**

**Students can:**
- a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories
- b. Improvise short phrases using the l-s-m or m-r-d tone set
- c. Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc.
- d. Create patterns using known rhythms and pitches

---

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Creating instrumental and vocal sounds to accompany poems, rhymes, and stories
- b. Improvising short phrases using the l-s-m or m-r-d tone set
- c. Using movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc.
- d. Creating patterns using known rhythms and pitches

---

### Resources

- a. See Share the Music Grade 1 “Creative Activities” in Classified Index
- b. See Share the Music Grade 1 Pitch and Rhythm Index
- c. See Share the Music Grade 1 “Creative Activities” section in the Classified Index: “creating/improvising-movement,” “moving to show”
- d. Share the Music Grade 1 Unit 6 Lesson 9 “Portfolio Option” using Resource Master 6-7
# First Grade Music Curriculum Guide

## Unit: Introducing Basic Elements of Music Theory

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of gradual changes in dynamics and tempo; Aurally identify simple components of musical form; Comprehension of basic vocal and instrumental tone colors; Comprehension of basic rhythmic and melodic patterns</td>
<td>singing  speaking</td>
</tr>
<tr>
<td></td>
<td>whispering speaking</td>
</tr>
<tr>
<td></td>
<td>slower  faster</td>
</tr>
<tr>
<td></td>
<td>louder  softer</td>
</tr>
<tr>
<td></td>
<td>strong beat  weak beat</td>
</tr>
<tr>
<td></td>
<td>same  different</td>
</tr>
<tr>
<td></td>
<td>pitched  non-pitched</td>
</tr>
<tr>
<td></td>
<td>going up  going down</td>
</tr>
</tbody>
</table>

## Inquiry Question(s): (From the standards document):

- What makes music interesting to listen to? How are musical phrases and sentences similar or different?
- How does music make you feel? Why is it important to keep a steady beat?
- How will identifying notes and rests help me in performing music?
- Why does everyone have different music preferences?

## Assessments

### Performance Tasks

- a. Students demonstrate comprehension of simple musical components (tempo, form, dynamics, phrase)
- b. Students demonstrate understanding of basic vocal and instrumental tone colors
- c. Students demonstrate understanding of basic rhythmic and melodic patterns
- d. Students differentiate between same and different rhythmic and melodic patterns
- e. Students differentiate between beat and rhythm

### Other Assessments

- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Grade 1 Resource Master 2-5, 3-2

## Evidence Outcomes

- Students can:
  - a. Use vocabulary for getting louder/softer and getting faster/slower
  - b. Demonstrate getting louder/softer and getting faster/slower using movement, voice and instruments
  - c. Aurally identify introduction and phrase
  - d. Aurally and visually identify AB form
  - e. Visually identify staff and repeat signs
  - f. Identify pitched and non-pitched classroom instruments using sight and sound
  - g. Identify and demonstrate singing, speaking, whispering, and shouting voices
  - h. Demonstrate steady beat, strong/weak beat, difference between beat and rhythm
  - i. Aurally recognize and demonstrate going up going down, and sol-mi-la (or mi-re-do) pitches
  - j. Identify and notate using quarter notes, beamed two-eighth notes, quarter rests
  - k. Discriminate between same/different rhythmic and melodic patterns

## Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a/b. louder/softer, faster/slower
- c. introduction and phrase
- d. AB form
- e. staff, repeat signs
- f. pitched/non-pitched instruments
- g. singing, speaking, whispering, shouting voices
- h. steady beat, strong/weak beat, beat vs. rhythm
- i. going up going down, sol-mi-la (or mi-re-do)
- j. quarter notes, beamed two eighth notes, quarter rests
- k. same/different rhythmic and melodic patterns

## Resources

- a/b. Listening Resource Kit Level 1, Share the Music Grade 1 Unit 1 Lesson 7, Unit 1 Lesson 2, Unit 3 Lesson 2, Classic Tunes and Tales pg. 83
- c. Classic Tunes and Tales pg. 28, Share the Music Grade 3 Unit 4 Lesson 7
- d. Share the Music Grade 1 Unit 6 Lesson 1
- e. Share the Music Grade 1 Unit 1 Lesson 4, Unit 1 Lesson 5
- f. Musical Instrument Blackline Masters, Share the Music Grade 2 Unit 3 Lesson 1
- g. Share the Music Grade 1 Unit 2 Lesson 3
**Unit:** Introducing Music’s Contributions to Everyday Life  
**Timeline:** Year long

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Enduring Concept: Aesthetic Valuation of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate respect for the contributions of self and others in a musical setting; Comprehension of the basic components of music and musical performances at a beginning level; Identify music as an integral part of everyday life</td>
<td></td>
</tr>
</tbody>
</table>

| Vocabulary: | |
|-------------||
| culture     | |
| performance | |
| performer   | |
| audience    | |

| Inquiry Question(s): (From the standards document): | |
|------------------------------------------------------||
| When is it appropriate or not appropriate to talk during a musical performance?  
Why is it important to listen respectfully to live performances?  
How does movement to music differ from one culture to another?  
How does music communicate thoughts or feelings? | |

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Tasks</td>
<td>Students can:</td>
</tr>
<tr>
<td>a. Students participate appropriately in music activities</td>
<td>a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others</td>
</tr>
<tr>
<td>b. Students reflect on musical performances</td>
<td>b. Reflect on the performance of others</td>
</tr>
<tr>
<td>c. Students demonstrate appropriate audience behavior</td>
<td>c. Demonstrate audience behavior appropriate for the context and style of music performed</td>
</tr>
<tr>
<td>d. Students create appropriate responses to music</td>
<td>d. Create movements to music that reflect focused listening</td>
</tr>
</tbody>
</table>

| Other Assessments | |
|-------------------| |
| a. Teacher observation/evaluation | |
| b. Self/peer observation/evaluation | |
| c. Gagne Listening Resource Kit Level 1 Listening Logs, Cue Card Listening | |
| d. Share the Music Grade 1 Resource Master TA-2, TA-5 | |

g. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural and geographical associations

h. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form)

**Instruction**

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

<p>| a. Participating appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others | |
| b. Reflecting on the performance of others | |
| c. Demonstrating audience behavior appropriate for the context and style of music performed | |
| d. Creating movements to music that reflect focused listening | |
| e. Describing how ideas or moods are communicated through music | |
| f. Identifying, discussing and responding to music written for specific purposes (such as holiday, march, lullaby) | |
| g. Using personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural and geographical associations | |
| h. Using developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form) | |</p>
<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss Listening Logs from Gagne Listening Resource Kit Level 1 or responses to Resource Masters TA-2, TA-5</td>
</tr>
<tr>
<td>b. Gagne Listening Resource Kit Level 1 Listening Logs (used for performance of others in class, other live performances), Share the Music Grade 1 Resource Master TA-2</td>
</tr>
<tr>
<td>c. Share the Music Grade 1 Unit 1 Lesson 9 “Drama Connection”</td>
</tr>
<tr>
<td>d. Gagne Listening Resource Kit Level 1 pgs 29-33</td>
</tr>
<tr>
<td>e. Gagne Listening Resource Kit Level 1 Listening Logs (feeling section with discussion)</td>
</tr>
<tr>
<td>f. Selections from Share the Music Level 1 Classified Index: “Holiday, Seasonal, Patriotic Music,”</td>
</tr>
<tr>
<td>g. Choose selections from Share the Music Level 1 Classified Index: “Multicultural Materials”</td>
</tr>
<tr>
<td>h. Choose selections from Share the Music Level 1 Classified Index: “Movement-creative”</td>
</tr>
</tbody>
</table>
### Second Grade Music Curriculum Guide

**Unit:** Developing Music Performance Skills  
**Timeline:** Year long  
**Enduring Concept:** Expression of Music

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressively perform simple songs in small groups or independently; Perform simple rhythmic, melodic and harmonic patterns</td>
<td>fermata, round, do, re, mi, sol, la, pentatonic, dynamics</td>
</tr>
</tbody>
</table>

**Inquiry Question(s): (From the standards document):**  
What is a good singing voice?  
Are rests as important as notes in music?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td><strong>Students can:</strong></td>
</tr>
<tr>
<td>a. Students perform simple songs and follow conductor cues</td>
<td>a. Perform two-part rounds</td>
</tr>
<tr>
<td>b. Students perform four and eight beat patterns that include pitches of the pentatonic scale, half notes, whole notes and their corresponding rests</td>
<td>b. Follow conductor's cues demonstrating dynamic changes, tempo changes and fermata</td>
</tr>
<tr>
<td>c. Perform four and eight beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and half note, half rest, whole note, whole rest</td>
<td></td>
</tr>
</tbody>
</table>

**Other Assessments**  
| a. Teacher observation/evaluation | b. Self/peer observation/evaluation |
| c. Share the Music Grade 2 Resource Master 5-1 |

**Instruction**  
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:  
| a. Performing two-part rounds |
| b. Following conductor's cues demonstrating dynamic changes, tempo changes and fermata |
| c. Performing four and eight beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and half note, half rest, whole note, whole rest |

**Resources**  
| a. Share the Music Grade 2 Unit 6 Lesson 6, “Morning Bells” from Grade 2 Share the Music Song Anthology |
| b. Share the Music Grade 2 Unit 5 Lesson 1 “Mi Cuerpo” |
| c. See Share the Music Grade 2 Pitch and Rhythm Index, Orff Accompaniments, Classic Tunes and Tales pg. 99, Rhythm Flashcards |
# Second Grade Music Curriculum Guide

### Unit: Developing Invention Skills in Music

#### Timeline: Year long

#### Enduring Concept:
Creation of Music

### Grade Level Expectations (GLE):
- Create musical phrases in the form of simple question and answer alone and in small groups
- Identify rhythmic and melodic notation patterns

### Inquiry Question(s): (From the standards document):
- Where in music do you find patterns?
- Do people only improvise in music?
- How can movement demonstrate what we hear?

### Vocabulary:
- improvise
- question and answer
- pitch
- pattern
- form

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students create musical phrases</td>
<td>a. Improvise short instrumental phrases using the l-s-m-r-d tone set</td>
</tr>
<tr>
<td>b. Students create musical patterns</td>
<td>b. Improvise question and answer phrases</td>
</tr>
<tr>
<td>c. Students create musical movements</td>
<td>c. Create movements to express pitch, tempo, form and dynamics in music</td>
</tr>
<tr>
<td></td>
<td>d. Create patterns using learned rhythms and pitches</td>
</tr>
</tbody>
</table>

### Other Assessments
- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Grade 2 Resource Masters
  1-6, 2-7, 4-6, 4-8, 6-1, 6-3

### Instruction
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
- a. Improvising short instrumental phrases using the l-s-m-r-d tone set
- b. Improvising question and answer phrases
- c. Creating movements to express pitch, tempo, form and dynamics in music
- d. Creating patterns using learned rhythms and pitches

### Resources
- a. Share the Music Grade 2 Unit 1 Lesson 7, Unit 6 Lesson 4, Resource Master 1-6
- b. Share the Music Grade 2 Unit 3 Lesson 6
- c. Share the Music Grade 2 Unit 1 Lesson 6, Unit 2 Encore, Unit 3 Lesson 3 Movement Section
- d. Share the Music Grade 2 Resource Masters 2-7, 4-6, 4-8, 6-3
<table>
<thead>
<tr>
<th><strong>Unit:</strong> Developing Skills in Music Theory</th>
<th><strong>Enduring Concept:</strong> Theory of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong> Year long</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Level Expectations (GLE):**
- Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation;
- Comprehension of beginning notational elements and form in music;
- Comprehension of vocal and instrumental tone colors;
- Comprehension of beginning melodic and rhythmic patterns;
- Comprehension of beginning notational elements and form in music

<table>
<thead>
<tr>
<th><strong>Inquiry Question(s):</strong> (From the standards document):</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes music interesting to listen to?</td>
</tr>
<tr>
<td>Why are there changes in tempo and dynamics in music?</td>
</tr>
<tr>
<td>How do bar lines in music compare to punctuation in writing?</td>
</tr>
<tr>
<td>How is music used in community events and celebrations?</td>
</tr>
<tr>
<td>How are steps, skips and repeats like math problems?</td>
</tr>
<tr>
<td>How does knowing notes and rests help me in performing music?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
</tr>
<tr>
<td>crescendo</td>
</tr>
<tr>
<td>separated</td>
</tr>
<tr>
<td>verse</td>
</tr>
<tr>
<td>bar line</td>
</tr>
<tr>
<td>measure</td>
</tr>
<tr>
<td>skip</td>
</tr>
<tr>
<td>woodwinds</td>
</tr>
<tr>
<td>brass</td>
</tr>
<tr>
<td>high voices</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence Outcomes</strong></td>
</tr>
<tr>
<td>Performance Tasks</td>
</tr>
<tr>
<td>a. Students use appropriate music vocabulary</td>
</tr>
<tr>
<td>b. Students demonstrate music theory concepts</td>
</tr>
<tr>
<td>Other Assessments</td>
</tr>
<tr>
<td>a. Teacher observation/evaluation</td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
</tr>
<tr>
<td>c. Resource Master Grade 2: 2-5, 2-6,</td>
</tr>
<tr>
<td>d. Grade 2 Share the Music Unit 4 Lesson 9</td>
</tr>
<tr>
<td>e. Grade 2 Share the Music Unit 3-2, 3-4, 3-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students can:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use vocabulary for piano/forte, crescendo/decrescendo and separated/connected when describing music</td>
</tr>
<tr>
<td>b. Demonstrate piano/forte, crescendo/decrescendo, and separated/connected when using movement, voice and instruments,</td>
</tr>
<tr>
<td>c. Aurally identify ABA form and verse/refrain</td>
</tr>
<tr>
<td>d. Identify notated examples of bar lines, double bar lines and measures</td>
</tr>
<tr>
<td>e. Identify vocal sound groups (high voices, low voices)</td>
</tr>
<tr>
<td>f. Identify instrumental sound groupings (woodwinds, percussion, brass, strings)</td>
</tr>
<tr>
<td>g. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale)</td>
</tr>
<tr>
<td>h. Identify and notate using half note and rest, whole note and rest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instruction:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:</td>
</tr>
<tr>
<td>a/b. piano/forte, crescendo/decrescendo, separated/connected</td>
</tr>
<tr>
<td>c. ABA form, verse/refrain</td>
</tr>
<tr>
<td>d. Bar lines, double bar lines, measure</td>
</tr>
<tr>
<td>e. High/low voices</td>
</tr>
<tr>
<td>f. Woodwinds, brass, percussion, strings</td>
</tr>
<tr>
<td>g. Step/skip/repeat, pentatonic scale</td>
</tr>
<tr>
<td>h. Half note/rest, whole note/rest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a/b. Share the Music Grade 2 Unit 2 Lesson 6, Unit 3 Lesson 3</td>
</tr>
<tr>
<td>c. Share the Music Grade 2 Unit 4 Lesson 7</td>
</tr>
<tr>
<td>d. Teacher created resources</td>
</tr>
<tr>
<td>e. Listening Resource Kit Level 1 pg. 9, Share the Music Grade 2 Unit 1 Lesson 5</td>
</tr>
<tr>
<td>f. Share the Music Grade 2 Unit 5 Lesson 7 (brass), Listening Resource Level 2 (see index pg. 5, 12-15)</td>
</tr>
<tr>
<td>g. Share the Music Grade 2 Unit 4 Lesson 7, See Index “Reading, Notation”</td>
</tr>
<tr>
<td>h. Share the Music Grade 2 Unit 3 Lesson 4, Unit 3 Lesson 6, Rhythm flashcards, Classic Tunes and Tales pg. 99</td>
</tr>
</tbody>
</table>
Unit: Developing Value of Music Collaboration
Enduring Concept: Aesthetic Valuation of Music

Timeline: Year long

Grade Level Expectations (GLE):
Demonstrate respect for individual, group, and self contributions in a musical setting;
Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement;
Demonstrate increased awareness of music in daily life or special events.

Vocabulary:
culture
performance
performer
audience

Inquiry Question(s): (From the standards document):
How does music affect emotions and feelings? How does individual contribute to effective music making in a group?
Why is it important to experience music from a variety of cultures? Why is it important to listen respectfully to live performances?

Assessments
Performance Tasks
a. Students demonstrate appropriate audience and performer skills
b. Students use music terminology to respond to music performances
c. Students describe music from various cultures including their own

Students can:
a. Recognize and demonstrate appropriate audience behavior in a live performance
b. Contribute to a group effort by listening to and discussing music
c. Contribute to a group effort by making music and reflecting on the performance
d. Articulate ideas about holding and respecting musical preferences
e. Use specific music terminology in discussing individual preferences for music
f. Create developmentally appropriate movements to express pitch, tempo, form and dynamics in music
g. Identify how musical elements communicate ideas or moods
h. Recognize and demonstrate interest in creating, performing, and moving to music
i. Recognize and demonstrate interest in listening to several types of music
j. Describe music from various cultures in general terms
k. Explain their own cultural and social interests in music

Other Assessments
a. Teacher observation/evaluation
b. Self/peer observation/evaluation

Students can:
a. Recognize and demonstrate appropriate audience behavior in a live performance
b. Contribute to a group effort by listening to and discussing music
c. Contribute to a group effort by making music and reflecting on the performance
d. Articulate ideas about holding and respecting musical preferences

Instruction
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
a. Recognizing and demonstrating appropriate audience behavior in a live performance
b. Contributing to a group effort by listening to and discussing music
c. Contributing to a group effort by making music and reflecting on the performance
d. Articulating ideas about holding and respecting musical preferences
e. Using specific music terminology in discussing individual preferences for music
f. Creating developmentally appropriate movements to express pitch, tempo, form and dynamics in music
g. Identifying how musical elements communicate ideas or moods
h. Recognizing and demonstrating interest in creating, performing, and moving to music
i. Recognizing and demonstrating interest in listening to several types of music
j. Describing music from various cultures in general terms
k. Explaining their own cultural and social interests in music

Resources
a. Share the Music Grade 2 Listening Anthology: Band Concert, Gagne Listening Kit Level 2 pg. 72
b. Share the Music Grade 2 Listening Anthology: Maps and corresponding teaching suggestions, Gagne Listening Kit Level 2 pg. 7
c. Share the Music Grade 2 song selections, Resource Masters TA-2, TA-4, TA-5, Gagne Listening Kit Level 2 pg. 7
d. Share the Music Grade 2 Resource Masters TA-3, TA-4 with teacher-led discussion
e. Gagne Listening Kit Level 2 pg. 18-20
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>f.</td>
<td>Share the Music Grade 2 Unit 1 Lesson 6, Unit 3 Lesson 3-Movement section, Unit 2 Encore</td>
</tr>
<tr>
<td>g.</td>
<td>Gagne Listening Kit Level 2 pg. 18, Gagne Listening Kit Level 3 pg. 8</td>
</tr>
<tr>
<td>h.</td>
<td>Teacher-led discussions using Grade 2 creation and expression resources</td>
</tr>
<tr>
<td>i.</td>
<td>Gagne Listening Kit Level 2 with teacher-led discussions</td>
</tr>
<tr>
<td>j.</td>
<td>Share the Music Grade 2 Index: see “folk materials”</td>
</tr>
<tr>
<td>k.</td>
<td>Share the Music Grade 2 Index: see “folk materials”</td>
</tr>
</tbody>
</table>
### Unit: Practicing Musical Performance Skills

#### Timeline: Year long

**Grade Level Expectations (GLE):**
- Perform from memory and use simple traditional notation;
- Perform extended rhythmic, melodic and harmonic patterns

#### Enduring Concept:
Expression of Music

#### Vocabulary:
- ostinato/i,
- ensemble,
- do,
- re,
- mi,
- sol,
- la,
- high do

#### Inquiry Question(s): (From the standards document):
- Why is it important for ensembles to work as a team?
- Why is it important to understand conducting patterns?
- How does identifying patterns help with memorization?
- How are beat and rhythm different?

### Assessments

#### Performance Tasks
- a. Students perform using simple notation
- b. Students perform expressively using correct vocal and instrumental techniques

#### Other Assessments
- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Grade 3 Resource Master 3-2

#### Evidence Outcomes

Students can:
- a. Use correct vocal and instrumental techniques when singing and playing instruments
- b. Recognize and follow conductor's beat patterns and gestures
- c. Perform expressively for peers in a large or small group setting
- d. Play and sing simple notated melodies
- e. Perform more complex patterns that include do, re, mi, sol, la, high do
- f. Perform rhythmic and melodic ostinati in small groups
- g. Perform a steady beat while contrasting rhythms are being played

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Using correct vocal and instrumental techniques when singing and playing instruments
- b. Recognizing and following conductor’s beat patterns and gestures
- c. Performing expressively for peers in a large or small group setting
- d. Playing and singing simple notated melodies
- e. Performing more complex patterns that include do, re, mi, sol, la, high do
- f. Performing rhythmic and melodic ostinati in small groups
- g. Performing a steady beat while contrasting rhythms are being played

### Resources

- a. Share the Music Grade 3 Unit 1 Lesson 7, Unit 2 Lesson 5, Unit 4 Lesson 2 using “Meeting Individual Needs” section, Share the Music Grade 3 Orff Orchestrations Supplement (inside back cover)
- b. Gagne Listening Resource Kit Level 3 pg. 17, Share the Music Grade 3 Unit 3 Lesson 3
- c. Song Selections from Share the Music Grade 3
- d. Share the Music Grade 3 Orff Orchestrations Supplement, Share the Music Grade 3 Music Library selections
- e. Share the Music Grade 3 Rhythm and Pitch Index
- f. Share the Music Grade 3 Unit 3 Lesson 7
- g. Share the Music Grade 3 Unit 1 Lesson 1, Unit 2 Lesson 1
## Third Grade Music Curriculum Guide

### Unit: Practicing Basic Elements of Music Invention

**Timeline:** Year long

**Enduring Concept:** Creation of Music

### Grade Level Expectations (GLE):

- Create short musical phrases and patterns;
- Notate music using basic notation structure

**Vocabulary:**
- improvise
- ostinati/o
- question and answer
- treble clef
- staff
- notate/notation

### Inquiry Question(s): (From the standards document)

- Besides music, where else is improvisation used?
- How can you apply the writing process to composing music?

### Performance Tasks

- a. Students improvise short musical phrases and patterns
- b. Students notate on a treble clef staff

### Evidence Outcomes

- a. Improvise four measures within a musical selection
- b. Create short rhythmic and melodic ostinati in question and answer form
- c. Create phrases using learned rhythms and pitches on a treble clef staff
- d. Apply teacher-defined criteria to determine accuracy of notation

### Other Assessments

- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Share the Music Grade 3 Resource Masters 1-4, 2-8, 3-10, 4-9, 4-10

### Resources

- a. Share the Music Grade 3 (New Edition) Unit 3 “More Songs to Sing”-“Meeting Individual Needs” section
- b. Share the Music Grade 3 Unit 4 Lesson 7, Resource Masters 4-9, 4-10, R-14, R-15
- c. Share the Music Grade 3 Unit 2 Lesson 9 Create Section
- d. Share the Music Grade 3 Unit 1 Lesson 5, Resource Master 1-4

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Improvising four measures within a musical selection
- b. Creating short rhythmic and melodic ostinati in question and answer form
- c. Creating phrases using learned rhythms and pitches on a treble clef staff
- d. Apply teacher-defined criteria to determine accuracy of notation

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Greeley-Evans School District 6  
2012-2013  
3rd Grade Music Curriculum Guide
### Unit: Practicing Basic Skills in Music Theory

**Timeline:** Year long

### Grade Level Expectations (GLE):

- Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using grade-level appropriate music vocabulary.
- Analyze simple notational elements and form in music.
- Identify vocal and instrumental tone colors; Identify and aurally recognize simple melodic, rhythmic and harmonic patterns.

### Vocabulary:

- pianissimo
- fortissimo
- largo
- allegro
- legato
- staccato
- time signature/meter
- rondo
- line/space note
- question and answer
- treble clef
- staff

### Inquiry Question(s): (From the standards document):

- How do changes in tempo, dynamics, and articulation affect the mood of music?
- When people listen to a piece of music, what are they listening for?
- How is music used in community events and celebrations?
- How do different styles of music affect audience response?

### Assessments

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
</tr>
<tr>
<td>a. Students demonstrate use of basic dynamics, tempo, meter and articulation</td>
</tr>
<tr>
<td>b. Students analyze question and answer phrases and rondo form</td>
</tr>
<tr>
<td>c. Students visually and aurally identify families of instruments</td>
</tr>
<tr>
<td>d. Students note pitches on the treble clef staff</td>
</tr>
<tr>
<td>e. Students demonstrate pitches of the extended pentatonic scale</td>
</tr>
<tr>
<td>f. Students note using sixteenth notes</td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
</tr>
<tr>
<td>a. Teacher observation/evaluation</td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
</tr>
<tr>
<td>c. Share the Music Grade 3 Resource Master 1-4, 5-6, 6-8, 6-9, 4-9, 4-10, 4-12, 3-8, 3-9, 3-10, 4-5, 4-6</td>
</tr>
</tbody>
</table>

### Evidence Outcomes

<table>
<thead>
<tr>
<th><strong>Students can:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples</td>
</tr>
<tr>
<td>b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice and instruments</td>
</tr>
<tr>
<td>c. Explain the function of the top number of a time signature involving two, three and four beats</td>
</tr>
<tr>
<td>d. Visually identify line and space notes and note pitches on the treble clef staff</td>
</tr>
<tr>
<td>e. Aurally identify question and answer phrases</td>
</tr>
<tr>
<td>f. Aurally identify rondo form</td>
</tr>
<tr>
<td>g. Identify families of instruments visually and aurally</td>
</tr>
<tr>
<td>h. Demonstrate do, re, mi, sol, la, high do (extended pentatonic scale)</td>
</tr>
<tr>
<td>i. Identify and note using four sixteenth notes</td>
</tr>
</tbody>
</table>

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a/b. pianissimo/fortissimo, largo/allegro, legato/staccato
- c. time signature
- d. line and space notes in treble clef
- e. question and answer phrases
- f. rondo form
- g. instrument families
- h. do, re, mi, sol, la, high do (extended pentatonic scale)
- i. sixteenth notes

### Resources

- a/b. Share the Music Grade 4 Unit 3 Lesson 7, Share the Music Grade 3 Unit 1 Lesson 7, Listening Resource Kit Level 3 pg. 28, Classic Tunes and Tales pg. 162, Listening Resource Kit Level 1 pg. 42 (Largo-Winter), Listening Resource Kit Level 2 pg. 44 (Allegro-Spring)
- c. Share the Music Grade 4 Unit 1 Lesson 4, Classic Tunes and Tales pg. 146-147
d. Share the Music Grade 3 Unit 1 Lesson 5, Classic Tunes and Tales pg. 116
e. Share the Music Grade 3 Unit 4 Lesson 7
f. Listening Resource Kit Level 3 pg. 23-25, Share the Music Grade 3 Unit 4 Lesson 8
g. Share the Music Grade 4 Unit 2 Lesson 3
h. Share the Music Grade 3 Pitch and Rhythm Index
i. Share the Music Grade 3 Pitch and Rhythm Index, Share the Music Grade 3 Unit 4 Lesson 4
### Grade Level Expectations (GLE):
- Identify personal preferences for specific music;
- Respond to and make informed judgments about music through participation, performance, and the creative process;
- Articulate music’s significance within an individual musical experience.

### Inquiry Question(s): (From the standards document):
- What do people look for in choosing music for enjoyment?
- Why is it beneficial to experience a variety of musical styles as a listener? As a performer?
- Why should we respect the musical preferences of others? What is the difference between liking a work and the importance of a work?
- Why is it important to have a variety and diversity of musical styles available to society?
## Unit: Advancing Skills in Music Expression

### Grade Level Expectations (GLE):
- Perform using accurate production techniques;
- Perform a variety of rhythmic, melodic, and harmonic patterns;
- Perform extended melodies from the treble staff using traditional notation

### Vocabulary:
- ostinati/o,
- round,
- diction,
- posture,
- breathing,
- do, re, mi, fa, sol, la, ti,
- high do,
- major

### Inquiry Question(s): (From the standards document):
- How does performance in an ensemble encourage teamwork?
- How does correct posture, breathing and diction affect a performance?
- Why is it important for the performer to watch the conductor?
- How do changes in rhythm change a message in music?
- How is music like a language that helps people communicate?

## Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students perform using accurate production techniques</td>
<td>Students can:</td>
</tr>
<tr>
<td>b. Students perform melodic and rhythmic ostinati that include the pitches of a major scale</td>
<td>a. Perform patterns that include do, re, mi, fa, sol, la, ti, high do</td>
</tr>
<tr>
<td>c. Students perform melodies from the treble clef staff</td>
<td>b. Perform melodic and rhythmic ostinati</td>
</tr>
<tr>
<td></td>
<td>c. Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities</td>
</tr>
<tr>
<td></td>
<td>d. Play and sing simple songs in major keys</td>
</tr>
</tbody>
</table>

## Other Assessments

- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation

## Instructions

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Perform patterns that include do, re, mi, fa, sol, la, ti, high do
- b. Perform melodic and rhythmic ostinati
- c. Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities
- d. Play and sing simple songs in major keys

## Resources

- a. Share the Music Grade 4 Pitch and Rhythm Index
- b. Share the Music Grade 4 Unit 2 Lessons 4, 5
- c. Share the Music Grade 4 Music Library and Orff Instruments Supplement
- d. Share the Music Grade 4 Music Library and Orff Instruments Supplement
## Fourth Grade Music Curriculum Guide

### Unit: Advancing Music Invention Skills

**Timeline:** Year long

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Enduring Concept: Creation of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvise simple musical phrases; Notate simple musical phrases</td>
<td>Vocabulary: improvise, measure, treble clef, staff, notate, phrase</td>
</tr>
</tbody>
</table>

### Inquiry Question(s): (From the standards document):
- Is it easier to improvise with an instrument or with a voice?
- Why is improvisation important?
- How is writing music related to writing stories?
- Do different cultures notate music differently?

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students improvise simple musical phrases</td>
<td>a. Improvise completion of a given rhythmic or melodic phrase</td>
</tr>
<tr>
<td>b. Students notate simple musical phrases</td>
<td>b. Improvise short phrases using the pitches of the diatonic scale</td>
</tr>
</tbody>
</table>

**Students Other Assessments**

| a. Teacher observation/evaluation | c. Create 4 measures using known rhythms and pitches on a treble clef staff |
| b. Self/peer observation/evaluation | d. Follow prescribed criteria when notating |
| c. Share the Music Grade 4 Resource Master 5-7, 4-10 |

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

| a. Improvise completion of a given rhythmic or melodic phrase | b. Improvise short phrases using the pitches of the diatonic scale |
| c. Create 4 measures using known rhythms and pitches on a treble clef staff | d. Follow prescribed criteria when notating |

### Resources

| a. Share the Music Grade 4 Unit 5 Lesson 8 | b. Share the Music Grade 4 Unit 1 Lesson 7, Unit 2 Lesson 8, Unit 5 Lesson 6 |
| b. Share the Music Grade 4 Unit 1 Lesson 9, Unit 2 Lesson 9, Share the Music Grade 4 Resource Masters 1-10, 2-10 |
| c. Share the Music Grade 4 Unit 1 Lesson 9, Unit 2 Lesson 9, Share the Music Grade 4 Resource Masters 1-10, 2-10 |
# Fourth Grade Music Curriculum Guide

## Unit: Advancing Skills in Music Theory

### Timeline: Year long

### Grade Level Expectations (GLE):
- Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary;
- Identification of aural and visual notations of basic musical forms;
- Analyze vocal and instrumental examples;
- Identify and aurally recognize melodic, rhythmic, and harmonic patterns

### Enduring Concept: Theory of Music

### Vocabulary:
- mezzo piano
- mezzo forte
- andante
- presto
- accelerando
- ritardando
- theme
- variation
- interlude
- time signature/meter
- form
- major
- minor
- band
- orchestra
- do, re, mi, fa, sol, la, ti, high do

### Inquiry Question(s): (From the standards document):
- Why do composers usually use a combination of dynamics in a composition instead of using just one?
- Why are musical opposites important?
- What is the purpose of an interlude?
- Why does each voice and instrument have its own timbre?
- Why do composers rely on theme? How have historical events influenced musical styles?
- How has the impact of technology and mass media affected music?
- In what instances would using major/minor tonalities be appropriate?

## Assessments

### Performance Tasks
- a. Students demonstrate use of more advanced dynamics, tempo, form and meter
- b. Students demonstrate advanced listening skills (vocal, instrumental and various forms and tonalities)

### Other Assessments
- a. Teacher observation/evaluation
- b. Self/peer observation/evaluation
- c. Level 4 Gagne Listening Resource Kit pg. 7 (Listening Logs)
- d. Share the Music Grade 4 Resource Masters 1-1, 1-2, 1-3
- e. Share the Music Grade 4 Unit 1 Lesson 9
- f. Share the Music Grade 4 Resource Master 2-2
- g. Share the Music Grade 4 Resource Master 5-5, 5-8

###证据结果

- a. Apply vocabulary for mezzo piano/mezzo forte, andante, presto, and accelerando/ritardando in describing musical examples
- b. Demonstrate mezzo piano/mezzo forte, andante, presto, and accelerando/ritardando using movement, voice, and instruments
- c. Explain the function of the top and bottom numbers of a time signature in duple and triple meter
- d. Aurally identify theme and variations form
- e. Aurally identify interlude
- f. Aurally and visually identify specific instruments of the band and orchestra
- g. Aurally identify music performed in two or more parts
- h. Use do, re, mi, fa, sol, la, ti, high do (diatonic scale)
- i. Use dotted quarter-eighth groups and triplets
- j. Notate four-beat rhythmic patterns and four beat melodic patterns dictated by the teacher
- k. Aurally distinguish between major and minor tonalities

## Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
- a/b. mezzo piano, mezzo forte, andante, presto, accelerando, ritardando
- c. time signature in duple, triple meter
- d. theme and variations form
- e. interlude
- f. band and orchestra instruments
- g. two part music
- h. do, re, mi, fa, sol, la, ti, high do (diatonic scale)
- i. dotted quarter-eighth groups, triplets
- j. 4-beat rhythmic and melodic patterns
- k. Major/minor tonalities

## Resources
- a/b: Share the Music Grade 4: Unit 3 Lesson 7, Unit 5 Lesson 3; Share the Music Grade 5: Unit 6 Lesson 3
c: Share the Music Grade 4: Unit 1 Lessons 1, 4

d: Share the Music Grade 4: Unit 6 Lesson 8, Share the Music Grade 5: Unit 4 Encore

e: Share the Music Grade 4: Unit 2 Lesson 7

f: Share the Music Grade 4: Unit 2 Lesson 3, Musical Instruments Blackline Masters (STM), Classic Tunes and Tales pg. 75

g: Share the Music Index “Part songs, two-part”

h: Share the Music Pitch and Rhythm Index

i: Share the Music Grade 5 Rhythm Index, Grade 5 Unit 5 Lesson 5, Classic Tunes and Tales pg. 215 “Aida”

j: Choose appropriate selections from Level 4 Share the Music and Level 4 Gagne Listening Resource Kit, Share the Music Grade 4 “Writing Notation” Index

k: Share the Music Grade 4 Unit 5 Lesson 2, Classic Tunes and Tales pg. 42
### Fourth Grade Music Curriculum Guide

**Unit:** Advancing Musical Preferences and Values  
**Timeline:** Year long  
**Enduring Concept:** Aesthetic Valuation of Music

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain personal preferences for specific music; Comprehend and respect the musical values of others, considering cultural context as an element of musical evaluation and meaning</td>
<td>ensemble, style, preference, diversity, listener, performer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry Question(s): (From the standards document):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What historical factors contributed to the development of a “Western” style of American music?</td>
<td></td>
</tr>
<tr>
<td>Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to have a variety and diversity of musical styles available to society?</td>
<td></td>
</tr>
<tr>
<td>How are musical preferences better communicated when appropriate music terminology is used?</td>
<td></td>
</tr>
<tr>
<td>Is any one kind of music better than any other?</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessments

<table>
<thead>
<tr>
<th><strong>Students can:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use appropriate music terminology to explain preferences</td>
</tr>
<tr>
<td>b. Describe and demonstrate characteristics of effective personal participation in ensembles</td>
</tr>
<tr>
<td>c. Discriminate between musical and nonmusical factors in individual music preference</td>
</tr>
<tr>
<td>d. Demonstrate respect for diverse local and regional opinions regarding music preferences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students explain personal preferences for specific musical styles using appropriate musical terminology</td>
</tr>
<tr>
<td>b. Students demonstrate respect for diversity in musical styles and opinions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher observation/evaluation</td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
</tr>
<tr>
<td>c. Share the Music Grade 4 Unit 4 Lesson 9 “Write”</td>
</tr>
</tbody>
</table>

#### Evidence Outcomes

**Instruction**

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

| a. Use appropriate music terminology to explain preferences |
| b. Describe and demonstrate characteristics of effective personal participation in ensembles |
| c. Discriminate between musical and nonmusical factors in individual music preference |
| d. Demonstrate respect for diverse local and regional opinions regarding music preferences |

#### Resources

| a. Gagne Listening Kit Level 4 pgs. 7-8, Share the Music Grade 4 Resource Masters TA-5, TA-2 |
| b. Share the Music Grade 4 Music Library “You’re Invited” |
| c. Share the Music Grade 4 Unit 4 Lessons 7, 8, 9 |
| d. Share the Music Grade 4 Unit 4 Lessons 7, 8, 9 |
# Fifth Grade Music Curriculum Guide

## Unit: Mastering Musical Performance Techniques

### Timeline: Year long  |  Enduring Concept: Expression of Music

### Grade Level Expectations (GLE):
- Perform using enhanced musical techniques;
- Perform more complex rhythmic, melodic and harmonic patterns;
- Perform melodies using traditional notation

### Vocabulary:
- round,
- conductor,
- treble clef,
- major,
- minor,
- expression,
- notation,
- syncopation

### Inquiry Question(s): (From the standards document):
- How do you produce a good singing voice or sound on your instrument?
- How does music stimulate visual ideas, feelings and perception?
- How does performance in an ensemble encourage teamwork?
- How is music like a language?
- How does syncopation affect the feel of music?

### Performance Tasks

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students perform using enhanced musical techniques</td>
<td>a. Perform vocal and/or instrumental rounds using movement and speech</td>
</tr>
<tr>
<td>b. Students demonstrate proper care of voice and instruments</td>
<td>b. Respond to the conductor for phrasing and dynamics</td>
</tr>
<tr>
<td>c. Students respond to conductor’s cues</td>
<td>c. Demonstrate proper care of voice and instruments</td>
</tr>
<tr>
<td>d. Students perform rhythmic and melodic patterns that include</td>
<td>d. Perform patterns that include the following rhythms: dotted eighth-sixteenth,</td>
</tr>
<tr>
<td>sixteenth note-eighth note combinations, pitches of the major</td>
<td>eighth-sixteenths, eighth-quarter-eighth notes and ties</td>
</tr>
<tr>
<td>scale and major/minor tonalities</td>
<td>e. Perform patterns that include the pitches of the major scale</td>
</tr>
<tr>
<td>Other Assessments</td>
<td>f. Play and sing notated melodies (12 to 16 measures) with attention to pitch,</td>
</tr>
<tr>
<td>a. Teacher observation/evaluation</td>
<td>rhythm, and expressive qualities</td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
<td>g. Play and sing simple melodic notation in treble clef in major and minor keys</td>
</tr>
<tr>
<td>c. Share the Music Grade 5 Unit 2 Lesson 9</td>
<td></td>
</tr>
</tbody>
</table>

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Perform vocal and/or instrumental rounds using movement and speech
- b. Respond to the conductor for phrasing and dynamics
- c. Demonstrate proper care of voice and instruments
- d. Perform patterns that include the following rhythms: dotted sixteenths-eighth, eighth-sixteenths, eighth-quarter-eighth notes and ties
- e. Perform patterns that include the pitches of the major scale
- f. Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities
- g. Play and sing simple melodic notation in treble clef in major and minor keys

### Resources

- a. Share the Music Grade 5 Unit 1 Lesson 8, See Index Rounds/canons,
- b. Share the Music Grade 5 Unit 4 Lesson 1, Resource Master 4-1
- c. Share the Music Grade 5 “If I Had a Hammer,” See vocal development index, Share the Music Grade 4 Unit 4 Lesson 3, Teacher demonstration
- d. Share the Music Grade 5 Pitch and Rhythm Index, Unit 2 Lessons 1, 2, 4, 6, Resource Master 2-5
- e. Share the Music Grade 5 Pitch and Rhythm Index, Orff Instruments Supplement
- f. Share the Music Grade 5 Unit 2 Lesson 3, Share the Music Grade 5 Music Library
- g. Share the Music Grade 5 Unit 2 Lesson 3, Share the Music Grade 5 Music Library
### Fifth Grade Music Curriculum Guide

#### Mastering Musical Invention Skills

**Timeline:** Year long

**Grade Level Expectations (GLE):**
- Improvise question and answer and basic musical phrases;
- Notate simple compositions

**Inquiry Question(s):** (From the standards document):
- What are the elements of a good improvisation?
- How does improvising music help you create and express ideas?
- When should a musician improvise?
- What jobs require composing skills?
- Are there rules in composing?
- Do all compositions have patterns?

**Vocabulary:**
- phrase,
- meter,
- mood,
- question,
- answer,
- notate,
- improvise,
- treble clef,
- staff,
- melody

<table>
<thead>
<tr>
<th><strong>Assessments</strong></th>
<th><strong>Evidence Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td><strong>Students can:</strong></td>
</tr>
<tr>
<td>a. Students improvise basic musical phrases using grade-level invention skills</td>
<td>a. Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc.</td>
</tr>
<tr>
<td>b. Students create and notate simple melodies on the treble staff</td>
<td>b. Create a melody using the treble staff</td>
</tr>
</tbody>
</table>

**Other Assessments**
- Teacher observation/evaluation
- Self/peer observation/evaluation

**Instruction**
Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:
- Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood
- Create a melody using the treble staff

**Resources**
- Share the Music Grade 5 Unit 5 Lesson 5, Unit 6 Lesson 9, Celebrations-Halloween “Nottamun Town”
- Share the Music Grade 5 Unit 2 Lesson 9
### Unit: Mastering Skills in Music Theory

#### Timeline: Year long

**Grade Level Expectations (GLE):**
- Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary;
- Analyze more complex instrumental and vocal examples;
- Comprehension and application of melodic, rhythmic and harmonic patterns

**Enduring Concept:** Theory of Music

**Vocabulary:**
- syncopation,
- largo,
- moderato,
- slur,
- soprano,
- alto,
- bass

**Inquiry Question(s): (From the standards document):**
- How does mass media rely on tempo or dynamics to send a message?
- Do tempo and mood have a close connection?
- Should composers give the expressive elements or leave it up to the performer?
- What makes a particular composition more complex than another?
- How will identifying melodic and rhythmic patterns improve knowledge and performance skills?
- How does syncopation affect the feel of the music?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td><strong>Students can:</strong></td>
</tr>
<tr>
<td>a. Students analyze and apply tempo, articulation and rhythm in music</td>
<td>a. Apply vocabulary for largo, moderato and slur when describing music</td>
</tr>
<tr>
<td>b. Students demonstrate knowledge of various voices in choral music</td>
<td>b. Demonstrate largo, moderato and slur using movement, voice, and instruments</td>
</tr>
<tr>
<td>c. Students demonstrate knowledge of various world instruments</td>
<td>c. Aurally and visually identify various world instruments</td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td>d. Aurally identify soprano, alto and bass voices</td>
</tr>
<tr>
<td>a. Teacher observation/evaluation</td>
<td>e. Identify two sixteenth note-eighth and eighth two sixteenth note and eighth-quarter-eighth note groups and ties</td>
</tr>
<tr>
<td>b. Self/peer observation/evaluation</td>
<td>f. Notate eight beat rhythmic patterns and four beat melodic patterns dictated by the teacher</td>
</tr>
<tr>
<td>c. Share the Music Grade 5 Resource Master 2∙3, 2∙6</td>
<td></td>
</tr>
</tbody>
</table>

**Instruction**

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a/b 1. Largo, moderato; 2. Slur
- c. Various world instruments
- d. Soprano, alto and bass voices
- e. Two sixteenth note-eighth note groups, eighth-two sixteenth note groups, eighth-quarter-eight note groups, ties
- f. 8-beat rhythmic patterns, 4-beat melodic patterns

**Resources:**

- a/b 1. Share the Music Grade 5 Unit 6 Lesson 3
- a/b 2. Share the Music Grade 5 Reading Anthology Song “Roll de Ole Chariot Along”
- c. Share the Music Grade 5 Index “Instruments, Illustrations of”
- d. Share the Music Grade 5 Unit 3 Lesson 1
- e. Share the Music Grade 5 Unit 5 Lesson 5, Share the Music Grade 5 Unit 2 Lesson 4, Listening Resource Kit Level 5 pg. 40
- f. Choose appropriate selections from Level 5 Share the Music and Level 5 Gagne Listening Resource Kit
## Fifth Grade Music Curriculum Guide

### Unit: Mastering Music Evaluation Criteria

**Timeline:** Year long

### Enduring Concept: Aesthetic Valuation of Music

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and defend personal preferences for specific music; Articulate the meaning in music according to musical elements, aesthetic qualities and human responses</td>
<td>culture, tempo, dynamics, style</td>
</tr>
</tbody>
</table>

### Inquiry Question(s): (From the standards document)

- Does an individual preference for musical work or performance make it good or bad?
- How do the elements of music affect the way music is classified into various styles?
- What role does music play in various cultures?

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Students can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students explain and defend personal preferences using musical and nonmusical criteria</td>
<td>a. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works</td>
</tr>
<tr>
<td>b. Students demonstrate knowledge of criteria used to evaluate musical works</td>
<td>b. Discuss the difference between preference for and quality of musical works</td>
</tr>
<tr>
<td>c. Gagne Listening Kit Level 5 pg. 8, 71</td>
<td>c. Identify and analyze differences in tempo and dynamics in contrasting music selections</td>
</tr>
</tbody>
</table>

### Evidence Outcomes

- d. Explain how people in a particular culture use and respond to specific musical works from that culture
- e. Discuss criteria used to make evaluations of musical works and performances
- f. Discuss elements of performance in observational and evaluative ways, using appropriate music terminology

### Instruction

Implementing best teaching strategies and allowing for the use of critical thinking skills, self-directed instruction and invention, while allowing opportunities for collaboration and information literacy, the teacher will sequentially teach the following musical concepts:

- a. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works
- b. Discuss the difference between preference for and quality of musical works
- c. Identify and analyze differences in tempo and dynamics in contrasting music selections
- d. Explain how people in a particular culture use and respond to specific musical works from that culture
- e. Discuss criteria used to make evaluations of musical works and performances
- f. Discuss elements of performance in observational and evaluative ways, using appropriate music terminology

### Resources

- a. Gagne Listening Kit Level 5 pg. 71
- b. Gagne Listening Kit Level 5 pg. 8 with teacher-led discussion
- c. Contrast selections from Gagne Listening Kit Level 5 pgs 31-32
- d. Share the Music Grade 5 Unit 5 Lessons 6, 7, 8, 9, Encore; Classic Tunes and Tales pgs 186-191
- e. Gagne Listening Kit Level 5 pg. 8
- f. Gagne Listening Kit Level 5 pg. 8 with teacher-led discussion