<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
<th>Big Idea</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
<tr>
<td>Standard</td>
<td>Learning Targets</td>
<td></td>
</tr>
<tr>
<td>A. Matches pitch with good singing techniques while singing alone or in a group</td>
<td>1. Match pitch in a limited range (pentatonic: do, re, mi, so, la)</td>
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<tr>
<td></td>
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<td>Use proper breath control and accurate diction while singing</td>
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<td>Demonstrate appropriate singing posture and stage presence</td>
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<td></td>
<td>Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while singing in an ensemble</td>
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</table>

**Alignments:**
- Performance: 2.5, 4.6
- Knowledge: (FA) 1
- MUGLE: PP.1.A
- NETS: N/A
- DOK: 4

**Instructional Strategies**
- Teacher modeling – rote singing
- Guided practice – vocalization
- Classroom demonstration and discussion
- View video clips of vocal performances and discuss:
  - posture
  - stage appearances
- Small group classroom performances: classmates discuss good singing techniques
- Visual aids for matching pitch, such as:
  - a target (on pitch)
  - arrows (sharp or flat)
- Matching pitch games: Pass the Pitch (like “telephone or gossip”)
Assessments/Evaluations

- Aural assessment: use a scoring guide for determining level of pitch accuracy
- Teacher observation: use a scoring guide to evaluate:
  - posture
  - stage presence
  - listening behavior
- Student self-assessment:
  - Scoring guides
  - Record individual performances of students singing using recording equipment such as:
    - document cameras
    - computers
    and evaluate performances and vocal techniques

Sample Assessment Questions

- Performance assessment:
  - Echo and Question/Answer singing games
  - Call and response songs
  - Small group singing
- How would you improve your ________? (e.g., posture, tone, pitch)

Instructional Resources/Tools

- Spotlight on Music
- Teacher selected repertoire
- Recordings or rehearsals/performances
- Videos of students singing
- Internet sources (YouTube and others)
**Literacy Connections**

- Demonstrate understanding of lyrics and vocabulary in songs
- Develop concept of rhyme through the use of nursery rhymes
- Reading skills:
  - Sequence
  - Setting
  - Phonics connections
  - Directionality/visual tracking (left to right)
  - Pattern identification
  - Rhyming schemes
- Identifying phrases
- Oral fluency
- Demonstrates appropriate intonation
- Focused, sustained attention on task
- Story song:
  - *Puff the Magic Dragon*
  - *Baby Beluga*
  - *Tinga Layo*
  - *Abiyoyo*
  - *Little Fox Went Out on a Chilly Night (AR Level 2.7)*
  - *Fiddle-I-Fee*
- Poetry:
  - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com),
  - [www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html),
  - [www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)
Cross Curricular Connections

- Literacy
- Historical multicultural connections
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<tr>
<td>Big Idea</td>
<td>Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts</td>
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</table>

**Standard**

B. Performs rhythms and melodies on classroom instruments

**Learning Targets**

1. 
   - Perform a varied grade-level repertoire of instrumental music with increasing difficulty representing diverse cultures, genres, and styles
   - Perform a steady beat
   - Read and perform short rhythmic and melodic patterns on classroom instruments
   - Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while playing in an ensemble

**Alignments:**
Performance: 2.5, 4.6  
Knowledge: (FA) 1  
MUGLE: PP.2.A  
NETS: N/A  
DOK: 3

**Instructional Strategies**

- Teacher modeling of instrumental rhythmic and melodic patterns
- Echo/response
- Guided practice for playing rhythmic and melodic patterns
- Body percussion
- Sight reading iconic/traditional notation
- Video/audio recordings of the class playing instruments
- Small group practice
- Classroom demonstration and discussion
### Assessments/Evaluations

- Performance assessments using scoring guides
- Teacher observation of playing skills
- Student self-assessment using scoring guides
- Small/large group performances

### Sample Assessment Questions

- Performance assessment:
  - Echo/response playing
  - Question/answer instrument activities
  - Call and response songs with instruments
  - Perform steady beat
  - Perform simple ostinati using rhythmic or melodic patterns
- How would you improve your ability to stay together as a group?

### Instructional Resources/Tools

- *Spotlight on Music* – teacher selected repertoire
- *Sound Stories from Spotlight on Music*
- Teacher selected repertoire
- Web-based and video recordings of performances
- Orff selections from the texts
- Step bells/xylophones
- Classroom instruments
- Internet resources
- Professional Music Education magazines
- [http://www.musictechteacher.com](http://www.musictechteacher.com) – lesson plans and quizzes
- [http://www.themusicinteractive.com/TMI](http://www.themusicinteractive.com/TMI)
- [http://www.musicgames.net/musicgames](http://www.musicgames.net/musicgames)
### Literacy Connections

- Nursery rhymes with instrumental accompaniments
- Identify syllables and coordinating musical sounds/rhythm of the words
- Reading skills:
  - Visual tracking
  - Sequence
  - Pattern identification
- Sound Story Song resources:
  - *Rattle bone Rock*
  - *Squeak, Rumble, Whomp, Whomp, Whomp*-Wynton Marsalis
  - *Munch, Mucha, Muncha*
  - *Rap a Tap Tap*
  - *Click Clack Moo, Cows That Type*
  - Sound Stories from the *Spotlight on Music* text
- Poetry:
  - [http://www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html)
  - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)
  - [http://www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)

### Cross Curricular Connections

- Literacy
- Multicultural connections
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Big Idea</td>
<td>Develop Basic Skills of Music Literacy</td>
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</table>

### Standard

C. Music literacy
- Reads and performs RHYTHMS using icons or notation
- Reads and performs MELODIES using icons or notation
- Identifies and performs DYNAMICS
- Identifies basic TONE COLORS of classroom, folk, and orchestral instruments
- Identifies and performs music with a variety of TEMPOS
- Identifies and describes FORM in music
- Analyzes and performs simple HARMONY
- Identifies and performs styles of ARTICULATION

### Learning Targets

2. **RHYTHM**
- Read, perform and notate the following rhythmic patterns:
  - Whole note/rest
  - Quarter note/rest
  - Half note/rest
  - Eighth note pairs

**MELODY**
- Read, write, and sing simple melodic patterns using solfege: do, re, mi, so, la
- Identify melodies that move by step, skip, leap, and repeat

**DYNAMICS**
- Identify and demonstrate standard dynamic terms
  - pp, p, f, ff, <, >

**TONE COLOR**
- Visually & aurally identify basic classroom instruments
- Classify selected instruments within each family
- Compare & analyze the science of sound as it relates to instruments and voices

**TEMPO**
- Define tempo as the speed of the beat
- Demonstrate fast & slow
- Identify and perform fermata
FORM
- Identify & analyze forms & composition techniques:
  - AB
  - ABA
  - Ostinato
  - Verse/refrain
  - Repeat sign
  - Rondo
  - Introduction/interlude/coda

HARMONY
- Perform and analyze simple harmonic songs:
  - Ostinati

ARTICULATION
- Identify and demonstrate styles of articulation:
  - Smooth
  - Detached
Instructional Strategies

- Guided practice:
  - utilizing:
    - Rhythm Counting System (ta, ti-ti)
    - Melodic Scale System (solfege)
    - Echo/response dynamic levels
  - in writing notation
- Apply music elements to songs:
  - Story
  - Game
- Teacher created charts:
  - Rhythm
  - Melody
  - Element
- Listening & Movement response activities to demonstrate:
  - form
  - structure of music
- Rhythmic & Melodic dictation using manipulatives such as:
  - popsicle sticks
  - bingo chips
- Interactive SMART Board lessons

Assessments/Evaluations

- Performance assessments
- Teacher observation
- Aural assessment
- Visual/kinesthetic response assessment
- Listening test
- Movement activities
- Flashcards
- Composition activities
- What Do You Hear? tests – written or kinesthetic response
## Sample Assessment Questions

- What Do You Hear? assessment (written assessment or students signal answers with physical/kinesthetic responses)
- Circle the:
  - half note
  - quarter rest
- Label the following pitches (do, re, mi, so, la)

## Instructional Resources/Tools

- *Spotlight on Music* textbook
- Solfege hand signs
- Rhythm counting system (ta, ti-ti)
- Teacher selected repertoire
- Teacher designed:
  - charts
  - PowerPoints
  - visuals
- Manipulatives
- SMART Board lessons
- Internet resources
- Professional Music Education magazines
- Musical math games
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames](http://www.musicgames.net/musicgames)
## Literacy Connections

- Reading skills:
  - Visual tracking
  - Pattern identification
  - Sequence
  - Intonation
  - Oral fluency
- Vocabulary development
- Storybook Resources
  - *Rumble in the Jungle*
  - *I Live in Music*
  - *Freddie the Frog*
  - *M is for Music*

## Cross Curricular Connections

- Literacy
- Science of Sound
- Math:
  - Patterns
  - Sequencing
  - Form
  - Addition
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<tr>
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<th>Learning Targets</th>
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<tr>
<td>Big Idea</td>
<td>Develop and Apply Musical Skills to Perform and Communicate through the Arts</td>
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<tr>
<td>Standard</td>
<td></td>
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<tr>
<td>D. Participates positively in performance activities</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Perform grade-level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting</td>
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<tr>
<td></td>
<td>• Perform a varied repertoire of music representing diverse cultures, genres, and styles</td>
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<td></td>
<td>• Perform simple harmonic songs:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ostinati</td>
<td></td>
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<td></td>
<td>• Rounds</td>
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<td></td>
<td>• Respond expressively to the cues of the conductor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify and demonstrate appropriate listening behavior during classroom or other performance</td>
<td></td>
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</tbody>
</table>

**Alignments:**
Performance: 2.5, 4.6
Knowledge: (FA) 1
MUGLE: PP.1.A; PP.2.A
NETS: N/A
DOK: 4
### Instructional Strategies

- Small group and classroom rehearsal/performances
- Student scoring guides for individual analysis/critiques of performances
- Class demonstrations and discussions
- Role-play as a conductor using:
  - dynamics
  - tempo
  - cut-offs
  - shadow conducting
- Prepare for grade-level performance (optional)

### Assessments/Evaluations

- Teacher observation
- Class discussion
- Performance assessment:
  - Small group singing
  - Grade-level performances
- Students will write a self-reflection about their own classroom or grade-level performance

### Sample Assessment Questions

- What did we do best during our performance?
- What would I or the group do differently next time?

### Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Recording of performance events for viewing and discussion
- Web-based viewing of performances
## Literacy Connections

- Develop a music vocabulary appropriate for describing elements heard and performed in music:
  - Use of:
    - mood
    - style
    - imagery
    - genre

## Cross Curricular Connections

- Literacy
- Multicultural & historical connections
- Math:
  - Patterns
  - Sequencing
  - Form
<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Listen, to Analyze, and Describe Music and Musical Performance</td>
</tr>
<tr>
<td>Standard</td>
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</tr>
<tr>
<td>E.</td>
<td>Listens to, analyzes and discusses music from various cultures, genres and historical contexts</td>
</tr>
<tr>
<td>Learning Targets</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Listens to, analyzes and critiques grade-level appropriate musical selections with increasing difficulty through listening and self-assessment with regard to the following musical elements:</td>
</tr>
<tr>
<td></td>
<td>• tone quality</td>
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<td>• quality/non-quality performance</td>
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<td></td>
<td>• posture/stage presence</td>
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<td>• Identify contrasting musical elements in vocal and instrumental music including:</td>
</tr>
<tr>
<td></td>
<td>• melody</td>
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<td>• rhythm</td>
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<td>• expression</td>
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<td></td>
<td>• form</td>
</tr>
<tr>
<td></td>
<td>• timbre</td>
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<td></td>
<td>• Identify characteristics, functions and elements of teacher-selected genres or styles:</td>
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<tr>
<td></td>
<td>• Seasonal songs</td>
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<td></td>
<td>• Folk dances/folk music</td>
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<td>• Work songs</td>
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<td>• Cowboys songs</td>
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<td></td>
<td>• Square dances</td>
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<td></td>
<td>• Spirituals</td>
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<td></td>
<td>• Secular</td>
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<td></td>
<td>• Sacred</td>
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<tr>
<td></td>
<td>• Multicultural</td>
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<tr>
<td></td>
<td>• American/patriotic songs</td>
</tr>
</tbody>
</table>
Music
Grade 2

- Opera
- Ballet

- Identify major composers and selected musical literature
- Identify and analyze the cross-curricular connections between the arts and other subjects (i.e., common themes, principles, subject matter, similar and contrasting terms, mathematical patterns)

**Alignments:**
Performance: 1.6, 1.9, 2.4
Knowledge: (FA) 3
MUGLE: AP.1.A,B
NETS: 2c; 5b
DOK: 4

**Instructional Strategies**

- Listen to music from *Spotlight on Music* or teacher-selected repertoire
- Interactive listening guides
- Class discussion
- Guided practice for analyzing music
- Class discussions
- Read aloud books related to:
  - history
  - cultures
  - composers
- Interactive SMART Board lessons
- Reading Rainbow videos
- YouTube video clips from different cultures
- Composer research projects
## Assessments/Evaluations

- Visual/kinesthetic assessment
- Visual observation of a musical score or listening map by students
- Listening journal responses
- Class discussions
- Composer biographies
- What Do You Hear?:
  - Listening assessments
  - Guided listening

## Sample Assessment Questions

- While listening to a selected piece of music:
  - describe the characteristics or function of the music in a music journal or on a teacher-designed listening response guide
  - discuss the country or musical time period represented by the music either in a class discussion or in writing
- While listening to a selected piece of music:
  - describe the element or quality (teacher-determined) used in the selection
  - describe an emotional response to the music
  - draw a picture that expresses the emotion or tone observed in the music
- Use these characteristics in your responses: tone, timbre, function, style, mood, imagery

## Instructional Resources/Tools

- **Spotlight on Music**
- Teacher selected resources
- Flashcards and manipulatives
- Listening maps:
  - Textbook
  - Teacher-designed
- Web-based and video recordings of performances
- Foreign Language songs
- Multicultural stories and songs
- Interactive SMART Board lessons
- Internet/YouTube clips representing specific composers, time periods, etc.
Music
Grade 2

- Print resources from the library
- [http://www.teachervision.fen.com](http://www.teachervision.fen.com) – seasonal theme lesson plans
- [http://www.keepingscore.org](http://www.keepingscore.org) – video clips about composers and musical selections
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames](http://www.musicgames.net/musicgames)
- [http://www.exploratorium.edu/gsearch/music?site=test2](http://www.exploratorium.edu/gsearch/music?site=test2) – science of music, science of sound

**Literacy Connections**

- Develop a music vocabulary appropriate for describing elements heard and performed in music
- Use of:
  - mood
  - style
  - imagery
  - genre
- Study of composers using biographies and autobiographies
- Book: “Can You Hear It?” – features art and music in listening selections
- Storybook resources:
  - *I See a Song* by Eric Carle
  - *I Live in Music*
  - *Symphony City*
  - *Music Over Manhattan*
  - *Ella Fitzgerald*
  - *A Boy and His Violin*
  - *Charlie Parker Played BeBop*
  - *The Worst Mariachi in the World*
  - *Mufaro’s Beautiful Daughters*
  - *Jazz* by Myers
  - *Kokopelli: Drum in Belly*
## Cross Curricular Connections

- History & multicultural connections
- Literacy
- Science of Sound
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Big Idea</td>
<td>Synthesize and Apply Knowledge and Skills to Create Music</td>
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**Standard**

F. Creates, composes and improvises simple rhythms and melodies

**Learning Targets**

2.

- Create and perform rhythmic and/or melodic compositions using grade level appropriate icons, manipulatives and/or standard notation
- Improvise short rhythmic/melodic patterns and accompaniments utilizing grade-level elements

**Alignments:**
- Performance: 1.6, 1.8, 2.5
- Knowledge: (FA) 3
- MUGLE: AP.1.B
- NETS: 1a,b
- DOK: 4

**Instructional Strategies**

- Drum/percussion circles
- Question/Answer Improvisational activities
- Call and Response songs
- Manipulatives (beat/melody boxes)
- Use a pentatonic scale for melodic improvisation
- Create ostinatos as a basis for accompaniments
- Add instrument accompaniments to songs and poems (e.g., sound stories in Spotlight on Music)

**Assessments/Evaluations**

- Performance assessment
- Teacher observation using scoring guides
- Aural assessment
- Visual/kinesthetic assessment
Sample Assessment Questions

- Compose a:
  - 4 measure rhythmic piece using grade level notes and rests within beat boxes
  - 2 measure melodic piece using:
    - grade-level pitches (pentatonic scale)
    - pre-established rhythmic lines
- Improvise rhythmically as part of a drum circle
- Improvise melodies on xylophones or bells
- Create and perform accompaniment patterns for a:
  - story
  - poem
  - simple song

Instructional Resources/Tools

- Drum circle resources
- *Spotlight on Music*
- Internet resources
- Professional Music Education magazines
- Orff and Kodaly materials and textbooks
- Elementary Jazz resources
- SMART Board lessons
- Pattern grids for creating rhythms or melodies
- Manipulatives for creating rhythmic/melodic patterns
- http://www.rinki.net/pekka/monkey/#
- http://www.learninggamesforkids.com
- http://www.classicsforkids.com
- http://www.musicgames.net/musicgames
### Literacy Connections

- Reading skills:
  - Visual tracking
  - Pattern identification
  - Sequencing
  - Intonation
- Poetry: [http://wwwclimbinsideapoem.com](http://wwwclimbinsideapoem.com)
- *Spotlight on Music* sound stories
- Storybook resources:
  - *I See a Song*
  - *Listen, Listen*
  - *Charlie Parker Played BeBop*
  - *Rumble in the Jungle*
  - *Squeak, Rumble, Whomp, Whomp, Whomp*
  - *The Flying Orchestra*

### Cross Curricular Connections

- Literacy
- Multicultural studies
- Math:
  - patterns
  - sequencing
  - form
  - addition