<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

### Standard

A. Matches pitch with good singing techniques while singing alone or in a group

### Learning Targets

1. 
   - Match pitch in an extended range (octave)
   - Use proper breath control and accurate diction while singing
   - Demonstrate appropriate singing posture and stage presence
   - Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while singing in an ensemble

### Alignments:

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

### Instructional Strategies

- Teacher modeling
- Vocal techniques (to improve individual vocal tone quality)
- Choral techniques:
  - Blending tone
  - Staggered breathing
  - Balance and accuracy of harmony
  - Rhythm and diction in sync
Guided practice:
- vocalizations
- singing canons/partner songs
- singing in a variety of vocal styles

Classroom demonstration and discussion:
- Echo singing
- Various exercises:
  - vocal exploration
  - breathing
  - diction
  - pitch matching
  - rhythm accuracy

Visual aids: e.g., To improve matching pitch, use a picture of a bull’s eye to represent “on target” pitch. Use arrows to indicate sharp and flat in relationship to the bull’s eye

Games: To improve diction, play the “telephone” or “gossip” game. Pass a short section of the lyrics of a song from one person to the next (so that others in the line do not hear). If proper diction has been used, the lyrics will be the same, when spoken by the last person in line, as it was when the first person started whispering it at the beginning of the line)

Use of barred instruments and/or piano and/or recorders for reinforcement of pitch and rhythm accuracy while singing

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

Student self-assessment using:
- recordings
- scoring guides

Teacher created scoring guides

Written assessment – students will write a self-reflection:
- on his/her individual student performance based on a single performance and/or
- of his/her musical skills development at various times throughout the year
Sample Assessment Questions

- Aural assessment:
  - Is the tone you are singing matching the target tone?
  - Is the tone you are singing higher or lower than the target tone?
- Visual observation:
  - Are all of the students singing in this choir watching the director’s cues?
  - Are all of the students in this choir demonstrating appropriate riser behavior/conduct?
- Shadow conducting
- Student self-assessment:
  - When you see and hear our group performance, what suggestions could you make for improving our tone, posture, stage appearance, pitch, dynamics, blend, diction, etc.?
- Teacher assessment using scoring guides for use of:
  - posture
  - pitch matching
  - watching conductor
- Written assessment: Student will write a self-reflection on his/her:
  - individual student performance, based on a single performance
  - musical skills development at various times throughout the year
- Written assessment:
  - Name the parts of the body that are used when singing
  - How are each used for proper singing technique?
- Performance assessment:
  - Echo and question/answer singing games
  - Call and response songs
  - Small/large group performance
### Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Recordings for listening
- Video recordings of student singing
- Internet sources
- SMART Board resources
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games

### Literacy Connections

- Demonstrate understanding of lyrics and vocabulary in songs
- Reading skills:
  - Sequencing
  - Visual tracking
  - Setting
  - Identify characters/plot of story songs
  - Alliteration
  - Phonics connections
  - Pattern identification
  - Identifying phrases
- Oral fluency
- Focused, sustained attention on task

### Cross Curricular Connections

- Literacy
- Historical & multicultural connections
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</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

2. Read and perform at least 5 pitches on a melodic instrument

3. 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:
  - rhythmic and melodic patterns on classroom instruments
  - instrument techniques for barred instruments and/or recorder
- Guided practice
- Drum circles, such as:
  - call and response
  - question and answer
- *Spotlight on Music* teacher selected repertoire
- Sight reading traditional notation
- Visual aids (e.g., recorder fingering charts)
• Games:
  • Rhythm bingo
  • Sectional contests to determine which instrument section:
    • woods, metals, skins
    • strikers, shakers, scrapers
    • recorders, bars, percussion
demonstrates accurate performance of a rhythm passage
• Recorder karate

Assessments/Evaluations

• Assessed using a scoring guide:
  • Aural assessment of rhythmic skills
  • Visual observation of playing skills
  • Student self-assessment using recordings
• Small group and classroom performances
• Recorder karate

Sample Assessment Questions

• Echo and question/answer instrument activities
• Call and response songs with instruments
• In what measure did you hear the recorder group playing incorrect pitches or rhythms?
• Are all of the recorder players using the correct fingering for playing the note B?
• Are all members of the Orff ensemble showing ready position at this moment?
• List instrumental ensemble techniques that improve the group’s ability to play rhythmically together

Instructional Resources/Tools

• Spotlight on Music – teacher selected repertoire
• Orff selections from the texts
• Rhythm Bingo and other teacher-selected music games and activities
• Step bells – xylophone skills
• Classroom instruments: melodic and rhythmic
• Audio recordings
• Video recordings
**Music**  
**Grade 4**

- Internet resources
- SMART Board resources
- Visual aids
- [http://www.musictechteacher.com](http://www.musictechteacher.com) – lesson plans and quizzes for music theory
- [http://www.themusicinteractive.com/TMI/The_Music_Interactive_-_Welcome.html](http://www.themusicinteractive.com/TMI/The_Music_Interactive_-_Welcome.html) – various music concepts in online games
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games

<table>
<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Reading skills:  
  - visual tracking  
  - sequencing  
  - pattern and form identification  
  - identifying phrases  
- Sound Stories from *Spotlight on Music* – stories with added instrument sounds  
- Storybook: *Possum Come a-Knockin’ (16th notes)*  
- 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)

<table>
<thead>
<tr>
<th><strong>Cross Curricular Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Literacy  
- Multicultural connections  
- Math:  
  - Patterns  
  - Sequencing  
  - Form
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Develop Basic Skills of Music Literacy</td>
<td></td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Music Literacy</td>
<td>• Reads and performs RHYTHMS using icons or notation</td>
<td>2. RHYTHM</td>
</tr>
<tr>
<td></td>
<td>• Reads and performs MELODIES using icons or notation</td>
<td>• Read, perform and notate the following rhythmic patterns:</td>
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<tr>
<td></td>
<td>• Identifies and performs DYNAMICS</td>
<td>• Whole note/rest</td>
</tr>
<tr>
<td></td>
<td>• Identifies basic TONE COLORS of classroom, orchestral</td>
<td>• Quarter note/rest</td>
</tr>
<tr>
<td></td>
<td>and folk instruments</td>
<td>• Half note/rest</td>
</tr>
<tr>
<td></td>
<td>• Identifies and performs music with a variety of TEMPOS</td>
<td>• Eighth note pairs</td>
</tr>
<tr>
<td></td>
<td>• Identifies and describes FORM in music</td>
<td>• Single eighth note/rest</td>
</tr>
<tr>
<td></td>
<td>• Analyzes and performs simple HARMONY</td>
<td>• Dotted half note</td>
</tr>
<tr>
<td></td>
<td>• Identifies and performs styles of ARTICULATION</td>
<td>• Sixteenth notes</td>
</tr>
</tbody>
</table>

**MELODY**
- Identify standard pitch notation in the treble clef including one ledger line above the staff and below the staff
- Read, write, and sing simple melodic patterns using solfege: do, re, mi, fa, so, la, ti, do and/or number system
- Identify step/skip/leap/repeat in melodic patterns
- Aurally identify major/minor tonalities
- Identify accidentals:
  - Sharps
  - Flats
  - Natural signs

**DYNAMICS**
- Identify and demonstrate standard dynamic terms $pp$, $p$, $mp$, $mf$, $f$, $ff$, $<$, $>$
<table>
<thead>
<tr>
<th>TONE COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visually &amp; aurally identify &amp; classify instruments within each family</td>
</tr>
<tr>
<td>• Compare &amp; analyze the science of sound as it relates to instruments and voices</td>
</tr>
<tr>
<td>• Identify common vocal classifications – SATB</td>
</tr>
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<thead>
<tr>
<th>TEMPO</th>
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</thead>
<tbody>
<tr>
<td>• Identify standard symbols for tempo:</td>
</tr>
<tr>
<td>• accelerando</td>
</tr>
<tr>
<td>• ritardando/rallentando</td>
</tr>
<tr>
<td>• allegro</td>
</tr>
<tr>
<td>• moderato</td>
</tr>
<tr>
<td>• andante</td>
</tr>
<tr>
<td>• largo</td>
</tr>
<tr>
<td>• fermata</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FORM</th>
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<tbody>
<tr>
<td>• Identify &amp; analyze forms &amp; composition techniques:</td>
</tr>
<tr>
<td>• AB</td>
</tr>
<tr>
<td>• ABA</td>
</tr>
<tr>
<td>• Canon</td>
</tr>
<tr>
<td>• Ostinato</td>
</tr>
<tr>
<td>• Verse/refrain</td>
</tr>
<tr>
<td>• Repeat sign</td>
</tr>
<tr>
<td>• Partner songs</td>
</tr>
<tr>
<td>• Rondo</td>
</tr>
<tr>
<td>• First and second endings</td>
</tr>
<tr>
<td>• Coda</td>
</tr>
<tr>
<td>• Theme and variation</td>
</tr>
<tr>
<td>• D.C./Fine</td>
</tr>
<tr>
<td>• D.S. al Coda/Fine</td>
</tr>
</tbody>
</table>
HARMONY
- Perform and analyze simple harmonic songs:
  - Ostinati
  - Rounds/canons
  - Partner songs
  - 2-part songs

ARTICULATION
- Identify and demonstrate styles of articulation:
  - Accent
  - Ties/slurs
  - Staccato
  - Legato

Alignments:
Performance: 1.5, 1.8, 2.5
Knowledge: (FA) 1
MUGLE: PP.2.C
NETS: 6a,b
DOK: 3

Instructional Strategies
- Guided practice utilizing:
  - Rhythm Counting Systems (Example: ta, ti-ti)
  - Melodic Scale System Solfege
  - Written notation – melodic and rhythmic
- Teacher modeling: e.g., dynamic/tempo levels
- Use of movement to demonstrate musical elements such as:
  - form/structure
  - tempo
  - articulation
- Guided listening: e.g., Identify and discuss various elements within the music
- Interactive SMART Board lessons
- Visual aids: e.g., wall poster of musical forms
- Instructional games: e.g., perform a rhythm pattern using varying dynamic levels and tempos
- Drum circles:
  - call and response
  - question and answer
- Sight reading traditional notation
- Small group practice
- Classroom demonstration and discussion: e.g., Observation of live and/or video clips of performances that highlight various elements

### Assessments/Evaluations

- Performance assessment (singing in harmony)
- Visual observation
- Student self-assessment
- Teacher created scoring guides
- Pencil/paper tests
- Composition activities (small/large group)
- Movement activities
- Flash cards
- SMART Board lessons

### Sample Assessment Questions

- Melody/rhythm/articulation: Write an 8-measure rhythm or melody using assigned:
  - notes
  - pitches
  - other symbols
- Dynamics/tempo: Using a selected poem or familiar song, add dynamics or tempo markings and perform accurately
- Harmony: Perform selected songs in class or in a performance setting
- Tone color: “What do you hear?” listening tests
Music
Grade 4

**Instructional Resources/Tools**

- *Spotlight on Music*
- Teacher created games
- Solfege hand signs
- Rhythm Counting System (ta, ti-ti)
- Visual aids/charts (vocabulary)
  - Manipulatives
- Worksheets
- Bingo games
- Musical math games
- Meter games – place the bar line
- Flash cards
- Worksheets
- Manipulatives
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games

**Literacy Connections**

- Reading skills:
  - Visual tracking
  - Identifying patterns
  - Oral fluency
- Sequence in melodic and rhythmic patterns
- Vocabulary development
- Books:
  - *The Composer Is Dead* by Lemony Snicket
  - *Possum Come-a-Knockin’* – sixteenth notes
- 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)
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Music
Grade 4

Cross Curricular Connections

- Literacy
- Math:
  - Patterns
  - Sequencing
  - Form
  - Addition
  - Fractions
- Science of Sound
<table>
<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Musical Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

**Standard**

D. Participates positively in performance activities

**Learning Targets**

1. Perform grade-level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting

2. Perform a varied repertoire of music representing diverse cultures, genres, and styles

3. Perform simple harmonic songs:
   - Ostinati
   - Rounds/canons
   - Partner songs
   - 2-part songs

4. Respond expressively to the cues of the conductor

5. Identify and demonstrate appropriate listening behavior during classroom or other performances

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

- Observation of live performances and/or video clips (You Tube) of vocal/choral/instrumental performances
- Classroom demonstration and discussion of quality and non-quality performances
- Class and public performances to practice choral/instrumental performance etiquette
- Student role-play as:
  - a conductor in order to practice conductor cues, such as:
    - entrances
    - cut-offs
    - dynamics
    - tempo
    - rhythmic accuracy
  - a member of the audience in order to demonstrate appropriate listening behavior
- Student section leaders for practice improving singing (or playing) in harmony: e.g., Identify two section leaders to lead students in two separate circles that are, at first, placed far from one another. One circle is vocal part A and the other circle is vocal part B. Move the circles closer together as independent part-singing improves
- Video/audio recordings of students playing or singing
- In-class and/or public performances playing classroom instruments in an ensemble
- Use of piano and/or other percussion instruments to aid in ensemble cohesiveness

**Assessments/Evaluations**

- Small group/grade-level performances
- Teacher created scoring guides for small and large group performance assessment
- Performance assessments:
  - Echo playing
  - Question/answer instrument or vocal activities
  - Call and response songs
- Written assessment: For example, students will write a self-reflection:
  - on his/her individual student performance, based on a single performance
  - of his/her musical skills development at various times throughout the year
- Recorder karate
### Sample Assessment Questions

- Small group/grade-level performances
- List instrumental or vocal ensemble techniques that improve the group’s ability to play or sing together
- Students reflect verbally or in writing on their performances:
  - What was good?
  - What can we do as a group to make it better?
  - 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

- Reading skills:
  - Visual tracking
  - Sequencing
  - Pattern and form identification
  - Identifying phrases
- Develop a music vocabulary appropriate for describing what is heard or 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>
<th>Artistic Perceptions</th>
</tr>
</thead>
<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>
</tbody>
</table>

**Standard**

E. Listens to, analyzes and discusses music from various cultures, genres and historical contexts

**Learning Targets**

1. Listen, analyze and critique grade-level appropriate musical selections with increasing difficulty through listening and self-assessment with regard to the following musical elements:
   - Tone quality
   - Quality/non-quality performance
   - Rhythmic accuracy
   - Blend/balance
   - Diction/articulation
   - Posture(stage presence)

2. Identify contrasting musical elements in vocal and instrumental music including:
   - melody
   - harmony
   - rhythm
   - expression
   - form
   - timbre

3. Identify characteristics, functions and elements of teacher-selected genres or styles:
   - Seasonal songs
   - Folk dances/folk music
   - Work songs
   - Cowboys songs
   - Square/line dances
   - Spirituals
- Blues
- Secular
- Sacred
- Multicultural
- American/patriotic songs
- Opera
- Ballet
- Ragtime

- Identify and perform the “Star-Spangled Banner” as the National Anthem – summarize the historical context

- Identify Missouri composers and selected musical styles

- 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) 3-5 (SS) 6
MUGLE: AP.2; IC.1.B; HCC.1.A,B
NETS: 2c; 3a; 4a; 5b
DOK: 4
### Instructional Strategies

- Listening to:
  - musical examples from *Spotlight on Music*
  - music using teacher created and interactive listening guides
- Guided practice for analyzing music
- Student scoring guides for individual analysis/critiques
- Class discussion
- Read books aloud related to:
  - history
  - cultures
  - composers
- SMART Board lessons
- Reading Rainbow videos
- YouTube video clips from different cultures
- Composer research projects

### Assessments/Evaluations

- Student self-assessment
- Listening journal responses
- Class discussions
- Composer biographies/reports
- What Do You Hear? – Listening assessments
- Written assessments

### Sample Assessment Questions

- While listening to a selected piece of music, discuss:
  - the “element” or “quality” (teacher-determined) used in the music in a music journal or on a teacher created listening response guide
  - an emotional response to the music or draw a picture that expresses the emotion or tone observed in the music
  - characteristics or function of the music in a music journal or on a teacher created listening response guide
  - the country or musical time period represented by the music (either in a class discussion or in writing)
- Use these characteristics in your responses:
  - Tone
  - Timbre
  - Function
  - Style
  - Mood
  - Imagery

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language songs</td>
</tr>
<tr>
<td>Multicultural stories and songs</td>
</tr>
<tr>
<td>SMART Board lessons</td>
</tr>
<tr>
<td>Internet/YouTube clips showing:</td>
</tr>
<tr>
<td>- specific composers</td>
</tr>
<tr>
<td>- musical time periods</td>
</tr>
<tr>
<td>- cultures</td>
</tr>
<tr>
<td>Print resources:</td>
</tr>
<tr>
<td>- biographies</td>
</tr>
<tr>
<td>- books about other countries/cultures</td>
</tr>
<tr>
<td>Manipulatives</td>
</tr>
<tr>
<td>Listening maps from <em>Spotlight on Music</em></td>
</tr>
<tr>
<td>Internet resources</td>
</tr>
<tr>
<td>Professional Music Education magazines</td>
</tr>
<tr>
<td><a href="http://www.exploratorium.edu/gsearch/music?site=test2">http://www.exploratorium.edu/gsearch/music?site=test2</a> – science of music, science of sound</td>
</tr>
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</tr>
<tr>
<td><a href="http://www.keepingscore.org">http://www.keepingscore.org</a> – video clips about composers and musical selection</td>
</tr>
</tbody>
</table>
Literacy Connections

- Develop a music vocabulary appropriate for describing elements heard in music selections
- Use of:
  - mood
  - style
  - imagery
  - genre in music
- Study of composers using biographies and autobiographies
- Illustrated versions of:
  - “The Star Spangled Banner” and other patriotic songs
  - “The Carnival of the Animals”
  - “The Nutcracker”
- Books:
  - *Duke Ellington* by Pinkney
  - *Ragtime Trumpie* by Alan Schroeder
  - *Laughing River: A Folktale for Peace*
  - *All the Colors of the Earth*
  - *Ella Fitzgerald*
  - *March On! (Martin Luther King)*
  - “Can You Hear It?” – features art and music in listening selections
  - *Bringing the Rain to Kapiti Plain*
- 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
- Science of Sound
- Multicultural & historical connections
- Math:
  - Patterns
  - Sequencing
  - Form
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Synthesize and Apply Knowledge and Skills to Create Music</td>
</tr>
</tbody>
</table>

**Standard**

F. Creates, composes and improvises simple rhythms and melodies

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Create and perform rhythmic and/or melodic compositions using grade-level appropriate icons, manipulatives and/or standard notation</td>
</tr>
<tr>
<td>• Improvise short rhythmic/melodic patterns and accompaniments utilizing grade-level elements</td>
</tr>
</tbody>
</table>

**Alignments:**

- Performance: 1.6, 1.8, 2.5
- Knowledge: (FA) 1,3
- MUGLE: PP.3.A; PP.4.A
- NETS: 1a,b; 4a; 5c
- DOK: 4

**Instructional Strategies**

- Create accompaniment patterns (melodic or rhythmic) for poems and stories
- Create ostinato as a basis for accompaniments
- Drum/percussion circles
- Question/Answer Improvisational activities
- Call and response songs
- Manipulatives
- Use pentatonic scale for melodic improvisation

**Assessments/Evaluations**

- Aural assessments
- Performance assessments
- Student self-assessment
- Teacher created scoring guides
## Sample Assessment Questions

- Compose an 8-measure:
  - rhythmic piece using grade-level:
    - notes and rests
    - bar lines
    - time signature
  - melodic piece using:
    - grade-level pitches (pentatonic scale)
    - a pre-established rhythmic line
- Improvise:
  - rhythmically as part of a drum/percussion circle in:
    - call and response
    - question and answer activities
  - melodies on xylophones or recorders based on the:
    - pentatonic scale
    - rhythm of familiar songs

## Instructional Resources/Tools

- Drum Circle resources
- *Spotlight on Music*
- Internet resources
- Professional Music Education magazines
- Orff and Kodaly materials and textbooks
- Elementary jazz resources
- [http://www.rinki.net/pekka/monkey/](http://www.rinki.net/pekka/monkey/) – composing and improvisation on an online drum machine
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games
Literacy Connections

- Reading skills:
  - Visual tracking
  - Directionality
  - Sequence
  - Patterns
- 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)
- Storybook: *Pictures at an Exhibition*

Cross Curricular Connections

- Literacy
- Math:
  - Patterns
  - Sequencing
  - Form
  - Addition
  - Fractions
- Science of Sound