**Strand** | **Product/Performance**
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**Big Idea** | Develop and Apply Singing Skills to Perform and Communicate through the Arts

**Concept**

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 of:
  - vocal techniques (to improve individual vocal tone quality)
  - choral techniques, such as:
    - blending tone
    - staggered breathing
    - balance and accuracy of harmony
    - rhythm and diction in sync
- Guided practice:
  - Vocalizations – singing:
    - canons/partner songs
    - in a variety of vocal styles
  - Using solfege hand signs or number system for practice in sight-reading scores
  - Practice following conductor cues
• Classroom demonstration and discussion:
  • Echo singing
  • Exercises in:
    • vocal exploration
    • breathing
    • diction
    • pitch matching
    • rhythm accuracy
• Observation of live performances and/or video clips (YouTube) of vocal/choral performances
• Class and public performances to practice choral performance etiquette
• Student role-play as a:
  • conductor in order to rehearse conductor cues
  • member of the audience in order to critique the choral performance and/or individual vocal performance
• Student section leaders for practice improving singing 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
• 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: e.g., 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
• Movement:
  • Establish steady beat
  • Sing lyrics in synchronization
  • Memorization of lyrics or structure of song
# 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 behaviors
- Student self-assessment using:
  - recordings
  - scoring guides
- Teacher created scoring guides: Assess various types of musical skill-development of individual students
- Written assessment – Write an essay describing correct singing:
  - posture
  - technique
- Assessment games – Use of the SMART Board for:
  - interactive pitch
  - ear-training (hearing intervals)
  - performance of rhythms

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## 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 the conductor
Written assessment – Students 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
- SMART Board resources
- Internet resources
## Literacy Connections

- Demonstrate understanding of lyrics and vocabulary in songs
- Reading skills:
  - Sequencing
  - Setting
  - Identifying characters/plot of story songs
  - Alliteration
  - Identifying syllables
  - Pattern identification
  - Repetition/contrast
- Identifying phrases
- Oral fluency
- Focused, sustained attention on task

## Cross Curricular Connections

- Literacy
- Historical & multicultural connections
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**Concept**

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

- Read and perform at least 5 pitches on a melodic instrument

- 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 for playing instruments
- Drum circles:
  - Call and response
  - Question and answer
- Shadow conducting: Students role-play as a conductor
- Sight reading traditional notation
- Video/audio recordings of students playing instruments
- Classroom demonstration and discussion: e.g., Observation of live performances and/or video clips (YouTube) of instrumental performances of varying styles, genres and cultures
- In-class and/or public performances – playing classroom instruments in an ensemble
- Students will role-play as a member of the audience to practice appropriate listening behavior
- Visual aids: e.g., Recorder fingering charts
- Games: e.g., Sectional contests to determine which instrument section:
  - woods; metals; skins
  - strikers; shakers; scraper
  - recorders; bars; percussion
demonstrates accurate performance of a rhythm passage
- Use of piano and/or other percussion instruments to aid in ensemble “togetherness”
- Recorder karate
## Assessments/Evaluations

- Assessed using a scoring guide:
  - Aural assessment of rhythmic skills
  - Visual observation of playing skills
  - Student self-assessment using recordings
- Teacher created scoring guides for small and large group performance assessment
- Written assessment: e.g., Student 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
- Interactive assessments using the SMART Board

## Sample Assessment Questions

- 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
- Student scoring guide:
  - How many notes on the recorder do I play with correct tone?
  - How many can I read from the score?
- Visual assessment: Scoring guide to determine the level to which the student is demonstrating syncopated beat on the drum
- Aural assessment: Scoring guide to determine level to which the student is blending with the recorder ensemble
- Interactive SMART Board assessment: Drag the instruments that are pitched next to the picture of the xylophone
**Instructional Resources/Tools**

- *Spotlight on Music*
- Teacher selected repertoire
- Orff selections from the texts
- Rhythm Bingo and other teacher-selected music games and activities
- Classroom instruments:
  - Melodic
  - Rhythmic
- Audio recordings
- Video recordings
- Internet resources
- SMART Board resources
- Visual aids
- Professional Music Education magazines
  - [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

**Literacy Connections**

- Reading skills:
  - Visual tracking
  - Sequencing
  - Identifying patterns
- Sound Stories from *Spotlight on Music* – stories with added instrumental sounds
- 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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### Concept

**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 and orchestral/folk 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
  - Single eighth note/rest
  - Dotted half note
  - Sixteenth notes
  - Syncopation
  - Dotted quarter/eighth pattern
- Read standard rhythmic notation in 6/8 meter:
  - Dotted quarter note/rest
  - Quarter/eighth pattern
  - 3 eighth notes beamed together
- Identify, read and perform music in the following meters:
  - 2/4, 3/4, 4/4, 6/8

#### 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 standard pitch notation in the bass clef
- Identify step/skip/leap/repeat/intervals 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, <, >*

**TONE COLOR**
- Visually & aurally identify & classify instruments within each family
- Compare & analyze the science of sound as it relates to instruments and voices
- Identify common vocal classifications – SATB

**TEMPO**
- Identify standard symbols for tempo:
  - Accelerando
  - Ritardando/rallentando
  - Allegro
  - Moderato
  - Andante
  - Largo
  - Fermata

**FORM**
- Identify & analyze forms & composition techniques:
  - AB
  - ABA
  - Canon
  - Ostinato
  - Verse/refrain
  - Repeat sign
• Partner songs
• Rondo
• First and second endings
• Coda
• Theme and variation
• D.C./Fine
• D.S. al Coda/Fine

HARMONY
• Perform and analyze simple harmonic songs:
  • Ostinati
  • Rounds/canons
  • Partner songs
  • 2-part songs

ARTICULATION
• Identify standard symbols for 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 music elements, such as:
  - form/structure
  - tempo
  - articulation
- Guided listening: e.g., To identify and discuss various elements within the music
- Interactive SMART Board lessons
- Visual aids: e.g., wall poster of musical forms
- Venn diagrams to compare and contrast patterns in music
- 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 highlighting 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 performance setting.
- **Tone color:** “What do you hear?” listening tests
- **Written assessment:**
  - Which of the following instruments is a double-reed instrument?
  - Classify the following instruments by orchestral family.

### Instructional Resources/Tools

- *Spotlight on Music*
- Teacher created games
- Solfege hand signs
- Rhythm Counting System (ta, ti-ti)
- Visual aids/charts (vocabulary)
- Recordings
- SMART Board resources
- Classroom instruments
- Internet resources
- Professional Music Education magazines
- Manipulatives
- Worksheets
- Bingo games
- Musical math games
- Meter games – place the bar line
- Flash cards
- [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
  - Intonation
  - Oral fluency
- **Sequence in melodic and rhythmic patterns**
- **Vocabulary development**
- **Books related to instruments of the orchestra:**
  - *The Composer Is Dead* by Lemony Snicket
- **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**
- **Math:**
  - Patterns
  - Sequencing
  - Form
  - Addition
  - Fractions
- **Science of Sound**
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<td>D. Participates positively in performance activities</td>
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<td>• Perform grade-level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting</td>
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<td>• Perform a varied repertoire of music representing diverse cultures, genres, and styles</td>
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<td>• Perform simple harmonic songs:</td>
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<tr>
<td></td>
<td>• Ostinati</td>
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<td>• Rounds/canons</td>
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<td>• Partner songs</td>
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<td>• 2-part songs</td>
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<td>• Respond expressively to the cues of the conductor</td>
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<td></td>
<td>• Identify and demonstrate appropriate listening behavior during classroom or other performances</td>
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**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
- In-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
  - 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 the piano and/or 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 connections
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Develop and Apply the Knowledge and Skills to Listen, to Analyze, and Describe Music and Musical Performance</td>
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**Concept**

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

**Learning Targets**

2.  
- 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

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

- 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
### Music

**Grade 5**

- 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 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
- Teaching music of the Underground Railroad

Assessments/Evaluations

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

Sample Assessment Questions

- While listening to a selected piece of music, describe:
  - characteristics or functions 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)
  - 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
• Use these characteristics in your responses:
  • Tone
  • Timbre
  • Function
  • Style
  • Mood
  • Imagery
• What is the significance of spirituals during the time of the Underground Railroad?

**Instructional Resources/Tools**

• Foreign Language songs
• Multicultural stories and songs
• Spirituals and other music of the Underground Railroad
• SMART Board lessons
• Internet/YouTube clips showing specific:
  • composers
  • musical time periods
  • cultures
• Print resources:
  • Biographies
  • Books about other countries/cultures
• Manipulatives
• Listening maps from *Spotlight on Music*
• Internet resources
• Professional Music Education magazines
  • [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_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games
  • [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 in musical selections
- Use of:
  - mood
  - style
  - imagery
  - genre
- 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:
  - *Can You Hear It?* – features art and music in listening selections
  - *Ragtime Trumpie* by Alan Schroeder
  - *Follow the Drinking Gourd*
  - *Yonder* by Tony Johnston: Pair with 3-pt. partner song “Yonder Come Day”
  - *Lift Every Voice and Sing*
  - *The Amazing, Impossible Erie Canal* by Cheryl Harness
  - *Duke Ellington* by Pinkney
  - *Passing the Music Down*
  - *Blues Journey*
  - *Patriotic Song Reader’s Theatre*
- 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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### Cross Curricular Connections

- History & multicultural connections
- Literacy
- Science of Sound
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Synthesize and Apply Knowledge and Skills to Create Music</td>
<td>F. Creates, composes and improvises simple melodies</td>
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<td>- Create and perform rhythmic and/or melodic compositions using grade-level appropriate icons, manipulatives and/or standard notation</td>
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<td>- Improvise short rhythmic/melodic patterns and accompaniments utilizing grade level elements</td>
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**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  
  - ostinato as a basis for accompaniments  
- Drum/percussion circles  
- Question/Answer Improvisational activities  
- Call and response songs  
- Manipulatives  
- Use a pentatonic scale for melodic improvisation

**Assessments/Evaluations**
- Aural assessments  
- Visual observation  
- 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)
    - 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)

Cross Curricular Connections

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