

UNEDITED DRAFT

*Grades PreK–K through 5*

**GENERAL MUSIC  
CURRICULUM GUIDE**

# UNEDITED DRAFT GENERAL MUSIC K-5

**Grade Span: PreK-K**

**I. Singing:** Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																								
<p>A. sing songs in a developmentally appropriate range (<i>using head tones</i>), matching pitch, echoing short, melodic patterns and maintaining a steady tempo.</p> <p>B. speak, chant, and sing, using expressive voices, moving to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <p>C. sing from memory age-appropriate songs representing varied styles of music.</p> <p>D. experiment with high, middle, and low vocal pitches by imitating known sounds such as sirens, shrieks, and animals. <i>PreK-K VI C</i>,</p> <p>E. experiment with and locate head tones through activities such as pretending to throw voice upward, baby talking in head voice, and reciting nursery rhymes in head voice.</p> <p>F. match pitch by echoing some patterns given by voice and instruments, following hand signals, and reading pitch icons.</p> <p>G. demonstrate body movements to indicate pitch directions which move up, down, or repeat. <i>NS Dance K-4 I C</i>.</p>	<p><b>Additional South Carolina Standards</b></p> <p><i>H.</i> Demonstrate voice types by calling, whispering, speaking, singing, and by using vocal expressions to show emotion: crying, laughing, rejoicing, cheering, etc. <i>PreK-K VI D</i></p> <p><i>I.</i> Sing a variety of songs including play, story, game, folk, cumulative, and seasonal songs <i>PreK-K IX A,B</i>.</p> <p><u>Examples of kindergarten age-appropriate songs:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Mary Had a Little Lamb</i></td> <td style="width: 50%;"><i>The Farmer In the Dell</i></td> </tr> <tr> <td><i>Ring Around the Rosy</i></td> <td><i>Happy Birthday</i></td> </tr> <tr> <td><i>Twinkle, Twinkle, Little Star</i></td> <td><i>The Alphabet Song</i></td> </tr> <tr> <td><i>Old McDonald Had a Farm</i></td> <td><i>If You're Happy</i></td> </tr> <tr> <td><i>The Muffin Man</i></td> <td><i>Ambos A Dos</i></td> </tr> <tr> <td><i>This Old Man</i></td> <td><i>Eensy, Weensy Spider</i></td> </tr> </table> <p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">high</td> <td style="width: 50%;">singing</td> </tr> <tr> <td>middle</td> <td>head voice</td> </tr> <tr> <td>low</td> <td>pitch</td> </tr> <tr> <td>upward</td> <td>calling</td> </tr> <tr> <td>downward</td> <td>whispering</td> </tr> <tr> <td>repeat</td> <td>speaking</td> </tr> </table>	<i>Mary Had a Little Lamb</i>	<i>The Farmer In the Dell</i>	<i>Ring Around the Rosy</i>	<i>Happy Birthday</i>	<i>Twinkle, Twinkle, Little Star</i>	<i>The Alphabet Song</i>	<i>Old McDonald Had a Farm</i>	<i>If You're Happy</i>	<i>The Muffin Man</i>	<i>Ambos A Dos</i>	<i>This Old Man</i>	<i>Eensy, Weensy Spider</i>	high	singing	middle	head voice	low	pitch	upward	calling	downward	whispering	repeat	speaking	<p>Teacher observation</p> <p>Teacher checklist Example:</p> <ul style="list-style-type: none"> <li>- <i>working to accomplish objective</i></li> <li>√ <i>accomplished objective</i></li> <li>+ <i>exceeded objective</i></li> </ul> <p>Rubric</p> <p>Student portfolio</p> <p>Performance</p> <p><i>“Assessing the Developing Child Musician: A Guide for General Music Teachers, Brophy</i></p>
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## General Music Grade Span: PreK-K

### III. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Improvise songs and speech pieces to accompany play activities</p> <p>B. Improvise instrumental accompaniments to songs, recorded selections, stories, and poems</p> <p>C. Improvise simple rhythmic accompaniments, using body percussion and classroom instruments</p>	<p>Select a character from a familiar story and make up a short tune with words to sing each time the character appears in the story.  <u>Strategy example:</u> <i>The teacher will read a story such as “The Three Bears” and pause each time selected characters appear. The student sings his short tune at the appropriate time. The class together performs their new musical. PreK-K VIII B</i></p> <p>Select an instrument to represent the character in a familiar story, sounds from a poem, sounds from nature, etc.  <u>Strategy example:</u> <i>The teacher will ask students to pretend it is a rainy day. After discussing and describing elements of a rainy day, students are asked to select an instrument to demonstrate rainy day sounds. They take turns performing as they develop a classroom rainy day sound piece. PreK-K VIII B</i></p> <p>Choose and play unpitched instruments to represent activities such as walking, running, skipping, hopping, and jumping.  <u>Strategy example:</u> <i>Play a game allowing one student at a time to choose an activity and an instrument. The student plays the instrument while the class guesses and performs the selected activity.</i></p> <p>Demonstrate body percussion to accompany a familiar speech piece.  <u>Strategy example:</u> <i>The class recites a familiar nursery rhyme and students take turns being the leader showing the steady beat by clapping, snapping, stepping, etc.</i></p> <p>Play tone clusters, glissandos, and self-created tunes on pitched instruments  <u>Strategy example:</u> <i>Recite “Starlight, Star Bright”. Ask students to softly play during the recitation or to play interludes between recitations. Students then improvise a tune representing a star song.</i></p> <p>Play “answers” to develop phrases <i>PreK-K II D</i>  <u>Strategy example:</u> <i>The teacher will play a musical “question” and the student improvises a musical answer. This can be done with both rhythms and pitches.</i></p> <p>Vocabulary:            speech piece            musical questions      musical answers</p>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist            Example:            - working to accomplish objective            ✓ accomplished objective            + exceeded objective</p> <ul style="list-style-type: none"> <li>• ability to improvise a short tune</li> <li>• ability to demonstrate created instrumental sounds for basic activities</li> <li>• ability to demonstrate varied forms of body percussion</li> <li>• ability to play improvised tune on pitched instruments</li> </ul> <p>Audio taping of performances</p> <p>Peer observation</p>

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## General Music Grade Span: PreK-K

### IV. Composition: Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Compose, representing music beats through the use of icons or invented symbols</p> <p>B. Compose, representing musical sounds and ideas through the use of icons, invented symbols, original graphics, and standard notation</p>	<p>Compose by drawing icons to represent music beats.  <u>Strategy example:</u> <i>The teacher will provide activities to practice steady beat. Students will draw imaginary lines in the air to represent beats. They will then be given paper and crayons and will draw lines representing beats. When the music stops, they will change crayon colors. Continue until an “Art With the Beat” picture has developed. Mount pictures on construction paper and exhibit them in the music room. PreK-K VA</i></p> <p>Compose using sounds of the alphabet.  <u>Strategy example:</u> <i>Form a circle and ask each child to select a favorite alphabet sound. Sounds will be sung or produced as turns come around the circle. Then a child gets to be “it” and stands in the center of the circle and points to different students who, in turn, produce their sounds. This could be named “Alphabet Sound Songs”. PreK-K VIII B</i></p> <p>Compose a sound piece defining categories of unpitched rhythm instruments.  <u>Strategy example:</u> <i>Instruments will be placed on the floor categorized by woods, metals, shakers/scrapers, and drums. Students may choose an instrument to play. The teacher will establish a steady beat and the class will compose a rhythmic sound piece by playing a steady beat when the teacher directs specific groups. At a signal, students may change groups to experience composing a sound piece on a variety of instruments. PreK-K II A</i></p> <p>Compose accompaniments to familiar songs using steady beat patterns</p> <p>Vocabulary:            compose            woods            metals            shakers            scrapers            drums</p>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist            Example:            - <i>working to accomplish objective</i>            ✓ <i>accomplished objective</i>            + <i>exceeded objective</i></p> <ul style="list-style-type: none"> <li>● ability to show steady beats with crayon marks representing beats</li> <li>● ability to contribute to a class composition through making an alphabet sound</li> <li>● ability to contribute to a class composition by playing an instrument</li> </ul> <p>Audio taping</p>

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## General Music Grade Span: PreK-K

### V. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies										
<p>A. read, write, and perform rhythmic notation using traditional, non-traditional, and invented symbols to represent beat, divided beat, and rest</p> <p>B. read and write melodic notation in pentatonic mode, using traditional, non-traditional, and invented symbols to represent pitch</p> <p>C identify basic music symbols including staff, lines and spaces, measures, bar lines, double bar line, repeat signs, and meter.</p>	<p>Differentiate one and two sounds to a beat  <u>Strategy example:</u> <i>Word syllables relate to sounds to a beat. Ask students to think of words with one and two sounds. Write words and notation on board or chart.</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">( 1 sound to a beat)</td> <td style="text-align: center;">( 2 sounds to a beat)</td> </tr> <tr> <td style="text-align: center;"><i>big</i></td> <td style="text-align: center;"><i>lit-tle</i></td> </tr> <tr> <td style="text-align: center;"><i>sad</i></td> <td style="text-align: center;"><i>hap-py</i></td> </tr> <tr> <td style="text-align: center;"><i>cat</i></td> <td style="text-align: center;"><i>kit-ty</i></td> </tr> <tr> <td style="text-align: center;"><i>gloves</i></td> <td style="text-align: center;"><i>mit-tens</i></td> </tr> </table> <p>Read iconic representation for one and two sounds to a beat, <i>PreK-K V A, NS Art K-4 II c</i></p> <p>Notate one and two sounds to a beat <i>PreK -K V A</i>  <u>Strategy example:</u> <i>The teacher will provide each student with four rhythm sticks. The student will be asked to sit on the floor and place the sticks vertically in front of him and tap each one as he says “tap, tap ,tap, tap” to the steady beat. Then say “one, one ,one ,one”, “ta, ta, ta ,ta” ,etc. in the same manner. During another lesson give each child six rhythm sticks. Again place four sticks on the floor, but add the beam across sets of two. Now say, “tap-ping, tap-ping” to differentiate one and two sounds to a beat. Practice tapping sticks for one sound to two sounds . Have students place sticks on the floor to indicate one sound or two sounds. Practice “tap” or “tap-ping” to a beat established by the teacher.</i></p> <p>Show direction for high, middle and low pitches  <u>Strategy example:</u> <i>The teacher will perform varied high, middle, and low pitches (sirens, frogs, mice, etc.) with the voice. Students will be asked to show gestures for high, middle, and low. Students will then take turns making a sound and classmates will determine if the sound was high, middle, or low and will make gestures to indicate pitch level</i> <i>PreK-K I B, III A, NS K-4 Dance II b</i></p> <p>Vocabulary  one sound to a beat  two sounds to a beat  stem  beam</p>	( 1 sound to a beat)	( 2 sounds to a beat)	<i>big</i>	<i>lit-tle</i>	<i>sad</i>	<i>hap-py</i>	<i>cat</i>	<i>kit-ty</i>	<i>gloves</i>	<i>mit-tens</i>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist  Example:  - <i>working to accomplish objective</i>  √ <i>accomplished objective</i>  + <i>exceeded objective</i></p> <ul style="list-style-type: none"> <li>• ability to use rhythm sticks to show stem and beam symbols for one and two sounds to a beat</li> <li>• ability to show pitch direction with body movements and gestures</li> </ul>
( 1 sound to a beat)	( 2 sounds to a beat)											
<i>big</i>	<i>lit-tle</i>											
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## General Music Grade Span: PreK-K

### VI. Analysis: Students will listen to, analyze, and describe music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies												
<p>A. identify examples of music forms, including echo, motive phrase, same/different, call/response, verse/refrain</p> <p>B. describe music from diverse cultures using personal vocabulary</p> <p>C. identify and describe basic elements in music, including high/low, fast/slow, and loud/soft.</p> <p>J. identify and describe the sources of a variety of sounds, including male and female voices and those of common instruments</p> <p>K. show body movement in response to dynamics, tempo, and style of music</p>	<p>Distinguish accompanied and unaccompanied <i>NS Dance K-4 2a</i></p> <p>Distinguish sections of music as same or different <i>PreK-K VI A</i></p> <p><u>Examples of songs with same and different sections:</u></p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Same</u></td> <td style="text-align: center;"><u>Different</u></td> </tr> <tr> <td><i>Happy Birthday</i></td> <td><i>The Bear Went Over the Mountain</i></td> </tr> <tr> <td><i>Six Little Ducks</i></td> <td><i>B-i-n-g-o</i></td> </tr> <tr> <td><i>If You're Happy</i></td> <td><i>Love Somebody</i></td> </tr> <tr> <td><i>Eensy, Weensy Spider</i></td> <td><i>Yankee Doodle</i></td> </tr> <tr> <td><i>I'm A Little Teapot</i></td> <td><i>All Night, All Day</i></td> </tr> </table> <p>Listen to and describe music from other cultures</p> <p><u>Examples of activities relating to other cultures:</u></p> <p><i>Dance around a sombrero while listening to "Mexican Hat Dance".</i></p> <p><i>Create movement and scatter paper cherry blossoms while listening to "Sakura"</i></p> <p><i>Create a Chinese percussion ensemble using cymbals, gongs, chimes, drums, rattles</i></p> <p><i>Accompany a Hebrew dance song with tambourines</i></p> <p><i>Play a simple bourdon to accompany "Frere Jacques"</i></p> <p><i>Sing an ABC or number song in Spanish (in most music texts)</i></p> <p><i>Move in a slow circle while singing a Native American lullaby</i></p> <p><i>Sit down for the call and stand for the response when singing or listening to an African-American Spiritual PreK-K IX A,B</i></p> <p>Vocabulary: same/different</p>	<u>Same</u>	<u>Different</u>	<i>Happy Birthday</i>	<i>The Bear Went Over the Mountain</i>	<i>Six Little Ducks</i>	<i>B-i-n-g-o</i>	<i>If You're Happy</i>	<i>Love Somebody</i>	<i>Eensy, Weensy Spider</i>	<i>Yankee Doodle</i>	<i>I'm A Little Teapot</i>	<i>All Night, All Day</i>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist Example:</p> <ul style="list-style-type: none"> <li>- <i>working to accomplish objective</i></li> <li>√ <i>accomplished objective</i></li> <li>+ <i>exceeded objective</i></li> </ul> <ul style="list-style-type: none"> <li>• ability to show varied movement for same/different sections of music</li> <li>• ability to show response to varied tempos</li> <li>• ability to describe or illustrate movement to discriminate styles of music</li> </ul> <p>Performance</p>
<u>Same</u>	<u>Different</u>													
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## General Music Grade Span: PreK-K

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																											
<p>A. describe specific elements of musical works that evoke emotion and responses</p> <p>B. describe personal preferences for specific musical works and performances</p> <p>C. describe personal performances and performances of others and offer constructive suggestions for improvement</p>	<p>Listen to music from a variety of periods, styles, and geographic areas  <u>Strategy example</u> : <i>Feature a composer of the month and give background information about the composer, country and period. Play selected music by the composer of the month as background music before morning announcements or TV morning show and as students enter the classroom. PreK-K VI</i></p> <p>Practice appropriate audience behaviors</p> <p>Respond to music through appropriate movement <i>NS Dance K-4 I a, c, f</i></p> <p>Indicate beat and silent beat through movement and gestures <i>PreK-K VII A</i></p> <p><u>Examples of listening selections:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Vivaldi:</td> <td style="width: 40%;">“<i>Spring</i>”</td> <td style="width: 30%;">Four Seasons</td> </tr> <tr> <td></td> <td>“<i>Summer</i>”</td> <td></td> </tr> <tr> <td></td> <td>“<i>Autumn</i>”</td> <td></td> </tr> <tr> <td></td> <td>“<i>Winter</i>”</td> <td></td> </tr> <tr> <td>Brahms</td> <td></td> <td>Lullaby</td> </tr> <tr> <td>Saint-Saens</td> <td></td> <td>Carnival of the Animals</td> </tr> <tr> <td>Mozart</td> <td>“<i>Turkish March</i>”</td> <td>Sonata No. 11</td> </tr> <tr> <td>Ravel</td> <td>“<i>Love of Two Cats</i>”</td> <td>L’Enfant et les sortileges</td> </tr> <tr> <td>Villa-Lobos</td> <td>“<i>The Little Train of the Caipira</i>”</td> <td></td> </tr> </table> <p>Vocabulary: composer</p>	Vivaldi:	“ <i>Spring</i> ”	Four Seasons		“ <i>Summer</i> ”			“ <i>Autumn</i> ”			“ <i>Winter</i> ”		Brahms		Lullaby	Saint-Saens		Carnival of the Animals	Mozart	“ <i>Turkish March</i> ”	Sonata No. 11	Ravel	“ <i>Love of Two Cats</i> ”	L’Enfant et les sortileges	Villa-Lobos	“ <i>The Little Train of the Caipira</i> ”		<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist            Example:            - <i>working to accomplish objective</i>            ✓ <i>accomplished objective</i>            + <i>exceeded objective</i></p> <ul style="list-style-type: none"> <li>• ability to show reactions and emotions to varied musical styles</li> <li>• ability to listen for and show response to specific elements of listening selection</li> </ul> <p>Descriptive narrative</p>
Vivaldi:	“ <i>Spring</i> ”	Four Seasons																											
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## General Music Grade Span: PreK-K

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. identify music as a part of life and relate its uses to daily experiences, celebrations, and special events</p> <p>B. integrate music into creative writing, storytelling, poetry, dance, theater, visual arts, and other disciplines</p>	<p>Dramatize short stories, poems and songs, <i>PreK-K VIII B, NS Theatre I a, II a, c</i></p> <p>Sing number, alphabet, environmental, patriotic, occasion, and seasonal songs <i>PreK-K VIII A,B</i></p> <p>Perform creative movement to show emotion of music <i>PreK-K VII A, NS Dance I f,g</i></p> <p>Observe an artwork and create sounds and movement to show emotional response , <i>PreK-K VIII B, NS K-4 Art 1b, 3 a.</i></p> <p><u>Strategy example:</u> <i>Show students a picture such as “The Trees” by André Derain (MM 2002, Kindergarten Big Book, p. 31). Ask student to demonstrate movements and sounds that might help them understand the picture.</i></p> <p><i>Allow students to experiment with various instruments. Ask students to explain why they performed in a given way.</i></p>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist</p> <p>Descriptive narrative</p>

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**General Music Grade Span: PreK-K**

**IX. History and Culture:** Students will relate music to history and culture.

<b>South Carolina Standard</b>	<b>Activities/Topics/Resources</b>	<b>Assessment Strategies</b>
A. sing and play simple songs and music games from varied cultures  B. describe voices, instruments, music notation, varied genres and styles from diverse cultures, using personal vocabulary	Explain differences in vocal and instrument sounds from different cultures <i>PreK-K IX B</i>  Observe performances, pictures, video excerpts, etc. of historical and multicultural music	Teacher observation  Descriptive narrative  Teacher checklist  Performance

# UNEDITED DRAFT GENERAL MUSIC

## Grade Span: 1

**I. Singing:** Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies										
<p>A. sing songs in a developmentally appropriate range (<i>using head tones</i>), matching pitch, echoing short, melodic patterns and maintaining a steady tempo.</p> <p>B. speak, chant, and sing, using expressive voices, moving to demonstrate awareness of beat, tempo, dynamics, and melodic direction</p> <p>C. sing from memory age-appropriate songs representing varied styles of music</p> <p>D. Match pitch</p> <p>E. Show body movements to identify high, middle, and low pitches</p> <p>F. Perform body movement to show melodic shape <i>NS K-4 Dance 1c</i></p> <p>G. Identify melodic shape as a tune</p> <p>H. Sing a variety of songs including call-response, verse-refrain- AB <i>I IX A,B</i></p> <p>I. Sing expressively showing an awareness of loud-soft and varied tempos</p> <p>J. Sing pitch syllable names for <i>s, m, l</i></p> <p>K. Sing <i>s, m, l</i> when reading from a music staff <i>I V A,B,C</i></p> <p>L. Follow conductor cues.</p>	<p><u>Examples of first grade age-appropriate songs:</u></p> <p><i>Wake Me, Shake Me</i>  <i>A Tisket, A Tasket</i>  <i>Shoo Fly, Don't Bother Me</i>  <i>All Night, All Day</i>  <i>The Ants go Marching</i>  <i>B-i-n-g-o</i>  <i>Rain, Rain, Go Away</i>  <i>Pease Porridge Hot</i>  <i>Rig- a- Jig-Jig</i>  <i>Little Green Frog</i></p> <p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">pitch</td> <td>so</td> </tr> <tr> <td>music staff</td> <td>mi</td> </tr> <tr> <td>note heads</td> <td>la</td> </tr> <tr> <td>lines</td> <td>tune</td> </tr> <tr> <td>spaces</td> <td>melody</td> </tr> </table>	pitch	so	music staff	mi	note heads	la	lines	tune	spaces	melody	<p>Teacher observation</p> <p>Teacher checklist            Example:            - <i>progressing toward objective</i>            ✓ <i>accomplished objective</i>            + <i>exceeded objective</i></p> <p>Student portfolio</p> <p>Performance</p> <p>Standards-based rubrics</p> <p>Text Assessments</p> <p>Descriptive Response  <u>Example:</u> <i>The student is asked to echo a pattern using correct pitches for s l s m .</i></p> <p><b>Basic:</b> Student could produce beginning and second pitches, but could not complete pattern.  <b>Proficient:</b> Student was able to sing pitches in a complete pattern.  <b>Advanced:</b> Student sang complete pitch pattern correctly with clear and supported head tones and was able to produce the same pattern in a different key.</p>
pitch	so											
music staff	mi											
note heads	la											
lines	tune											
spaces	melody											

# UNEDITED DRAFT

## General Music Grade Span: 1

### II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. play pitched and unpitched instruments, using a variety of instruments and other sound sources, including body percussion.</p> <p>B. play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating awareness of beat, tempo, dynamics, and melodic direction.</p> <p>C. play appropriate pitched or unpitched instruments to accompany songs and games from varied cultures</p> <p>D. echo short rhythmic and melodic patterns.</p>	<p>Select classroom instruments to mimic known sounds: thunder, doorbell, clock, etc.</p> <p>Play high and low pitches on instruments</p> <p>Play instruments to show difference in beat and rhythm while maintaining tempo</p> <p>Play instruments to show awareness of soft and loud while following music representations <i>p f</i></p> <p>Explore body percussion: stamp, patsch, clap, snap <i>NS K-4 Dance 1a,b,f,g</i></p> <p>Play <i>s, m, l</i> on pitched instruments</p> <p><u>Strategy example</u>: Set up barred instruments on <i>m. s .l</i>. Ask students to find the tune for “Rain, Rain, Go Away”.</p> <p>Identify categories of rhythm (<i>shakers, scrapers, metals, woods, drums</i>) and orchestral instruments</p> <p>Play simple chord and broken bourdon accompaniments</p> <p><u>Strategy example</u>: Set up barred instruments on <i>d and s</i>. Ask students to play the tonic bourdon as they sing “Rain, Rain, Go Away. During another lesson, model the broken bourdon pattern on <i>d and s</i> and ask them to play as they sing.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>mallet</li> <li>instrument bars</li> <li><i>p f</i></li> <li>beat</li> <li>rhythm</li> </ul>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- progressing toward objective</li> <li>√ accomplished objective</li> <li>+ exceeded objective</li> </ul>

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## General Music Grade Span: 1

### III. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. improvise songs and speech pieces to accompany play activities</p> <p>B. improvise instrumental accompaniments to songs, recorded selections, stories, and poems</p> <p>C. improvise simple rhythmic accompaniments, using body percussion and classroom instruments</p>	<p>Improvise a melody for a nursery rhyme using pitches <i>s, m, l</i> 1 VIII B,  <u>Strategy example:</u> <i>Set up barred instruments on f#, a, and b. Select a favorite nursery rhyme. Model singing the nursery rhyme using the selected pitches to create a tune. Then allow students time to experiment and perform their new melody.</i></p> <p>Improvise sound effects to accompany a story, 1 VIII, NS K-4Theatre 1a, 2a,b</p> <p>Improvise a rhythm piece using one and two sounds to a beat 1 II A,B,C,D  <u>Strategy example:</u> <i>Allow students to select or assign students to an unpitched percussion instrument. Sit students in a circle and ask them to take turns playing a rhythm piece using one and two sounds to a beat.</i></p> <p>Improvise movement for verse-refrain/ AB, NS K-4 Dance 2d,</p> <p>Illustrate interpretation and emotion through creative body movements, 1 VII A, NS K-4, Dance 1g,h</p>	<p>Teacher observation</p> <p>Standards-based rubrics</p> <p>Teacher checklist            Example:            - <i>working toward objective</i>            √ <i>accomplished objective</i>            + <i>exceeded objective</i></p> <p>Performance</p> <p>Audio taping of performances</p> <p>Self Evaluation</p> <p>Peer Critiquing</p>

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## General Music Grade Span: 1

### IV. Composition: Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. compose, representing music beats through the use of icons or invented symbols</p> <p>B. compose, representing musical sounds and ideas through the use of icons, invented symbols, original graphics, and standard notation</p>	<p>Compose long and short sounds using iconic representation, <i>1 VA, NS K-4 Art 1a,c</i></p> <p>Compose a rhythmic piece using one and two sounds to a beat  <u>Strategy example:</u> <i>Select a category such as animals. Name animal words that have one and two sounds to a beat. Ask children to choose 2 animals to draw. Take turns saying the names of the drawn animals as the teacher keeps a steady beat. Have students select an instrument and play instead of say the animal name. Then show the beat bars for one and two sounds to a beat. Ask students to draw beat bars that match the sounds in the name of their chosen animals. Ask them to share by showing their animals and beat bars to each other.</i></p> <p>Compose a class speech and rhythm piece using popsicle sticks  <u>Strategy example:</u> <i>Select a topic such as a season, holiday, etc. Compose an eight beat speech piece agreed upon by the class (Leaves. leaves, pretty leaves, falling down, falling down). Say it several times while keeping a steady beat. Give each child 12-15 popsicle sticks. Have students sit on the floor and use popsicle sticks to represent beat bars for words with one and two sounds to the beat. Point to popsicle notation and recite the speech several times. Then have students create their own popsicle-stick composition.</i></p> <p>Compose a piece to show melodic contour . <i>NS K-4 Theatre 1a,b, 2a,b,c</i>  <u>Strategy example:</u> <i>Use a story like “Jack and the Beanstalk”. Read the book or review the story. Ask students to compose one tune for going up and one tune for coming down the beanstalk. Let individual students sing their tunes and draw lines to show the melodic direction. Then ask them to lead the class in singing their tune as the “composer” traces the melody line</i></p> <p>Explore non-notated composition</p> <p>Explore same-different, high/low, fast/slow, long/short, loud/soft when composing</p> <p>Vocabulary:            compose            direction            melody</p>	<p>Teacher observation</p> <p>Teacher checklist            Example:            - progressing toward objective            ✓ accomplished objective            + exceeded objective</p> <p>Skill rubric</p> <p>Text Unit Assessment</p> <p>Performance</p>

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## General Music Grade Span: 1

### V. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p><b>A.</b> Read, write, and perform rhythmic notation using traditional, non-traditional, and invented symbols to represent beat, divided beat, and rest</p> <p><b>B.</b> Read and write melodic notation in pentatonic mode, using traditional, non-traditional, and invented symbols to represent pitch</p> <p><b>C.</b> Identify basic music symbols including staff, lines and spaces, measures, bar lines, double bar line, repeat signs, and meter.</p>	<p>Identify staff, lines and spaces, treble clef</p> <p>Identify tonal center (<i>resting tone</i>) in familiar melodies and songs</p> <p>Identify melodic and rhythmic phrases that are the same and different  <u>Strategy example:</u> Use the refrain section of “All Night, All Day”. Sing several times. Then let half of the group sing the “all night, all day” phrase and the other half sing the “angels watching over me” phrase. Ask students to select the phrase, which is exactly the same both times. Alternate groups to experience singing the same and different phrases. 1 IX A,B</p> <p>Read and name rhythm syllables for quarter note, eighth note, and quarter rest  <u>Strategy example:</u> Write various four-beat patterns on the board or use magnetic symbols with quarter and eighth notes and quarter rest. After several practices with the whole class, have students take turns writing new patterns. Ask all students to read and play the new patterns on rhythm sticks or assigned/selected instruments. A variation could be to have each student play his own pattern and ask the other students to echo him.</p> <p>Read and notate melodies using <i>s, l, m</i> (<i>tritone</i>)  <u>Strategy examples:</u> Make a large floor staff by using black electric tape for the lines. Place old phonograph records, plastic picnic plates, container lids, etc. for note heads to show locations of <i>s, l, s, m</i> on the staff. Allow students to jump the intervals using the sequence <i>s, l, s, m</i>. Alternate between starting on a line or a space. Take turns arranging <i>s, m, l</i> into different pitch patterns on the floor staff. Ask the class to sing each new pattern.</p> <p>Create notation for one and two sounds to a beat 1 IV A, NS K-4 Theatre 4a, 6a,  <u>Strategy example:</u> Group students in partners of two. Explain that each student standing alone represents “ta” in music. Ask students to stand side by side with each partner in the set raising the middle arm and placing hands on the shoulder of the other partner. Explain that this represents the bar beam for “ti-ti” in music. Play a game, asking each sets of partners to whisper together and decide if they will both stand alone and be two “ta” notes or if they will join arms and be “ti-ti” notes. After the class guesses each group, line several sets up and let the others play the rhythm patterns on instruments.</p> <p>Vocabulary:            ta                      la            ti-ti                    staff</p>	<p>Teacher observation</p> <p>Teacher checklist            Example:            - progressing toward objective            ✓ accomplished objective            + exceeded objective</p> <p>Performance</p> <p>Skill rubric</p> <p>Formal Assessment</p>

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## General Music Grade Span: 1

### VI. Analysis: Students will listen to, analyze, and describe music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. identify examples of music forms, including echo, motive phrase, same/different, call/response, verse/refrain</p> <p>B. describe music from diverse cultures using personal vocabulary</p> <p>C. identify and describe basic elements in music, including high/low, fast/slow, and loud/soft</p> <p>D. identify and describe the sources of a variety of sounds, including male and female voices and those of common instruments</p> <p>E. show body movement in response to dynamics, tempo, and style of music</p>	<p>Show body movement to differentiate musical form for verse/refrain and AB sections <i>1 VI A,B</i></p> <p>Listen to selections from varied cultures and explain the likes and differences, <i>1 VIII A.B, K-4 4b</i></p> <p>Explain the sounds of various instruments and voices</p> <p>Listen and move to indicate tempo change <i>NS K-4 Dance If</i></p> <p>Improvise movement to indicate dynamic levels</p> <p>Create dramatic images to indicate mood in music <i>NS K-4 Theatre 6 b, c</i></p> <p>Change body movement to show beat and divided beat, <u>Strategy example:</u> <i>walk, run</i></p> <p>Explain silent beat in music</p> <p>Describe uses for different styles of music</p> <p>Describe a speech piece or poem with and without a melody <i>1 VII B</i></p> <p>Explain the difference in melodies with and without accompaniment</p>	<p>Teacher observation</p> <p>Teacher checklist Example: - <i>working to accomplish objective</i> √ <i>accomplished objective</i> + <i>exceeded objective</i></p> <p>Performance</p>

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## General Music Grade Span: 1

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																		
<p>A. describe specific elements of musical works that evoke emotion and responses</p> <p>B. describe personal preferences for specific musical works and performances</p> <p>C. describe personal performances and performances of others and offer constructive suggestions for improvement</p>	<p>Describe same/different, high/low, fast/slow, long/short, loud/soft using personal vocabulary <i>VI A,C,E</i></p> <p>Describe steady beat and no steady beat using personal vocabulary</p> <p>Describe silent beat using personal vocabulary <i>I V A</i></p> <p>Evaluate the use of instruments and sound effects to tell a story <i>NS K-4 Theatre 1a, 2a,b</i>  <u>Strategy example:</u> <i>Choose a story and allow students to select an instrument to represent a character or action in the story. Perform the story with and without effects. Ask students to explain how and why they liked the story best with or without the effects.</i></p> <p>Listen to and describe music from a variety of periods, styles, and geographic areas  <u>Strategy example:</u> <i>Listen to “Beethoven’s Fifth Symphony”, describing through movement and words the sudden emotional changes. I IX B</i></p> <p>Describe elements of music that make us feel patriotic  <u>Strategy example:</u> <i>Wave small flags and march to “Stars and Stripes Forever” by John Philip Sousa. Identify elements of the music that make us feel proud. Discuss places where the song might be heard.</i></p> <p>Evaluate a personal performance <i>NS K-4 4a</i>  <u>Strategy example:</u> <i>Allow individual students to sing a song into a tape recorder. Ask the student to listen to his performance through earphones and describe what he heard. Ask him to use personal vocabulary to describe the elements that were most musical and those he could improve upon.</i></p> <p>Describe and demonstrate appropriate audience behavior</p> <p>Describe the difference in environmental and instrumental sounds  <u>Strategy example:</u> <i>Ask students to determine instruments that could be used to make varied sounds (car horn/trumpet, cat meow/violin, chirping bird/flute, etc.). Allow them to describe why they matched the sounds to the instrument.</i></p> <p>Suggested listening:</p> <table data-bbox="499 1182 1493 1365"> <tr> <td>V. Herbert</td> <td>“March of the Toys”</td> <td>Babes in Toyland</td> </tr> <tr> <td>Debussy</td> <td>“Golliwog’s Cakewalk”</td> <td>Children’s Corner Suite</td> </tr> <tr> <td>Grieg</td> <td>“Morning”</td> <td>Peer Gynt Suite</td> </tr> <tr> <td>Schumann</td> <td>“The Wild Horseman”</td> <td></td> </tr> <tr> <td>Gounod</td> <td>“Funeral March of a Marionette”</td> <td></td> </tr> <tr> <td>Anderson</td> <td>“Synopated Clock”</td> <td></td> </tr> </table>	V. Herbert	“March of the Toys”	Babes in Toyland	Debussy	“Golliwog’s Cakewalk”	Children’s Corner Suite	Grieg	“Morning”	Peer Gynt Suite	Schumann	“The Wild Horseman”		Gounod	“Funeral March of a Marionette”		Anderson	“Synopated Clock”		<p>Teacher observation</p> <p>Descriptive narrative</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Performance</p>
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## General Music Grade Span: 1

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. identify music as a part of life and relate its uses to daily experiences, celebrations, and special events</p> <p>B. integrate music into creative writing, storytelling, poetry, dance, theater, visual arts, and other disciplines</p>	<p>Demonstrate musical form through creative movement <i>1 VIA</i></p> <p>Create musical sounds to complement a famous art work <i>1 IV A,B, NS K-4 Art 3a,b, 6a,b</i>  <u>Strategy example:</u> <i>Show students the picture of “White Water Lilies” by Claude Monet. Discuss the natural elements in the picture. Ask students to play a musical description of what they see in the painting.</i></p> <p>Move to metrical patterns of 2, 3, and 4 and discuss the relation to numerical patterns of 2,3, and 4</p> <p>Dramatize a story song for a special event <i>NS K-4 Theatre 2a,b,c, 4a</i>  <u>Strategy example:</u> <i>Discuss the custom of sending Valentines and ask students to think of how special it would be if they could send themselves to someone. Read the words to “Mail Myself To You” (Share the Music 1, p. 273) as a poem. Phrase by phrase, learn the tune and ask students to act out the words of the story song.</i></p>	<p>Teacher observation</p> <p>Performance</p> <p>Descriptive narrative</p>

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## General Music Grade Span: 1

### IX. History and Culture: Students will relate music to history and culture.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																																																									
<p>A. sing and play simple songs and music games from varied cultures</p> <p>B. describe voices, instruments, music notation, varied genres and styles from diverse cultures, using personal vocabulary</p>	<p>Listen to and describe music from varied periods of music history, <i>I VI B,E, NS K-4 I g,h</i></p> <p>Sing and play instruments using a cumulative folk song from Southern United States  <u>Strategy example:</u> <i>Sing the song, "Hush, Little Baby", unaccompanied in the key of G. Ask students to identify the style of the song (lullaby) and show actions to represent the dynamic level of the song. List the gifts in the song. Assign students to pitched instruments that have been set up to use "A" and "G" (or re do do in any key). Ask them to play on the "gift words" at the end of each verse. I I C, II C</i></p> <p>Sing, play, and describe music from other cultures <i>I IX A</i></p> <p><u>Examples of songs from other cultures:</u>            Code: SM Share the Music 1 McGraw Hill            MM Making Music 1 Silver-Burdette</p> <table border="0"> <tr> <td>Africa</td> <td><i>Kum Ba Yah</i></td> <td>SM</td> </tr> <tr> <td></td> <td><i>Omo</i></td> <td>MM</td> </tr> <tr> <td>African American</td> <td><i>All Night, All Day</i></td> <td>SM</td> </tr> <tr> <td></td> <td><i>Who Built the Ark?</i></td> <td>SM</td> </tr> <tr> <td>America</td> <td><i>Star Light, Star Bright</i></td> <td>SM, MM</td> </tr> <tr> <td></td> <td><i>Paw-Paw Patch</i></td> <td>SM</td> </tr> <tr> <td></td> <td><i>Down By the Bay</i></td> <td>MM</td> </tr> <tr> <td></td> <td><i>She'll Be Comin' Round the Mountain</i></td> <td>SM</td> </tr> <tr> <td>Brazilian/Hispanic</td> <td><i>Sambalele'</i></td> <td>MM</td> </tr> <tr> <td>Canada</td> <td><i>Ah! les jolis papillon</i></td> <td>MM</td> </tr> <tr> <td>China</td> <td><i>Sail, Silver Moon Boat</i></td> <td>SM</td> </tr> <tr> <td>England</td> <td><i>Aiken Drum</i></td> <td>MM</td> </tr> <tr> <td></td> <td><i>This Old Man</i></td> <td>SM</td> </tr> <tr> <td>Hebrew</td> <td><i>Burn, Little Candles</i></td> <td>SM</td> </tr> <tr> <td>Mexico</td> <td><i>Counting Song</i></td> <td>MM</td> </tr> <tr> <td>Native American</td> <td><i>Bu-vah</i></td> <td>SM</td> </tr> <tr> <td></td> <td><i>Follow the Sun</i></td> <td>MM</td> </tr> <tr> <td>Puerto Rico</td> <td><i>Si me dan pastels</i></td> <td>MM</td> </tr> <tr> <td>Spain</td> <td><i>Niño querido</i></td> <td>MM</td> </tr> </table>	Africa	<i>Kum Ba Yah</i>	SM		<i>Omo</i>	MM	African American	<i>All Night, All Day</i>	SM		<i>Who Built the Ark?</i>	SM	America	<i>Star Light, Star Bright</i>	SM, MM		<i>Paw-Paw Patch</i>	SM		<i>Down By the Bay</i>	MM		<i>She'll Be Comin' Round the Mountain</i>	SM	Brazilian/Hispanic	<i>Sambalele'</i>	MM	Canada	<i>Ah! les jolis papillon</i>	MM	China	<i>Sail, Silver Moon Boat</i>	SM	England	<i>Aiken Drum</i>	MM		<i>This Old Man</i>	SM	Hebrew	<i>Burn, Little Candles</i>	SM	Mexico	<i>Counting Song</i>	MM	Native American	<i>Bu-vah</i>	SM		<i>Follow the Sun</i>	MM	Puerto Rico	<i>Si me dan pastels</i>	MM	Spain	<i>Niño querido</i>	MM	<p>Teacher observation</p> <p>Performance</p> <p>Descriptive movement</p>
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## General Music Grade Span: 2

### I. Singing: Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																		
<p>A. sing songs in a developmentally appropriate range (<i>using head tones</i>), matching pitch, echoing short, melodic patterns and maintaining a steady tempo.</p> <p>B. speak, chant, and sing, using expressive voices, moving to demonstrate awareness of beat, tempo, dynamics, and melodic direction</p> <p>C. sing from memory age-appropriate songs representing varied styles of music</p>	<p>Match pitch for <i>s, m, l and m, r, d</i></p> <p>Sing while reading staff notation for <i>m, s, l and m, r, d</i></p> <p>Explore head and chest tones, expanding upper register and blending tones of both registers</p> <p>Practice proper diction</p> <p>Differentiate legato, staccato, and accents while singing</p> <p><u>Strategy example:</u> <i>Select a simple song like “Mary Had a Little Lamb”. Conduct the class in singing it legato and then staccato. Then use legato and staccato word cards. Let students take turns changing the cards and deciding if the class appropriately sang using the correct expression. Then use a poster with the words of the song printed on it. Designate certain words with the accent mark. Perform the song by following the accent marks. Then write the melody of the song on a staff board or poster and show how the accents are actually notated on the staff. Perform a class rendition after deciding when and how to use the three expressions.</i></p> <p>Sing expressively using <i>p, f, crescendo, decrescendo</i> 2 VI C</p> <p>Sing expressively using <i>ritardando</i> and <i>fermata</i> while following a conductor</p> <p>Sing varying tempos to include fast, slow, getting faster, getting slower</p> <p>Perform speech pieces and simple melodies in 2-part canon</p> <p>Sing a variety of songs including call-response, verse-refrain, cumulative, seasonal songs 2 VI A</p> <p>Sing selections from different cultures and time periods</p> <p>Define elements of good vocal health NS K-4 Dance 6b</p> <p>Echo melodic patterns in major and minor tonality</p> <p>Sing pentatonic songs to develop intonation</p> <p>Examples of second grade pentatonic songs :</p> <table data-bbox="562 1159 1266 1308"> <tr> <td><i>I Have a Car</i></td> <td><i>Go Tell It On The Mountain</i></td> </tr> <tr> <td><i>Che Che Koolay</i></td> <td><i>Get On Board, Little Children</i></td> </tr> <tr> <td><i>Mother, Mother</i></td> <td><i>Button, You Must Wander</i></td> </tr> <tr> <td><i>Sorida</i></td> <td><i>Miss Mary Mack</i></td> </tr> <tr> <td><i>Rocky Mountain</i></td> <td><i>Tué, Tué</i></td> </tr> </table> <p>Vocabulary:</p> <table data-bbox="562 1344 1010 1458"> <tr> <td>do, re, mi, so, la</td> <td>crescendo</td> </tr> <tr> <td>ritardando</td> <td>canon</td> </tr> <tr> <td>fermata</td> <td>forte</td> </tr> <tr> <td>decrescendo</td> <td>piano</td> </tr> </table>	<i>I Have a Car</i>	<i>Go Tell It On The Mountain</i>	<i>Che Che Koolay</i>	<i>Get On Board, Little Children</i>	<i>Mother, Mother</i>	<i>Button, You Must Wander</i>	<i>Sorida</i>	<i>Miss Mary Mack</i>	<i>Rocky Mountain</i>	<i>Tué, Tué</i>	do, re, mi, so, la	crescendo	ritardando	canon	fermata	forte	decrescendo	piano	<p>Teacher observation</p> <p>Teacher checklist</p> <p>Audio tapes Performance</p> <p>Standards-based rubrics</p> <p>Peer observation</p>
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## General Music Grade Span: 2

**II. Instrumental:** Students will perform on instruments, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies												
<p>A. play pitched and unpitched instruments, using a variety of instruments and other sound sources, including body percussion.</p> <p>B. play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating awareness of beat, tempo, dynamics, and melodic direction.</p> <p>C. play appropriate pitched or unpitched instruments to accompany songs and games from varied cultures</p> <p>D. echo short rhythmic and melodic patterns.</p>	<p>Identify families of unpitched instruments: metals, drums, shakers/scrapers, woods</p> <p>Demonstrate proper instrument playing techniques including correct mallet technique</p> <p>Perform steady beat and no beat while playing pitched and unpitched instruments</p> <p>Accompany stories, songs, poems, movement, and speech pieces including ostinato and simple bourdons <i>2 II B, NS K-4 Dance 2a</i></p> <p>Identify and play skips, steps, leaps, and repeated melodic patterns</p> <p>Play rhythmic and melodic patterns while reading notation</p> <p>Express dynamics in music while playing pitched and unpitched instruments</p> <p>Identify orchestral instruments both aurally and visually</p> <p>Echo and improvise short rhythmic patterns</p> <p>Make and play a simple percussion instrument to accompany music from varied cultures <i>2 II C, IX A.B</i> <u>Strategy example:</u>     <i>China: gong made from a pan lid</i>                                   <i>South America: maraca made from paper tube and beans</i></p> <p>Vocabulary:</p> <table data-bbox="556 876 1018 1063"> <tr> <td>instrument families</td> <td>skips</td> </tr> <tr> <td>metals</td> <td>leaps</td> </tr> <tr> <td>drums</td> <td>steps</td> </tr> <tr> <td>shakers</td> <td>repeated pattern</td> </tr> <tr> <td>scrapers</td> <td>pitched</td> </tr> <tr> <td>woods</td> <td>unpitched</td> </tr> </table>	instrument families	skips	metals	leaps	drums	steps	shakers	repeated pattern	scrapers	pitched	woods	unpitched	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist Example: - <i>progressing toward objective</i> √ <i>accomplished objective</i> + <i>exceeded objective</i></p> <p>Descriptive Response Rubric <u>Example:</u> <i>The student is asked to play unpitched instruments and place them in categories according to sound..</i></p> <p><b>Basic:</b> Student could identify woods and drums only</p> <p><b>Proficient:</b> Student could identify metals, woods, shakers/scrapers, and drums with slight confusion between shakers/scrapers and woods.</p> <p><b>Advanced:</b> Student could identify metals, woods, shakers/scrapers, and drums and could describe the science of each sound and give examples of those sounds in relation to common found items.</p>
instrument families	skips													
metals	leaps													
drums	steps													
shakers	repeated pattern													
scrapers	pitched													
woods	unpitched													

# UNEDITED DRAFT

## General Music Grade Span: 2

### III. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. improvise songs and speech pieces to accompany play activities</p> <p>B. improvise instrumental accompaniments to songs, recorded selections, stories, and poems</p> <p>C. improvise simple rhythmic accompaniments, using body percussion and classroom instruments</p>	<p>Improvise using body percussion 2 II A</p> <p>Improvise pentatonic melodic patterns using <i>s, m, l</i> and <i>m, r, d</i></p> <p>Improvise a rhythmic pattern using quarter note, quarter rest, eighth note, half note, half rest, dotted half 2 VA</p> <p>Improvise an accompaniment to a known text</p> <p>Improvise melodic and rhythmic phrases in a song</p> <p>Improvise drama and movement to a song, story, poem, speech piece, 2 VIII B, NS K-4 Theatre 1b, NS K-4 Dance 2b,c</p> <p>Improvise instrumental sounds that demonstrate dynamics and timbre</p> <p><u>Strategy example:</u> <i>Create a chant about a pretend trip to the zoo. (Animals, animals, large and small; Hear them, hear them when they call.) Allow students to select a pitched or un pitched instrument to represent a zoo animal. The group will recite the chant followed by individual students improvising the chosen animal sound using dynamics and instrumentation as clues. Students will try to guess the animal.</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>mi, re, do</li> <li>improvise</li> <li>drama</li> <li>dance</li> <li>theatre</li> <li>phrase</li> <li>form</li> <li>Theatre, Drama</li> </ul>	<p>Teacher observation</p> <p>Classroom discussion</p> <p>Teacher checklist</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>working toward objective</i></li> <li>√ <i>accomplished objective</i></li> <li>+ <i>exceeded objective</i></li> </ul> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• improvise a short melody with <i>m, r, d</i>.</li> <li>• improvise a rhythmic pattern using quarter note, quarter rest, eighth notes, half note, and half rest</li> <li>• improvise an accompaniment to a known text</li> <li>• improvise using instruments and dynamics to illustrate animal sounds</li> </ul> <p>Performance</p> <p>Audio taping of performances</p>

# UNEDITED DRAFT

## General Music Grade Span: 2

### IV. Composition: Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A compose, representing music beats through the use of icons or invented symbols</p> <p>B. compose, representing musical sounds and ideas through the use of icons, invented symbols, original graphics, and standard notation</p>	<p>Compose sound, instrumental, and movement accompaniments to familiar songs</p> <p>Compose simple pentatonic melodies</p> <p>Compose to show form AB and ABA in music, 2 VI A, NS K-4 Art 2b, NS K-4 Dance 2d</p> <p>Compose to show rhythmic and melodic patterns, introductions and codas</p> <p>Compose contrasting sections of a rondo: ABACA</p> <p>Compose rhythmic and melodic ostinati</p> <p>Compose using <i>s, m, l</i> and <i>m, r, d</i>.</p> <p>Compose using digital technology</p> <p><u>Strategy example:</u> <i>Morton Subotnick's Making Music CD Rom</i></p> <p style="padding-left: 40px;"><i>Music Ace CD Rom</i></p> <p style="padding-left: 40px;"><i>Music Time</i></p> <p style="padding-left: 40px;"><i>Print Music</i></p> <p style="padding-left: 40px;"><i>Band-in-a Box</i></p> <p style="padding-left: 40px;"><i>Rock, Rap N' Roll</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>compose</li> <li>bourdon</li> <li>introduction</li> <li>coda</li> <li>rondo</li> <li>ostinato/ostinati</li> <li>pentatonic</li> <li>repeat sign</li> </ul>	<p>Teacher observation</p> <p>Student Portfolio</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 2

### V. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies												
<p>A. Read, write, and perform rhythmic notation using traditional, non-traditional, and invented symbols to represent beat, divided beat, and rest</p> <p>B. Read and write melodic notation in pentatonic mode, using traditional, non-traditional, and invented symbols to represent pitch</p> <p>C. Identify basic music symbols including staff, lines and spaces, measures, bar lines, double bar line, repeat signs, and meter.</p>	<p>Read melodic staff notation for <i>s, m, l</i>, and <i>m, r, d</i>.</p> <p>Read and notate quarter note, quarter rest, eighth note, half note, half rest, dotted half note</p> <p>Read notation in meters of 2 and 3</p> <p>Notate short rhythmic dictation <i>NS K-4 Dance 2e</i>  <u>Strategy example:</u> <i>Ask students to fold a sheet of paper in fourths. Instruct them to draw lines on the folds to define four distinct boxes. Play two-beat patterns for each of the four boxes. Ask students to notate as you play the pattern for each box. Expand the lesson by turning the paper over and allowing partners to take turns playing and notating. Create a class rhythm piece or accompaniment from the partner notations.</i></p> <p>Notate <i>s, l, m, r, d</i> in varied pentatonic patterns <i>2 IA</i></p> <p>Identify and read music symbols for staff, treble clef, lines and spaces, measures, bar lines, double bar line, and repeat sign</p> <p>Identify tonal center (<i>resting tone</i>) in familiar songs</p> <p>Vocabulary</p> <table data-bbox="653 917 1098 1096"> <tr> <td>notation</td> <td>tonal center</td> </tr> <tr> <td>dictation</td> <td>tied notes</td> </tr> <tr> <td>dotted half</td> <td>time signature</td> </tr> <tr> <td>treble clef</td> <td>meter</td> </tr> <tr> <td>measure</td> <td>repeat sign</td> </tr> <tr> <td>bar line</td> <td>double bar line</td> </tr> </table>	notation	tonal center	dictation	tied notes	dotted half	time signature	treble clef	meter	measure	repeat sign	bar line	double bar line	<p>Teacher observation</p> <p>Formal Assessment</p> <p>Dictation</p> <p>Skills Rubrics</p> <p>Teacher checklist</p> <p>Performance</p>
notation	tonal center													
dictation	tied notes													
dotted half	time signature													
treble clef	meter													
measure	repeat sign													
bar line	double bar line													

# UNEDITED DRAFT

## General Music Grade Span: 2

### VI. Analysis: Students will listen to, analyze, and describe music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. identify examples of music forms, including echo, motive phrase, same /different, call/response, verse/refrain</p> <p>B. describe music from diverse cultures using personal vocabulary</p> <p>C. identify and describe basic elements in music, including high/low, fast/slow, and loud/soft.</p> <p>D. identify and describe the sources of a variety of sounds, female voices and those of common instruments</p> <p>E. show body movement in response to dynamics, tempo, and style of music</p>	<p>Identify musical phrases as same/different, call/response, a a b, a a b a 2 VI A</p> <p>Gesture to differentiate verse/refrain, AB, ABA, ABACA sections</p> <p>Listen to selections from varied cultures and explain melodic and rhythmic characteristics of the music</p> <p><i>Strategy example: Listen to a selection played by a Mariachi Band. Ask students to describe the sounds of the trumpet. Then play a selection such as Copland's "Fanfare for Common Man". Ask students to again describe the sounds of the trumpet. Lead a discussion on the likes/differences and emotion of the styles of music. Allow students to improvise movement for each style. 2 IX A,B</i></p> <p>Listen to orchestral selections and describe the sounds of varied instruments. Identify families of instruments by sight and sound : percussion, strings, woodwind, brass, keyboard, and electronic</p> <p>Improvise movement to indicate fast/slow, sudden tempo change, crescendo/decrescendo, loud/soft , NS K-4 Dance 1f</p> <p>Describe characteristics that determine musical styles 2 VII A</p> <p>Describe qualities of varied vocal timbres: children, male, female, solo, ensemble, NS K-4 Theatre 2b</p> <p>Identify steps, leaps, skips, repeated tones 2 VI D NS K-4 Dance 1a.b.c.h</p> <p>Vocabulary:            Strings            percussion            brass            woodwind            keyboard            electronic</p>	<p>Teacher observation</p> <p>Performance</p> <p>Discussion</p> <p>Written Assessment</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 2

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																					
<p>A describe specific elements of musical works that evoke emotion and responses</p> <p>B. describe personal preferences for specific musical works and performances</p> <p>C describe personal performances and performances of others and offer constructive suggestions for improvement</p>	<p>Evaluate peer and self performance using appropriate music criteria <i>NS K-4 1c, 2a,b</i></p> <p>Develop criteria for appropriate audience behaviors</p> <p>Identify musical style by comparing and contrasting <i>NS K-4 Theatre 4a, 6b</i></p> <p>Describe music and music performances using appropriate music vocabulary</p> <p>Explain how instrumentation enhances a story, poem, play</p> <p><u>Strategy example:</u> <i>After hearing the story part of “Peter and the Wolf”, students will listen to instrumental excerpts depicting individual characters in the story. The class will discuss if the instrument chosen by the composer helped to describe the character. Students might suggest other instruments that could possibly have been used. Listen to the story with complete narration and instrumentation and discuss favorite instrument characters and parts of the story. Ask students to decide if the story was more interesting with or without the instruments. Have students give reasons for their decisions. 2 VIII B</i></p> <p><u>Suggested listening:</u></p> <table data-bbox="567 844 1470 1055"> <tr> <td>Mussorgsky</td> <td>“Bydlo”</td> <td>Pictures at An Exhibition</td> </tr> <tr> <td>Humperdinck</td> <td>“Hansel and Gretel”</td> <td></td> </tr> <tr> <td>Prokofiev</td> <td>“Peter and the Wolf”</td> <td></td> </tr> <tr> <td>Rodgers</td> <td>”March of the Siamese Children”</td> <td>The King and I</td> </tr> <tr> <td>Kodaly</td> <td>“Viennese Musical Clock”</td> <td>Hary Janos Suite</td> </tr> <tr> <td>Villa Lobos</td> <td>“Little Train of the Caipira”</td> <td></td> </tr> <tr> <td>Mozart</td> <td>“ Minuet and Trio”</td> <td>Eine Kleine Nachtmusik</td> </tr> </table>	Mussorgsky	“Bydlo”	Pictures at An Exhibition	Humperdinck	“Hansel and Gretel”		Prokofiev	“Peter and the Wolf”		Rodgers	”March of the Siamese Children”	The King and I	Kodaly	“Viennese Musical Clock”	Hary Janos Suite	Villa Lobos	“Little Train of the Caipira”		Mozart	“ Minuet and Trio”	Eine Kleine Nachtmusik	<p>Teacher observation</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Descriptive narrative</p> <p>Written assessment</p> <p>Teacher checklist</p>
Mussorgsky	“Bydlo”	Pictures at An Exhibition																					
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# UNEDITED DRAFT

## General Music Grade Span: 2

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. identify music as a part of life and relate its uses to daily experiences, celebrations, and special events</p> <p>B. integrate music into creative writing, storytelling, poetry, dance, theater, visual arts, and other disciplines</p>	<p>Notate word syllables as music beats : hot dog- ta ta , mustard, catsup: ti-ti- ti-ti 2 V A,B</p> <p>Illustrate music form through creative movement, 2 VI A, NS K-4 Dance 2a,d</p> <p>Perform a song specific to a sport</p> <p><u>Strategy example:</u> Ask students to move to the beat of three as they sing and create actions to “Take Me Out To The Ballgame”. Discuss the lyrics and mood of the song in relation to baseball games. Ask students to sing other music phrases or songs heard at other sports events.</p> <p>Dramatize a story song for a special event, 2 VII C, NS K-4 4a</p> <p><u>Strategy example:</u> Discuss the custom of sending Valentines and ask students to think of how special it would be if they could send themselves to someone. Read the words to “Mail Myself To You” (Share the Music 1, p. 273) as a poem. Phrase by phrase, learn the tune and ask students to act out the words of the story song.</p>	<p>Teacher observation</p> <p>Written Assessment</p> <p>Performance</p> <p>Teacher checklist</p>

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## General Music Grade Span: 2

### IX. History and Culture: Students will relate music to history and culture.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. sing and play simple songs and music games from varied cultures</p> <p>B. describe voices, instruments, music notation, varied genres and styles from diverse cultures, using personal vocabulary</p>	<p>Perform and listen to folk, dance, orchestra, and ensemble music from a variety of cultures <i>NS K-4 Dance 5a.b</i></p> <p>Describe how music of a culture helps to teach about the culture, 2 <i>VII A, NS K-4 1, 5a</i></p> <p>Listen to cultural vocal selections and compare/contrast how people of different cultures use their voices : high pitches, low pitches, vocals, hissing,, moaning,, yodeling, etc. 2 <i>VI D, VIIC</i></p> <p>Describe characteristics of music from various historical periods <i>NS K-4 5a,b,c</i> <u>Strategy example:</u> <i>Perform simple minuet steps when studying meter in three. Discuss composers who wrote minuets and develop a time line of famous Americans who might have danced the minuet.</i></p>	<p>Teacher observation</p> <p>Performance</p> <p>Descriptive narrative</p> <p>Written Assessment</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### 1. Singing: Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Sing independently, on pitch, and in rhythm, using appropriate timbre, diction, and posture, while maintaining a steady tempo.</p> <p>B. Sing expressively, with appropriate dynamics, phrasing, and interpretation.</p> <p>C. Sing from memory a varied repertoire of music representing genres and styles from diverse cultures.</p> <p>D. Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds.</p> <p>E. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Match pitch, expanding head tones, while practicing appropriate vocal production and posture</p> <p>Identify melodic direction (up, down, same)</p> <p>Sing while responding to a conductor</p> <p><u>Strategy example:</u> Select a simple song in meter of 2. Ask students to follow the conducting pattern and watch for a change in tempo. Ask students to practice conducting the pattern at varied tempos. Then let students take turns conducting as others follow. Set a guideline to change the temp only one time during the song. Discuss skills needed to follow a conductor.</p> <p>Discuss skills needed to be a conductor.</p> <p>Sing repertoire including : echo songs, folk songs, call/response, verse/refrain, cumulative songs, seasonal songs, partner songs, rounds and canons, 3 IX. A,B , NS K-4 Dance 5a.b.c</p> <p>Sing using expressive qualities (<i>p, f, crescendo, decrescendo, mp, mf, pp, fermata,</i>)</p> <p>Practice singing legato and staccato phrases</p> <p>Practice activities to develop inner hearing skills</p> <p>Practice appropriate diction NS K-4 Theatre 2b</p> <p>Sing songs that utilize descant and ostinati</p> <p>Build a repertoire of pentatonic and diatonic songs (“Just Five”, Kersey, “Sing It Yourself: 220 Pentatonic American Folk Songs”, Bradford, “American Folk Songs for Children”, Seeger)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>steps</li> <li>skips</li> <li>leaps</li> <li>repeated tones</li> <li>head voice</li> <li>chest voice</li> <li>pitch</li> <li>rounds</li> <li>ostinato</li> <li>mezzo</li> <li>partner songs</li> </ul>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Text assessment</p> <p>Teacher checklist</p> <p>Student portfolio</p> <p>Self evaluation</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																				
<p>A. Play pitched and unpitched instruments in rhythm, with appropriate posture, dynamics and timbre, while maintaining a steady tempo.</p> <p>B. Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments.</p> <p>C. Play expressively a varied repertoire of music representing diverse genres, cultures, and time periods</p> <p>D. Echo and create rhythmic and melodic patterns.</p> <p>E. Play in groups, blending instrumental parts, matching dynamic levels, and responding to the cues of a conductor.</p> <p>F. Play independent instrumental parts while others sing or play contrasting parts</p>	<p>Accompany using body percussion: stamp, patsch, clap, snap <i>NS K-4 Dance 1a,b,c,d,f</i>  <u>Strategy example:</u> <i>When singing the song, "B I N G O", substitute letters with body percussion: B-stamp, I-patsch, N-clap, G-snap, O- snap. Expand this to a group activity through designating groups one of the body percussion activities.</i></p> <p>Practice pitched and unpitched percussion and mallet technique</p> <p>Accompany and play instruments in ensemble settings</p> <p>Demonstrate appropriate dynamics and tempo while playing instruments</p> <p>Play bourdon accompaniments (<i>chord, broken, cross-over</i>)</p> <p>Create and echo short rhythmic and melodic patterns</p> <p>Play pitched, unpitched instruments and body percussion to accompany stories, poems, and dramatizations</p> <p>Echo and improvise short melodies, rhythms, and patterns</p> <p>Identify orchestral instruments and families of orchestral instruments aurally and visually, <i>XI. D</i></p> <p>Vocabulary:</p> <table data-bbox="527 974 1092 1282"> <tr> <td>body percussion</td> <td>brass</td> </tr> <tr> <td>rhythm instrument</td> <td>strings</td> </tr> <tr> <td>pitched instrument</td> <td>percussion</td> </tr> <tr> <td>unpitched instrument</td> <td>keyboard</td> </tr> <tr> <td>rhythm of words</td> <td>digital keyboard</td> </tr> <tr> <td>mallets</td> <td>chord bourdon</td> </tr> <tr> <td>ensemble</td> <td></td> </tr> <tr> <td>broken bourdon</td> <td></td> </tr> <tr> <td>cross-over bourdon</td> <td></td> </tr> <tr> <td>woodwind</td> <td></td> </tr> </table>	body percussion	brass	rhythm instrument	strings	pitched instrument	percussion	unpitched instrument	keyboard	rhythm of words	digital keyboard	mallets	chord bourdon	ensemble		broken bourdon		cross-over bourdon		woodwind		<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist</p> <p>Self evaluation</p> <p>Peer evaluation</p>
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# UNEDITED DRAFT

## General Music Grade Span: 3

### II. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Improvise, in the same style, responses (<i>answers</i>) to given rhythmic and melodic patterns (<i>questions</i>).</p> <p>B. Improvise simple rhythmic and melodic ostinato patterns</p> <p>C. Improvise simple rhythmic and melodic embellishments.</p> <p>D. Improvise short songs and instrumental pieces using traditional and nontraditional sound sources</p>	<p>Improvise short melodies, rhythms, and patterns</p> <p>Improvise question and answer phrases     <i>NS K-4 Dance 3a</i></p> <p>Improvise using creative body movements (<i>“The Movement of Improvisation”, Blom</i>)</p> <p>Improvise pentatonic melodies</p> <p>Improvise using creative drama and dance movements <i>3 VI. A, B, E, VIII. C, IX, A,B</i>  <u>Strategy example:</u> <i>Listen to “In the Hall of the Mountain King” from Peer Gynt Suite, E. Grieg. Ask students to create movements to demonstrate the dramatics, tempo changes, and quarter and eighth patterns in the piece.</i></p> <p>Improvise settings and sound carpets for stories, songs, and sound pieces, <i>3 VIII, B, NS K-4 Art 1c, 2a,b,c, 3a</i></p> <p>Improvise melodic and rhythmic phrases and sections of a song</p> <p>Improvise the contrasting sections of a rondo</p> <p>Improvise with attention to expressive qualities of music     <i>NS K-4 Theatre 2b,3a</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>improvise</li> <li>create</li> <li>drama</li> <li>dance</li> <li>theatre</li> <li>phrase</li> <li>form</li> <li>section</li> </ul>	<p>Teacher observation</p> <p>Performance</p> <p>Teacher checklist</p> <p>Audio taping of performances</p> <p>Self evaluation</p> <p>Peer evaluation</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### III. Composition: Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Create and arrange music using standard and nonstandard notation.</p> <p>B. Create and arrange music to accompany readings and dramatizations.</p> <p>C. Create and arrange short songs and instrumental pieces within specified guidelines.</p> <p>D. Create and arrange using a variety of sound sources.</p>	<p>Compose new lyrics to familiar melodies</p> <p>Compose pentatonic and diatonic melodies and ostinati</p> <p>Compose rhythmic phrases and rhythmic ostinati</p> <p>Orchestrate using chord, broken, and cross-over, and level bourdon accompaniments</p> <p>Orchestrate using ostinato (<i>vocal and instrumental</i>) accompaniment</p> <p>Compose introductions, interludes and codas</p> <p>Compose contrasting sections of a rondo: <i>ABACA</i></p> <p>Compose in major and minor mode</p> <p>Compose within given musical parameters <i>NS K-4 Dance 1d, 2d</i></p> <p>Compose and perform an original musical piece <i>NS K-4 Dance 2b,c,d</i></p> <p>Compose using digital software (<i>Music Ace 2, Harmonic Vision, KidMusic, Ars Nova</i>)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>compose</li> <li>composition</li> <li>bourdon</li> <li>rondo</li> <li>ostinato/ostinati</li> <li>introduction</li> <li>interlude</li> <li>coda</li> <li>pentatonic</li> <li>chord bourdon</li> <li>broken bourdon</li> <li>cross-over bourdon</li> <li>level</li> <li>phrase</li> <li>section</li> <li>accompanimentt</li> </ul>	<p>Teacher observation</p> <p>Performance</p> <p>Student portfolio</p> <p>Self evaluation</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### IV. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																											
<p>A. Read and write rhythmic notation including whole, half, quarter, eighth, sixteenth notes, dotted notes, corresponding rests, and syncopation.</p> <p>B. Read and write melodic notation applying knowledge of extended pentatonic, diatonic, and major/minor.</p> <p>C. Identify symbols and terminology for dynamics, tempo, and articulation, and interpret them correctly when performing.</p> <p>D. Write notation using standard symbols for meter, rhythm, pitch, and dynamics.</p>	<p>Read and notate using traditional notation for quarter note and rest, eighth note, half note and rest, half note dot, whole note and rest (<i>Heart Chart, Zentz</i>)</p> <p>Read and notate extended pentatonic melodies: <i>low s, low l d, r, m, s, l, d'</i></p> <p>Identify lines, spaces, and staff 3 VI C</p> <p>Identify absolute pitch names</p> <p>Identify bar line, measures, treble clef sign, double bar line, ties, repeat sign, time signature/meter (<i>Music Symbol Bingo, Lavender</i>)</p> <p>Identify 1<sup>st</sup>/2<sup>nd</sup> ending, interlude, coda, D.C. al Fine, D.S. al Fine</p> <p>Identify tonal center/resting tone in familiar melodies and songs: do centered and la centered</p> <p>Vocabulary:</p> <table data-bbox="688 841 1318 1109"> <tr> <td>beat</td> <td>meter</td> <td>tonal center</td> </tr> <tr> <td>bar line</td> <td>staff</td> <td>lines</td> </tr> <tr> <td>spaces</td> <td>quarter note</td> <td>quarter rest</td> </tr> <tr> <td>eighth note</td> <td>eighth rest</td> <td>half note</td> </tr> <tr> <td>half rest</td> <td>dotted half note</td> <td>sixteenth note</td> </tr> <tr> <td>whole note</td> <td>whole rest</td> <td>time signature</td> </tr> <tr> <td>measure</td> <td>D.C. al Fine</td> <td>D.S. al Fine</td> </tr> <tr> <td>repeat sign</td> <td>double bar line</td> <td>treble clef</td> </tr> <tr> <td>1<sup>st</sup> /2<sup>nd</sup> endings</td> <td>tie</td> <td>resting tone</td> </tr> </table>	beat	meter	tonal center	bar line	staff	lines	spaces	quarter note	quarter rest	eighth note	eighth rest	half note	half rest	dotted half note	sixteenth note	whole note	whole rest	time signature	measure	D.C. al Fine	D.S. al Fine	repeat sign	double bar line	treble clef	1 <sup>st</sup> /2 <sup>nd</sup> endings	tie	resting tone	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Text assessment</p> <p>Skills rubrics</p> <p>Teacher checklist</p>
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## General Music Grade Span: 3

### VI. Analysis: Students will listen to, analyze, and describe music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A.. Identify examples of music forms including motive to phrase, 4-bar phrase, canon, rondo, AABA, 12-bar blues, and theme and variation</p> <p>B. Demonstrate perceptual skills by moving, answering questions, and describing listening selections representing diverse musical styles.</p> <p>C. Explain music using appropriate terminology for pitch, notation, meter, chords, voices, instruments, and performances.</p> <p>D. Identify by sight and sound a variety of instruments including orchestra, band, multicultural, and digital.</p> <p>E. Demonstrate movement and emotional response to prominent music characteristics while listening</p>	<p>Identify high/low, fast/slow, loud/soft, and musical form through appropriate movement, gestures and language</p> <p>Identify mood and style in a variety of music, 3 VII A, B, C, VIII B,C, NS K-4 Art 2a.b.c</p> <p>Identify music in simple duple 2/4, 4/4, simple triple 3/4 or compound duple meter 6/8, 3 V A, D</p> <p>Identify phrases as: same/different, call-response, <i>a a b, a a b a</i>,</p> <p>Identify sections as: verse/refrain, AB, ABA, ABACA , themes</p> <p>Identify melodic steps, skips, and leaps, repeated tones</p> <p>Identify melodic direction: upward, downward</p> <p>Identify instrumental timbres</p> <p>Vocabulary:              same/different              mood              form              phrase              section              theme</p>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Peer evaluation</p> <p>Descriptive narrative</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Devise criteria for evaluating performances and compositions based upon musical concepts, ideas, and values.</p> <p>B. Explain, using appropriate music terminology, personal preferences for specific musical works and styles.</p> <p>C. Apply music concepts when determining the quality of personal performances and performances of others and when offering constructive suggestions for improvement.</p>	Describe same/different, high/low, fast/slow, long/short, loud/soft	Teacher observation
	Evaluate peer and self performance using appropriate music criteria, <i>NS K-4 Theatre 1a,b, 2a,b,c, NS K-4 Art 5a.b.c</i>	Descriptive narrative
	Demonstrate and discuss appropriate audience behaviors 3 IX F	Written assessment
	Compare and contrast varied musical styles 3 IX A, B	Performance
	Describe a performance using personal musical vocabulary	Teacher checklist
	Offer constructive suggestions for performance improvement	
	Suggested listening:	
	Bartok "Bear Dance" Ten Easy Pieces	
	Beethoven "Für Elise"	
	Brahms "Hungarian Dance" No.6	
Chopin "Mazurka" Op. 30 No.3		
Delibes "Waltz of the Doll" Coppelia		
Kabalevsky "March" and "Gallop" The Comedian, Op. 26		
Mozart "Ah, Vous Dirai-je, Maman," 12 Variations in C		
Prokofiev "March" The Love of Three Oranges		
Ravel "The Conversations of Beauty and the Beast" Mother Goose Suite		
Rimsky-Korsakov "Flight of the Bumble Bee"		
Schumann "The Happy Farmer" and "Soldier's March" Album for the Young		
Sousa "Stars and Stripes Forever"		

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## General Music Grade Span: 3

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Explain the role of music in life experiences, celebrations, community functions, and special events</p> <p>B. Identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.</p> <p>C. Identify similarities and differences in the meanings of common terms used in the various art disciplines.</p>	<p>Create new lyrics to familiar melodies</p> <p>Dramatize stories, poems and songs, <i>3 VIII B,C, NS K-4 Theatre 4a</i></p> <p>Relate sounds and songs to paintings and pictures</p> <p>Relate rhythmic patterns to syllabic patterns</p> <p>Relate metrical patterns of 2, 3, and 4 to mathematical groupings of 2, 3, and 4</p> <p>Choreograph dances to illustrate musical form (“<i>Teaching Movement and Dance</i>”, <i>Weikart</i>)</p> <p>Compare form, texture, rhythm, color, and harmony of music, art, and dance, <i>VIII B,C, NS K-4 2b,c</i></p> <p>Construct simple musical instruments using theories of science (“<i>Rubber-Band Banjos and a Java Jive Bass: Science of Music and Sound</i>”, <i>Sabbeth</i>.)</p>	<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Video Taping</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 3

### IX. History and Culture: Students will relate music to history and culture.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Listen to and identify, by genre or style, examples of music from various historical periods and world cultures</p> <p>B. Describe how elements of music are used in music examples from various cultures of the world.</p> <p>C. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>D. Identify and describe roles of musicians in various settings and world cultures.</p> <p>E. Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Sing songs and play games from varied cultures</p> <p>Describe how instruments of different cultures are like and different</p> <p>Listen to and describe music from various periods of music history, <i>VII A,B,C, NS K-4 Art 4a,b,c, NS K-4 Dance 5a,b,c, NS K-4 Theatre 2c</i></p> <p>Listen to and describe varied musical styles</p> <p>Study lives and times of famous composers ("<i>Classical Music and Stories</i>", <i>Rachlin</i>)</p> <p>Sing, play instruments, dramatize, and dance to music of South Carolina (<i>Tricentennial Songs of South Carolina</i>)</p> <p>Construct an ethnic instrument</p>	<p>Teacher observation</p> <p>Performance</p> <p>Descriptive narrative</p> <p>Dramatic presentations</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## GENERAL MUSIC

Grade Span: 4

### I. Singing: Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																		
<p>A. Sing independently, on pitch, and in rhythm, using appropriate timbre, diction, and posture, while maintaining a steady tempo.</p> <p>B. Sing expressively, with appropriate dynamics, phrasing, and interpretation.</p> <p>C. Sing from memory a varied repertoire of music representing genres and styles from diverse cultures.</p> <p>D. Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds.</p> <p>E. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Match pitch, expanding range of head tones</p> <p>Practice healthy and appropriate vocal production, posture, and breath control (<i>“Singing Fundamentals: The Child’s Voice”</i>, <i>Kemp-/Gwads: video</i>)</p> <p>Identify melodic direction (up, down, same)</p> <p>Sing while responding to a conductor</p> <p>Develop a singing repertoire including : echo songs, folk songs, call/response, verse/refrain, cumulative songs, seasonal songs, partner songs, rounds and canons, 2 and 3-part songs, counter melodies (<i>“Singing Round the Year”</i>, <i>Robert deFrece</i>, <i>“Grab a Partner”</i>, <i>Albrecht and Althouse</i>, <i>“Classical Canons 1, II</i>)</p> <p>Sing with attention to legato, staccato, and accent</p> <p>Sing, using expressive qualities: p, f, mp, mf, pp, crescendo, decrescendo, fermata, ritardando</p> <p>Practice skills to develop inner hearing</p> <p>Practice appropriate diction</p> <p>Build a repertoire of pentatonic and diatonic songs</p> <p>Sing songs that utilize descant and ostinati (<i>“Austinato: An Ostinato Jamboree for Voices and Orff Instruments”</i>, <i>Saliba</i>) 4 II B, E,F</p> <p>Sing half –steps on correct pitch</p> <p>Sing songs in major and minor modes</p> <p>Sing slurred and tied notes</p> <p>Vocabulary:</p> <table data-bbox="541 1127 1184 1305"> <tr> <td>steps</td> <td>head voice</td> <td>ostinato</td> </tr> <tr> <td>skips</td> <td>chest voice</td> <td>mezzo</td> </tr> <tr> <td>leaps</td> <td>pitch</td> <td>partner songs</td> </tr> <tr> <td>repeated tones</td> <td>rounds</td> <td>accent</td> </tr> <tr> <td>staccato</td> <td>major</td> <td>slur</td> </tr> <tr> <td>legato</td> <td>minor</td> <td>tie</td> </tr> </table>	steps	head voice	ostinato	skips	chest voice	mezzo	leaps	pitch	partner songs	repeated tones	rounds	accent	staccato	major	slur	legato	minor	tie	<p>Teacher observation</p> <p>Vocal performance rubric</p> <p>Teacher checklist</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p>
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staccato	major	slur																		
legato	minor	tie																		

# UNEDITED DRAFT

## General Music Grade Span: 4

### II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																						
<p>A. Play pitched and unpitched instruments in rhythm, with appropriate posture, dynamics and timbre, while maintaining a steady tempo.</p> <p>B. Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments.</p> <p>C. Play expressively a varied repertoire of music representing diverse genres, cultures, and time periods</p> <p>D. Echo and create rhythmic and melodic patterns.</p> <p>E. Play in groups, blending instrumental parts, matching dynamic levels, and responding to the cues of a conductor.</p> <p>F. Play independent instrumental parts while others sing or play contrasting parts</p>	<p>Explore body percussion: stamp, patsch, clap, snap <i>Dulcimer Book”, Larkin)</i></p> <p>Vocabulary:</p> <table border="0"> <tr> <td>body percussion</td> <td>keyboard</td> </tr> <tr> <td>brass</td> <td>guitar</td> </tr> <tr> <td>rhythm instrument</td> <td>autoharp</td> </tr> <tr> <td>pitched instrument</td> <td>rhythm of words</td> </tr> <tr> <td>unpitched instrument</td> <td>level bourdon</td> </tr> <tr> <td>strings</td> <td>chord bourdon</td> </tr> <tr> <td>percussion</td> <td>broken bourdon</td> </tr> <tr> <td>recorder</td> <td>cross-over bourdon</td> </tr> <tr> <td>digital keyboard</td> <td>woodwind</td> </tr> <tr> <td>mallets</td> <td>dulcimer</td> </tr> <tr> <td>ensemble</td> <td></td> </tr> </table>	body percussion	keyboard	brass	guitar	rhythm instrument	autoharp	pitched instrument	rhythm of words	unpitched instrument	level bourdon	strings	chord bourdon	percussion	broken bourdon	recorder	cross-over bourdon	digital keyboard	woodwind	mallets	dulcimer	ensemble		<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Peer evaluation</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Teacher checklist</p>
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# UNEDITED DRAFT

## General Music Grade Span: 4

### II. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Improvise, in the same style, responses (<i>answers</i>) to given rhythmic and melodic patterns (<i>questions</i>).</p> <p>B. Improvise simple rhythmic and melodic ostinato patterns</p> <p>C. Improvise simple rhythmic and melodic embellishments.</p> <p>D. Improvise short songs and instrumental pieces using traditional and nontraditional sound sources.</p>	<p>Improvise short melodies, rhythms, and patterns <i>NS K-4 Theatre 1</i></p> <p>Improvise question and answer phrases</p> <p>Improvise using drama and creative body movements (“<i>Improvisation, Dance and Movement</i>” <i>Haselbach,</i>)</p> <p>Improvise pentatonic and diatonic melodies</p> <p>Improvise melodic and rhythmic phrases of a song</p> <p>Improvise the contrasting sections of a rondo</p> <p>Improvise with attention to expressive qualities of music</p> <p>Improvise in major and minor modes</p> <p>Vocabulary:  improvise  create  drama  dance  theatre  phrase  form  section  major  minor</p>	<p>Teacher observation</p> <p>Performance</p> <p>Peer evaluation</p> <p>Audio taping</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 4

### III. Composition: Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Create and arrange music using standard and nonstandard notation.</p> <p>B. Create and arrange music to accompany readings and dramatizations.</p> <p>C. Create and arrange short songs and instrumental pieces within specified guidelines.</p> <p>D. Create and arrange using a variety of sound sources.</p>	<p>Compose pentatonic and diatonic melodies and ostinati</p> <p>Compose rhythmic phrases and rhythmic ostinati</p> <p>Orchestrate using chord, broken, and cross-over, and level bourdon accompaniments (<i>“Exploring Orff”, Steen, Orff:Schulwerk:Applications in the Classroom”, Warner</i>)</p> <p>Orchestrate using ostinato (<i>vocal and instrumental</i>) accompaniment 4 II A,B,D,E</p> <p>Compose introductions, interludes and codas, <i>NS K-4 Dance 1c, NS K-4 Theatre 1b</i></p> <p>Compose contrasting sections of a rondo: ABACA 4 VI A</p> <p>Compose in major and minor mode</p> <p>Compose within given musical parameters</p> <p>Compose and perform an original musical piece</p> <p>Compose using digital software 4 VI D</p>	<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Teacher checklist</p> <p>Rubric</p>

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## General Music Grade Span: 4

### IV. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																												
<p>A. Read and write rhythmic notation including whole, half, quarter, eighth, sixteenth notes, dotted notes, corresponding rests, and syncopation.</p> <p>B. Read and write melodic notation applying knowledge of extended pentatonic, diatonic, and major/minor.</p> <p>C. Identify symbols and terminology for dynamics, tempo, and articulation, and interpret them correctly when performing.</p> <p>D. Write notation using standard symbols for meter, rhythm, pitch, and dynamics.</p>	<p>Read and notate using traditional notation for quarter note and rest, eighth note, half note and rest, dotted half note, whole note and rest, dotted quarter followed by eighth, eighth-two sixteenths, two sixteenths-eighth</p> <p>Read syncopated notation for eighth-quarter-eighth, eighth-dotted quarter</p> <p><u>Strategy example:</u> <i>Place the syncopated eighth-quarter-eighth pattern on the board. Practice clapping, playing, etc. Play a recording of "You're a Grand Old Flag". Ask students to stand each time the pattern is heard in the song. Ask students to think of other familiar songs that have the pattern. Ex. <u>this-land-was</u> made for you and me.</i></p> <p>Read and notate extended pentatonic melodies: <i>d, r, m, f, s, l, t, d'</i></p> <p>Identify absolute pitch names in treble clef</p> <p>Identify bar line, measures, treble clef sign, double bar line, ties, repeat sign, time signature/meter</p> <p><i>NS K-4 Art 3b</i></p> <p>Identify 1<sup>st</sup>/2<sup>nd</sup> ending, interlude, coda, D.C. al Fine, D.S. al Fine, theme/variation</p> <p>Identify tonal center/resting tone in familiar melodies and songs: do centered and la centered</p> <p>Identify upbeat</p> <p style="text-align: center;">Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">beat</td> <td style="width: 50%;">time signature</td> </tr> <tr> <td>first/second endings</td> <td>meter</td> </tr> <tr> <td>tonal center</td> <td>interlude</td> </tr> <tr> <td>resting tone</td> <td>bar line</td> </tr> <tr> <td>D.C. al Fine</td> <td>staff</td> </tr> <tr> <td>D.S. al Fine</td> <td>lines</td> </tr> <tr> <td>upbeat</td> <td>spaces</td> </tr> <tr> <td>measure</td> <td>double bar line</td> </tr> <tr> <td>theme/variation</td> <td>treble clef</td> </tr> <tr> <td>quarter note/rest</td> <td>sixteenth note/rest</td> </tr> <tr> <td>eighth note/rest</td> <td>repeat sign</td> </tr> <tr> <td>half note/rest</td> <td>tie</td> </tr> <tr> <td>whole note/rest</td> <td>slur</td> </tr> <tr> <td>dotted half note (<i>half note dot</i>)</td> <td></td> </tr> </table>	beat	time signature	first/second endings	meter	tonal center	interlude	resting tone	bar line	D.C. al Fine	staff	D.S. al Fine	lines	upbeat	spaces	measure	double bar line	theme/variation	treble clef	quarter note/rest	sixteenth note/rest	eighth note/rest	repeat sign	half note/rest	tie	whole note/rest	slur	dotted half note ( <i>half note dot</i> )		<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Teacher checklist</p>
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## General Music Grade Span: 4

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																											
<p>A. Identify examples of music forms including motive to phrase, 4-bar phrase, canon, rondo, AABA, 12-bar blues, and theme and variation</p> <p>B. Demonstrate perceptual skills by moving, answering questions, and describing listening selections representing diverse musical styles.</p> <p>C. Explain music using appropriate terminology for pitch, notation, meter, chords, voices, instruments, and performances.</p> <p>D. Identify by sight and sound a variety of instruments including orchestra, band, multicultural, and digital.</p> <p>E. Demonstrate movement and emotional response to prominent music characteristics while listening</p>	<p>Evaluate peer and self performance using appropriate music criteria</p> <p>Demonstrate and discuss appropriate audience behaviors</p> <p>Compare and contrast varied musical styles (“<i>Junior Jam Session</i>”, <i>Zentz</i>,) 4 IX A</p> <p>Describe a performance using personal musical vocabulary</p> <p>Offer constructive suggestions for performance improvement</p> <p>Evaluate a composition using appropriate music criteria</p> <p>Practice use of musical terminology when evaluating music, <i>NS K-4 Art 6a.b</i>, <i>NS K-4 Theatre 1a,b,c</i></p> <p>Suggested listening:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">Bach</td> <td style="padding-right: 20px;">“<i>Minuet in G</i>”</td> <td>Notebook for Anna Magdalena</td> </tr> <tr> <td>Bartok</td> <td>“<i>Presentation of Pairs</i>”</td> <td>Concerto for Orchestra</td> </tr> <tr> <td>Beethoven</td> <td>“<i>Ode to Joy</i>”</td> <td>Symphony N. 9 in D Minor, Op. 125</td> </tr> <tr> <td>Bizet</td> <td>“<i>Overture</i>”</td> <td>L’Arlesienne Suite, No. 1</td> </tr> <tr> <td>Copland</td> <td></td> <td>Rodeo</td> </tr> <tr> <td>Chopin</td> <td>“<i>Waltz in D-flat</i>” (<i>Minute Waltz</i>)</td> <td></td> </tr> <tr> <td>Handel</td> <td>“<i>Bouree</i>” and “<i>Minuet</i>”</td> <td>Royal Fireworks Music</td> </tr> <tr> <td>Ives</td> <td></td> <td>Variations on “<i>America</i>”</td> </tr> <tr> <td>Stravinsky</td> <td>“<i>Serenata</i>”</td> <td>Pulcinella Suite</td> </tr> </table>	Bach	“ <i>Minuet in G</i> ”	Notebook for Anna Magdalena	Bartok	“ <i>Presentation of Pairs</i> ”	Concerto for Orchestra	Beethoven	“ <i>Ode to Joy</i> ”	Symphony N. 9 in D Minor, Op. 125	Bizet	“ <i>Overture</i> ”	L’Arlesienne Suite, No. 1	Copland		Rodeo	Chopin	“ <i>Waltz in D-flat</i> ” ( <i>Minute Waltz</i> )		Handel	“ <i>Bouree</i> ” and “ <i>Minuet</i> ”	Royal Fireworks Music	Ives		Variations on “ <i>America</i> ”	Stravinsky	“ <i>Serenata</i> ”	Pulcinella Suite	<p>Teacher observation</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Descriptive narrative</p> <p>Teacher checklist</p>
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## General Music Grade Span: 4

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Explain the role of music in life experiences, celebrations, community functions, and special events</p> <p>B. Identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.</p> <p>C. Identify similarities and differences in the meanings of common terms used in the various art disciplines.</p>	<p>Apply common terminology to paintings, pictures, ballets, and orchestral works, <i>NS K-4 Art 6a,b, NS K-4 Theatre 1a,b,c</i></p> <p>Relate metrical patterns of 2, 3, 4 and 6 to mathematical groupings of 2, 3,4, and 6</p> <p>Apply original choreography , movement, and drama to illustrate musical forms</p> <p>Compare form, texture, rhythm, color, and harmony of music, art, and dance <i>NS K-4 Art 6a,b</i></p> <p>Explain the relation of common terms used in theatre, dance, art, and music</p> <p>Construct an ethnic instrument ("<i>Great Folk Instruments To Make and Play</i>", <i>Waring</i>) <i>4 IX A B C</i></p>	<p>Teacher observation</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Descriptive narrative</p>

# UNEDITED DRAFT

## General Music Grade Span: 4

### IX. History and Culture: Students will relate music to history and culture.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Listen to and identify, by genre or style, examples of music from various historical periods</p> <p>B. Describe how elements of music are used in music examples from various cultures of</p> <p>C. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p>	<p>Sing , play instruments, perform movement and dance to songs from varied cultures</p> <p>Describe how instruments of different cultures are like and different (<i>Music Around the World: Video</i>)</p> <p>Create instruments typical of those from other cultures</p> <p>Listen to and describe music from various periods of history , <i>NS K-4 Art 4a,b,c</i></p> <p>Listen to and describe varied musical styles</p> <p>Study lives and times of famous composers (<i>Music Alive! Great Composers of the 20<sup>th</sup> Century: CD Collection,</i></p> <p>Perform musical selections that represent the expansion of America (“<i>Orffestrations for America</i>”, <i>Forrest</i>) 4 II B E F</p> <p>Introduce opera and musical theatre (“<i>Who’s Afraid of Opera? Sutherland:video</i>”, “<i>Maestro’s Company</i>” <i>video</i>), <i>NS K-4 Theatre 6a,b,c</i></p> <p>Vocabulary: Opera, musical theatre</p>	<p>Teacher observation</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Descriptive narrative</p> <p>Portfolio</p>

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## GENERAL MUSIC

Grade Span: 5

### I. Singing: Students will sing, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																					
<p>A. Sing independently, on pitch, and in rhythm, using appropriate timbre, diction, and posture, while maintaining a steady tempo.</p> <p>B. Sing expressively, with appropriate dynamics, phrasing, and interpretation.</p> <p>C. Sing from memory a varied repertoire of music representing genres and styles from diverse cultures.</p> <p>D. Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds.</p> <p>E. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Match pitch, expanding range of head tones</p> <p>Practice healthy and appropriate vocal production, posture, and breath control (<i>“Vocal Techniques for the Young Singer”</i>, Leck: video) NS 5-8 Theatre 2b, NS 5-8 Dance 1a,c</p> <p>Practice appropriate diction, NS 5-8 Theatre 2b</p> <p>Identify melodic direction (<i>up, down, same</i>)</p> <p>Sing while responding to a conductor</p> <p>Develop a singing repertoire including : echo songs, folk songs, call/response, verse/refrain, cumulative songs, seasonal songs, partner songs, rounds and canons, 2 and 3-part songs, countermelodies (<i>“In Canon”</i>, Bisgaard/Aaron, <i>“ Choose Your Partner: A Collection of Partner Songs for Young Singers”</i>, Jacobsen/Billingsley)</p> <p>Sing with attention to legato, staccato, and accent</p> <p>Expressive singing: p, f, , mp, mf, pp, crescendo, decrescendo, diminuendo, ritardando</p> <p>Develop inner hearing skills</p> <p>Build a repertoire of pentatonic and diatonic songs</p> <p>Sing songs that utilize descant and ostinati</p> <p>Sing half –steps on correct pitch</p> <p>Sing songs in major and minor modes</p> <p>Sing slurred and tied notes</p> <p>Sing intervals in major keys</p> <p>Vocabulary:</p> <table data-bbox="527 1117 1192 1344"> <tr> <td>ostinato</td> <td>accent</td> <td>diminuendo</td> </tr> <tr> <td>mezzo</td> <td>major</td> <td>minor</td> </tr> <tr> <td>staccato</td> <td>legato</td> <td>ritardando</td> </tr> <tr> <td>leaps</td> <td>steps</td> <td>skips</td> </tr> <tr> <td>slur</td> <td>head voice</td> <td>partner songs</td> </tr> <tr> <td>tie</td> <td>chest voice</td> <td>repeated tones</td> </tr> <tr> <td>pitch</td> <td>rounds</td> <td></td> </tr> </table>	ostinato	accent	diminuendo	mezzo	major	minor	staccato	legato	ritardando	leaps	steps	skips	slur	head voice	partner songs	tie	chest voice	repeated tones	pitch	rounds		<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>
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slur	head voice	partner songs																					
tie	chest voice	repeated tones																					
pitch	rounds																						

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## General Music Grade Span: 5

### II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																		
<p>A. Play pitched and unpitched instruments in rhythm, with appropriate posture, dynamics and timbre, while maintaining a steady tempo.</p> <p>B. Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments.</p> <p>C. Play expressively a varied repertoire of music representing diverse genres, cultures, and time periods</p> <p>D. Echo and create rhythmic and melodic patterns.</p> <p>E. Play in groups, blending instrumental parts, matching dynamic levels, and responding to the cues of a conductor.</p> <p>F. Play independent instrumental parts while others sing or play contrasting parts</p>	<p>Perform body percussion: stamp, patsch, clap, snap (<i>"Body Rondo", Sullivan</i>) 4 VI A</p> <p>Perform on pitched and unpitched percussion instruments using accurate mallet, strumming, and fingering techniques</p> <p>Accompany and play instruments in ensemble settings NS 5-8Theatre 2c</p> <p>Play instruments with appropriate dynamics and tempo</p> <p>Accompany folk songs using ostinato and bourdon accompaniments (<i>chord, broken, cross-over, and level</i>)</p> <p>Echo short rhythmic and melodic patterns</p> <p>Play I, IV, V7 chords on a variety of instruments (<i>"Pot Pourri", Saliba</i>)</p> <p>Echo and improvise short melodies, rhythms, and patterns</p> <p>Identify orchestral instruments both aurally and visually</p> <p>Play song in major and minor modes</p> <p>Play recorders by rote and standard notation</p> <p>Play other classroom instruments: guitar, keyboard, autoharp, dulcimer (<i>"Recorder Improvisation and Technique III", Carley</i>)</p> <p>Vocabulary:</p> <table data-bbox="548 1060 1094 1321"> <tr> <td>body percussion</td> <td>brass</td> </tr> <tr> <td>rhythm instrument</td> <td>strings</td> </tr> <tr> <td>pitched instrument</td> <td>percussion</td> </tr> <tr> <td>unpitched instrument</td> <td>keyboard</td> </tr> <tr> <td>rhythm of words</td> <td>digital keyboard</td> </tr> <tr> <td>mallets</td> <td>recorder</td> </tr> <tr> <td>ensemble</td> <td>level bourdon</td> </tr> <tr> <td>woodwind</td> <td>chord bourdon</td> </tr> <tr> <td>cross-over bourdon</td> <td>broken bourdon</td> </tr> </table>	body percussion	brass	rhythm instrument	strings	pitched instrument	percussion	unpitched instrument	keyboard	rhythm of words	digital keyboard	mallets	recorder	ensemble	level bourdon	woodwind	chord bourdon	cross-over bourdon	broken bourdon	<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>
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# UNEDITED DRAFT

## General Music Grade Span: 5

### III. Improvisation: Students will improvise melodies, variations, and accompaniments.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Improvise, in the same style, responses (<i>answers</i>) to given rhythmic and melodic patterns (<i>questions</i>).</p> <p>B. Improvise simple rhythmic and melodic ostinato patterns</p> <p>C. Improvise simple rhythmic and melodic embellishments.</p> <p>D. Improvise short songs and instrumental pieces using traditional and nontraditional sound sources</p>	<p>Improvise melodies, rhythms, and patterns</p> <p>Improvise question and answer phrases</p> <p>Improvise using creative body movements <i>NS 5-8 Dance 4a</i></p> <p>Improvise pentatonic and diatonic melodies</p> <p>Improvise drama and dance movements <i>NS 5-8 Theatre 2a</i></p> <p>Improvise melodic and rhythmic phrases and sections of a song</p> <p>Improvise the contrasting sections of a rondo</p> <p>Improvise with attention to expressive qualities of music, <i>NS 5-8 Theatre 1a, 3c, NS 5-8 Art 1b, 3b, NS 5-8 Dance 1e,2a,4c</i></p> <p>Improvise in major and minor modes</p> <p>Vocabulary:  improvise  create  drama  dance  theatre  phrase  form  section  Major  minor</p>	<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>

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## General Music Grade Span: 5

### IV. **Composition:** Students will compose and arrange music within specified guidelines.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Create and arrange music using standard and nonstandard notation.</p> <p>B. Create and arrange music to accompany readings and dramatizations.</p> <p>C. Create and arrange short songs and instrumental pieces within specified guidelines.</p> <p>D. Create and arrange using a variety of sound sources.</p>	<p>Compose within given musical parameters (<i>"Songwriting Kit", Lavender</i>)</p> <p>Compose movement activities to accompany compositions</p> <p>Compose pentatonic and diatonic melodies and ostinati</p> <p>Compose rhythmic phrases and rhythmic ostinati (<i>"Types of Musical Form and Composition, Basic Music Theory, Reading and Writing", Adair</i>)</p> <p>Orchestrate using chord, broken, and cross-over, and level bourdon accompaniments</p> <p>Orchestrate using ostinato (<i>vocal and instrumental</i>) accompaniment</p> <p>Compose introductions, interludes and codas</p> <p>Compose contrasting sections of a rondo: <i>ABACA</i></p> <p>Compose in major and minor mode</p> <p>Compose and perform an original composition</p> <p>Compose using digital software</p> <p>Vocabulary: MIDI</p>	<p>Teacher observation</p> <p>Performance</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 5

### V. Reading and Notating: Students will read and notate music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Read and write rhythmic notation including whole, half, quarter, eighth, sixteenth notes, dotted notes, corresponding rests, and syncopation.</p> <p>B. Read and write melodic notation applying knowledge of extended pentatonic, diatonic, and major/minor.</p> <p>C. Identify symbols and terminology for dynamics, tempo, and articulation, and interpret them correctly when performing.</p> <p>D. Write notation using standard symbols for meter, rhythm, pitch, and dynamics.</p>	<p>Read and notate using traditional notation for quarter note and rest, eighth note, half note and rest, dotted half note, whole note and rest, dotted quarter followed by eighth, eighth-two sixteenths, two sixteenths-eighth, dotted eighth followed by sixteenth, sixteenth followed by dotted eighth Read syncopation: eighth-quarter-eighth, eighth-dotted quarter (<i>“Rhythm Bingo”</i>, <i>Lavender</i>, <i>“rhythm Flashcards”</i>, <i>Gagne</i>)</p> <p>Read and notate extended pentatonic melodies (<i>d, r, m, f, s, l, t, d’</i>)</p> <p>Identify absolute pitch names (<i>“Lines and Spaces Bingo Game”</i>, <i>Lavender</i>)</p> <p>Identify bar line, measures, treble clef sign, double bar line, ties, repeat sign, time signature/meter</p> <p>Identify 1<sup>st</sup>/2<sup>nd</sup> ending, interlude, coda, D.C. al Fine, D.S. al Fine, theme/variation</p> <p>Identify tonal center/resting tone in familiar melodies and songs: do centered and la centered</p> <p>Identify high/low, fast/slow, loud/soft, and musical form through appropriate movement, gestures and language <i>NS 5-8 Art 2c, NS 5-8 Dance 2c, NS 5-8 Theatre 3a,c</i></p> <p>Identify high, middle and low pitches as range/register</p> <p>Identify mood and style in a variety of music, <i>NS 5-8 Theatre 1a, NS 5-8 Dance 3b, c, d, 4c, NS 5-8 Art 1a,b, 2c, 3b, 5c</i></p> <p>Identify music in simple duple and simple triple meter</p> <p>Identify meter of 6/8</p> <p>Identify phrases as: same/different, call-response, <i>a a b, a a b a</i>,</p> <p>Identify sections as: verse/refrain, AB, ABA, ABACA, themes</p> <p>Identify melodic steps, skips, and leaps, repeated tones, and intervals of unison, octave, and third</p> <p>Identify instrumental timbres</p>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## Vocabulary:

lines/spaces	time signature	meter
first/second endings	tonal center	bar line
resting tone	measure	staff
D.C. al Fine	treble clef	tie
D.S. al Fine	repeat sign	beat
double bar line	upbeat	slur
whole note/rest	half note/rest	
eighth note/rest	interlude	
theme/variation	quarter note/rest	
sixteenth note/rest		
dotted half note ( <i>half note dot</i> )		

# UNEDITED DRAFT

## General Music Grade Span: 5

### VI. Analysis: Students will listen to, analyze, and describe music.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Identify examples of music forms including motive to phrase, 4-bar phrase, canon, rondo, AABA, 12-bar blues, and theme and variation</p> <p>B. Demonstrate perceptual skills by moving, answering questions, and describing listening selections representing diverse musical styles.</p> <p>C. Explain music using appropriate terminology for pitch, notation, meter, chords, voices, instruments, and performances.</p> <p>D. Identify by sight and sound a variety of instruments including orchestra, band, multicultural, and digital.</p> <p>E. Demonstrate movement and emotional response to prominent music characteristics while listening</p>	<p>Identify high/low, fast/slow, loud/soft, and musical form through appropriate movement, gestures and language, <i>NS 5-8 Dance 2c, NS 5-8 Art 3a,b, 4c 6a,b</i></p> <p>Identify mood and style in a variety of music “(<i>Wynton Marsalis’s Jazz for Young People</i>” <i>multimedia kit</i>)”</p> <p>Identify music in simple duple (2/4, 4/4), simple triple (3/4) or compound duple meter (6/8)</p> <p>Identify phrases as: same/different, call-response, <i>a a b, a a b a,</i></p> <p>Identify sections as: verse/refrain, AB, ABA, ABACA , themes</p> <p>Identify melodic steps, skips, and leaps, repeated tones</p> <p>Identify melodic direction: upward, downward</p> <p>Identify instrumental timbres</p> <p>Vocabulary:  same/different  mood  form  phrase  section  theme</p>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Rubrics</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 5

### VII. Evaluation: Students will evaluate music and music performances.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies																				
<p>A. Identify examples of music forms including motive to phrase, 4-bar phrase, canon, rondo, AABA, 12-bar blues, and theme and variation</p> <p>B. Demonstrate perceptual skills by moving, answering questions, and describing listening selections representing diverse musical styles.</p> <p>C. Explain music using appropriate terminology for pitch, notation, meter, chords, voices, instruments, and performances.</p> <p>D. Identify by sight and sound a variety of instruments including orchestra, band, multicultural, and digital.</p> <p>E. Demonstrate movement and emotional response to prominent music characteristics while listening</p>	<p>Evaluate peer and self performance using appropriate music criteria</p> <p>Demonstrate and discuss appropriate audience behaviors, NS 5-8 Theatre 6d, NS 5-8 Dance 4b</p> <p>Compare and contrast varied musical styles</p> <p>Describe a performance using personal musical vocabulary</p> <p>Offer constructive suggestions for performance improvement</p> <p>Evaluate a composition using appropriate music criteria</p> <p>Practice use of musical terminology when evaluating music, NS K-4 Art 6a.b, NS K-4 Theatre 1a,b,c</p> <p>Suggested listening:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Copland</td> <td style="width: 33%;">Appalachian Spring, Fanfare for the Common Man</td> </tr> <tr> <td>Bach</td> <td>Brandenburg Concerto No.2, Mvt. 3</td> </tr> <tr> <td>Bizet</td> <td>"Prelude" Carmen</td> </tr> <tr> <td>Britten</td> <td>Young Person's Guide To the Orchestra</td> </tr> <tr> <td>Dvorák</td> <td>Slavonic Dances</td> </tr> <tr> <td>Grofé</td> <td>Grand Canyon Suite</td> </tr> <tr> <td>Gershwin</td> <td>Rhapsody in Blue</td> </tr> <tr> <td>Gould</td> <td>American Salute</td> </tr> <tr> <td>Joplin</td> <td>Maple Leaf Rag</td> </tr> <tr> <td>Mozart</td> <td>Overture" The Magic Flute</td> </tr> </table> <p>("Classical Masterpieces of the Millenium") see <a href="http://www.friendshiphouse.com">www.friendshiphouse.com</a> for a complete list</p>	Copland	Appalachian Spring, Fanfare for the Common Man	Bach	Brandenburg Concerto No.2, Mvt. 3	Bizet	"Prelude" Carmen	Britten	Young Person's Guide To the Orchestra	Dvorák	Slavonic Dances	Grofé	Grand Canyon Suite	Gershwin	Rhapsody in Blue	Gould	American Salute	Joplin	Maple Leaf Rag	Mozart	Overture" The Magic Flute	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Rubrics</p> <p>Audio taping</p> <p>Video taping</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>
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# UNEDITED DRAFT

## General Music Grade Span: 5

### VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Explain the role of music in life experiences, celebrations, community functions, and special events</p> <p>B. Identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.</p> <p>C. Identify similarities and differences in the meanings of common terms used in the various art disciplines.</p>	<p>Apply common terminology to paintings, pictures, ballets, and orchestral works, <i>NS 5-8 Theatre 3c, 6a,b c, NS 5-8 Dance 3b, 4c, NS 5-8 Art 6a,b</i></p> <p>Relate metrical patterns of 2, 3, 4 and 6 to mathematical groupings of 2, 3,4, and 6</p> <p>Apply original choreography , movement, and drama to illustrate musical forms</p> <p>Compare form, texture, rhythm, color, and harmony of music, art, and dance (<i>“Building Dances: A Guide to Putting Movement Together”, McGreevy-Nichols/Scheff, “Artsmart,” Snyder</i>)</p> <p>Explain the relation of common terms used in theatre, dance, art, and music</p> <p>Describe the science of instrument making to include size, materials, aesthetics</p> <p>Describe how music plays a part in traditional celebrations</p> <p><i>“Integrate With Integrity: Music Across the Elementary Curriculum,” Snyder</i></p>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Descriptive Narrative</p> <p>Written Assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>

# UNEDITED DRAFT

## General Music Grade Span: 5

### IX. History and Culture: Students will relate music to history and culture.

South Carolina Standard	Activities/Topics/Resources	Assessment Strategies
<p>A. Listen to and identify, by genre or style, examples of music from various historical periods and world cultures</p> <p>B. Describe how elements of music are used in music examples from various cultures of the world.</p> <p>C. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>D. Identify and describe roles of musicians in various settings and world cultures.</p> <p>F. Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Sing , play instruments, perform movement, and dance to songs from varied cultures (<i>“One Hundred Twenty Singing Games and Dances”</i>, Chosky)</p> <p>Describe representative instruments of other cultures</p> <p>Create instruments typical of those from other cultures</p> <p>Listen to and describe music from various periods of history <i>NS 5-8 Dance a, d, NS 5-8 Art 4a,b</i></p> <p>Listen to and describe varied musical styles</p> <p>Study lives and times of famous composers (<i>“An Illustrated History of Music for Young Musicians”</i>, Cormeau/Covert, <i>“The Magnificent Seven: Great Composers in Song”</i>, Carter/Beall, <i>“The Magnificent Seven: The Sequel: Great Composers in Song”</i>, Carter/Beall)</p> <p>Perform musical selections that represent the period of American history from the Civil War to present</p> <p>Research opera, jazz, and musical theatre <i>NS 5-8 Theatre 6a,b,c,d</i></p> <p>Vocabulary:              opera              musical theatre              jazz</p>	<p>Teacher observation</p> <p>Performance</p> <p>Formal assessment</p> <p>Portfolio</p> <p>Descriptive Narrative</p> <p>Written Assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher checklist</p>