**Lakeview Community Schools**

**Lakeview, Michigan**

**K-5 General Music**

**Upon exiting the 5th grade, music students of Lakeview Community Schools will have completed the following curriculum.**

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|  | **Content***What topic(s) is being covered and what is the important vocabulary? What do students need to know?* | **Skills***What do students have to be able to do connected to the content?* | **Instructions***What activities are used to develop the skills and knowledge?* | **Resources***What materials, texts, videos, internet, software, or human resources support instruction?* | **Assessment***What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?* |
|  | **Performing** |
|  ***1*** | Sing and play independently | On pitchWith rhythm | Echo teacherModel listening to othersSinging games | Sound systemPianoSilver Burdett & GinnMusic K-8 | Class participationTeacher observation |
|  ***2*** | Sing and play varied repertoire | Sing and play from memory | Listening to othersTeacher model | Multicultural music texts and literatureSilver Burdett & GinnMusic K-8Instrumental arrangements | Class participationTeacher observation |
|  ***3*** | Sing expressively | Using dynamics and phrasingInterpretation | Listening to others Teacher model | Silver Burdett & GinnMusic K-8Youtube | Class participationTeacher observation |
|  ***4*** | Part singing | OstinatoRound/canonPartner songs | Listening to othersClassroom practice | Silver Burdett & GinnMusic K-8Youtube | Teacher observation of performance |
|  ***5*** | Group singing | Blend timbreRespond to conductor cues | DiscussionDemonstrationPractice | PianoSilver Burdett & GinnMusic K-8 | PerformanceTeacher observation |
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|  ***6*** | Play instrumental patterns | Easy rhythmic, melodic and chordal patterns | Orff Schulwerk | Classroom instruments (i.e. Barred instruments, pitched and unpitched) | PerformanceTeacher observation |
|  ***7*** | Echo Patterns | Short rhythmic and melodic patterns | Music learning theoriesEar training | VoicesClassroom instruments | Group and individual responseTeacher observation |
|  ***8*** | Play Instrumental accompaniments | Play instrumental orchestrations with or without singing | Orff Schulwerk | Classroom instruments | PerformanceTeacher observation |
|  ***9*** | Read note values and rests in different meters | Note values and rests in double and triple meters | DiscussionModelingPractice | White boardsDry erase markers | Class participationTeacher observation |
| ***10*** | Reading treble clef notation | Line and space letter names | Teacher modelClassroom instruments (barred instruments) | White boardsDry erase markersFlash cards | Class participationTeacher observation |
| ***11*** | Identify musical terms and symbols | Interpret dynamics, tempo and articulation | Demonstration and discussion | FlashcardsMusic K-8Silver Burdett & Ginn | PerformanceTeacher observation |
|  | **Creating** |
|  ***1*** | Improvise ostinato accompaniments | Simple rhythmic and melodic patterns | Orff Schulwerk | XylophonesGlockenspiels | Class participationTeacher observation |
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|  ***2*** | Improvise phrases | Rhythmic and melodic phrases | Call and response activities | Folk song collections | Class participation Teacher and student observation |
|  ***3*** | Improvise variations on familiar melodies | Simple rhythmic and melodic variations | Folk songs | Silver Burdett & GinnFolk song collections | Class participation |
|  ***4*** | Create short songs and instrumental pieces | Simple rhythmic and melodic patterns (with or without words) | Teacher modelDiscussionDemonstration | Nursery rhymesFolk tales | Class participationTeacher and student observation |
|  ***5*** | Compose, arrange and improvise using variety of sounds (including electronics) | Simple rhythm and melodic patterns using traditional and non-traditional sounds | Teacher modelDiscussionDemonstration | YoutubeiPadVarious recordingsInternet | Class participationTeacher and student observation |
| ***6*** | Create and arrange music to accompany readings, dramatizations or visual media | Simple rhythmic and melodic patterns and sounds to embellish a story | Teacher modelDiscussionDemonstration | YoutubeiPadPoemsInternet | Class participationTeacher and student observation |
|  | **Analyzing** |
|  ***1*** | Identify simple music forms | Aurally identify simple music forms (same/not same, AB,ABA…) | SingingListeningMovement | Recordings and song collections | Class participationTeacher observation |
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|  ***2*** | Demonstrate perceptual skills | Move to music, Answer questions, Describe listening examples | Use music examples of various styles and cultures | VideosRecordingsSong collections | Class participation |
|  ***3*** | Musical Analysis | Use appropriate terminology to explain and describe music | Read music notationPlay instrumentsSingCritique performances | PostersFlashcardsGames | Student ResponseListening Activity |
|  ***4*** | Sound Discrimination | Listening and identifying a variety of musical sound | Discuss and listen to instrument families, music from diverse cultures and voices | Grand Rapids Symphony (5thgrade)Instrumental pictures/posters, recordings/videos | Review activities |
|  ***5*** | Movement Response | Movement tied to specific music characteristics | Demonstrate feeling the beat with gross and fine motor movements | RecordingsScarvesBean BagsStreamers | Teacher observation |
|  ***6*** | Evaluating Music | Devise criteria to evaluate performances and compositions | Use listening examples,Teacher questioning, and discussionStudent self-evaluation | Music K-8Silver Burdett & GinnVarious instrumental and vocal arrangements | Question/AnswerDiscussion |
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|  ***7*** | Personal Musical Preferences | Explain preferences using appropriate terminology | Listening to and performing a variety of musical works and styles | Song collectionsRecordings | Question/AnswerDiscussion |
|  | **Analyze in Context** |
|  ***1*** | Identify music by genre or style | Classify musical examples by historical period and/or cultures | Use listening examples | RecordingsGrand Rapids SymphonyMapsComposer posters | Teacher observationClass discussion |
|  ***2*** | Describe elements of music | Compare/contrast elements of music from diverse cultures | Use listening examples and songs | RecordingsPosters | Teacher observationStudent participationClass discussion |
|  ***3*** | Music in daily life | Describe characteristics that make certain music suitable for a particular use | Discussion and listening examples | RecordingsiPadInternet | Class discussion |
|  | **Analyze and Make Connections** |
|  ***1*** | Common terms used within the arts | Observe and identify similarities and differences in the meanings of terms | Compare and contrast aural and visual examples through teacher instruction | PostersFlashcardsRecordings | Teacher observation |
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|  ***2*** | Interrelationships between music and the other disciplines | Observe and identify ways in which principles and subject matter of other disciplines are related to music. | Teacher collaborationClassroom discussion | PicturesGraphic organizersPicture books | Teacher observationClassroom teacher feedbackClass discussionClass participation |
|  ***3*** | Music in daily lives | Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. | DiscussionListening examples | RecordingsiPadInternetPosters | Class discussion |