**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 pitch  With rhythm | Echo teacher  Model listening to others  Singing games | Sound system  Piano  Silver Burdett & Ginn  Music K-8 | Class participation  Teacher observation |
| ***2*** | Sing and play varied repertoire | Sing and play from memory | Listening to others  Teacher model | Multicultural music texts and literature  Silver Burdett & Ginn  Music K-8  Instrumental arrangements | Class participation  Teacher observation |
| ***3*** | Sing expressively | Using dynamics and phrasing  Interpretation | Listening to others  Teacher model | Silver Burdett & Ginn  Music K-8  Youtube | Class participation  Teacher observation |
| ***4*** | Part singing | Ostinato  Round/canon  Partner songs | Listening to others  Classroom practice | Silver Burdett & Ginn  Music K-8  Youtube | Teacher observation of performance |
| ***5*** | Group singing | Blend timbre  Respond to conductor cues | Discussion  Demonstration  Practice | Piano  Silver Burdett & Ginn  Music K-8 | Performance  Teacher 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) | Performance  Teacher observation |
| ***7*** | Echo Patterns | Short rhythmic and melodic patterns | Music learning theories  Ear training | Voices  Classroom instruments | Group and individual response  Teacher observation |
| ***8*** | Play Instrumental accompaniments | Play instrumental orchestrations with or without singing | Orff Schulwerk | Classroom instruments | Performance  Teacher observation |
| ***9*** | Read note values and rests in different meters | Note values and rests in double and triple meters | Discussion  Modeling  Practice | White boards  Dry erase markers | Class participation  Teacher observation |
| ***10*** | Reading treble clef notation | Line and space letter names | Teacher model  Classroom instruments (barred instruments) | White boards  Dry erase markers  Flash cards | Class participation  Teacher observation |
| ***11*** | Identify musical terms and symbols | Interpret dynamics, tempo and articulation | Demonstration and discussion | Flashcards  Music K-8  Silver Burdett & Ginn | Performance  Teacher observation |
|  | **Creating** | | | | |
| ***1*** | Improvise ostinato accompaniments | Simple rhythmic and melodic patterns | Orff Schulwerk | Xylophones  Glockenspiels | Class participation  Teacher 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 & Ginn  Folk song collections | Class participation |
| ***4*** | Create short songs and instrumental pieces | Simple rhythmic and melodic patterns (with or without words) | Teacher model  Discussion  Demonstration | Nursery rhymes  Folk tales | Class participation  Teacher 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 model  Discussion  Demonstration | Youtube  iPad  Various recordings  Internet | Class participation  Teacher 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 model  Discussion  Demonstration | Youtube  iPad  Poems  Internet | Class participation  Teacher and student observation |
|  | **Analyzing** | | | | |
| ***1*** | Identify simple music forms | Aurally identify simple music forms (same/not same, AB,ABA…) | Singing  Listening  Movement | Recordings and song collections | Class participation  Teacher 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 | Videos  Recordings  Song collections | Class participation |
| ***3*** | Musical Analysis | Use appropriate terminology to explain and describe music | Read music notation  Play instruments  Sing  Critique performances | Posters  Flashcards  Games | Student Response  Listening 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 | Recordings  Scarves  Bean Bags  Streamers | Teacher observation |
| ***6*** | Evaluating Music | Devise criteria to evaluate performances and compositions | Use listening examples,  Teacher questioning, and discussion  Student self-evaluation | Music K-8  Silver Burdett & Ginn  Various instrumental and vocal arrangements | Question/Answer  Discussion |
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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 collections  Recordings | Question/Answer  Discussion |
|  | **Analyze in Context** | | | | |
| ***1*** | Identify music by genre or style | Classify musical examples by historical period and/or cultures | Use listening examples | Recordings  Grand Rapids Symphony  Maps  Composer posters | Teacher observation  Class discussion |
| ***2*** | Describe elements of music | Compare/contrast elements of music from diverse cultures | Use listening examples and songs | Recordings  Posters | Teacher observation  Student participation  Class discussion |
| ***3*** | Music in daily life | Describe characteristics that make certain music suitable for a particular use | Discussion and listening examples | Recordings  iPad  Internet | 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 | Posters  Flashcards  Recordings | 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 collaboration  Classroom discussion | Pictures  Graphic organizers  Picture books | Teacher observation  Classroom teacher feedback  Class discussion  Class 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. | Discussion  Listening examples | Recordings  iPad  Internet  Posters | Class discussion |