

**Course Name/Number: General Music**  
**Grade Level: 5<sup>th</sup> Grade**

**Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Ukulele  Quarter: 1 <sup>st</sup>  Length (Days): (9 weeks)	1) What kinds of songs and music do we sing or play for holidays and celebrations during the season of Fall?  2) How does music from other countries relate and/or compare to music games and songs in the United States?  3) What does the term “a cappella” mean?  4) Can I identify and play chords C, F, and C7  5) Do I hold and play my ukulele correctly?  6) Can I name, identify, and sing the solfege syllables sol, mi, and la?  7) Can I identify and perform the Kodaly hand signs for sol, mi, and la?	ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b  National Standards:  CCSS: Anchor Standards for Reading: 10.  Reading Standards for Literature: 3, 5, 6, 7.  Reading Standards for Informational Text: 7, 10.  Reading Standards, Foundational Skills: 3a, 4a, 4b.  Anchor Standards for Writing: 5.  Anchor Standards for Speaking and Listening: 1.	Formative: 5 points, daily grade  Rhythm Challenge flashcard check-offs: (red, orange, blue, purple, brown, grey)  Solfege w/Kodaly hand sign check-offs: (sol, mi, la, do)  Classroom/student observation  Mr. Everybody’s Musical Apartment flashcard check-offs  Summative: ** End of quarter assessment (10 points – includes material from Rhythm Challenge check-offs, Solfege w/Kodaly Hand Sign check-offs, Mr. Everybody’s Musical Apartment flashcard check-offs, and various recorder song selections).	Classroom rules/expectations.  Tornado safety procedures.  Fire safety procedures.  Discussions on musical artists and their compositions as it relates to appropriate skills and content.  Music/video openers: 1) James Taylor 2) Westlife 3) Mike Thomkins 4) Johnny Cash 5) Character First Education 6) Martin Tallstrom 7) Harry Chapin 8) PerKelt 9) Super Mario Brothers Recorder Video	Board/dry erase accessories  Pencils  Student binders/folders  Elmo/projector  Computer  Websites: 1) YouTube 2) Wikipedia 3) Biography.com  PowerPoint software  Portable CD/Stereo  CDs 1) Character First Education 2) “Greatest Stories Live,” Harry Chapin  iPod  Teacher-made supplements: 1) Work sheets 2) Listening maps	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.  This unit serves as a brief review and extension of material covered during the last semester of the previous grade level.  At this age, less emphasis is placed on the learning process as it relates to short song excerpts and kinesthetic movement, but review of these concepts is done to illustrate connections to

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	<p>8) What is a “call and response” chant?</p> <p>9) Do I remember the solfege chants we’ve learned this quarter?</p> <p>10) What is attentiveness?</p> <p>11) What is instrumental music?</p> <p>12) What is folk music?</p> <p>13) What is a humanitarian?</p> <p>14) What is a virtuoso?</p> <p>15) What is the arrangement of dynamic levels from softest to loudest?</p> <p>16) What are the dynamic levels per musical example?</p> <p>17) What is the difference between a steady beat and a rhythm?</p> <p>18) How can you use your body to represent different</p>	<p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Language Standards: 1b, 3b.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b.</p> <p>Standards for Mathematical Practice: 1, 6, 8.</p>		<p>“Getting to know you” activity.</p> <p>Student helper activities.</p> <p>Attentiveness character trait activity.</p> <p>Seasonal/autumn activity.</p> <p>Harry Chapin/humanitarian activity.</p> <p>Concert for the Hungry discussion.</p> <p>Students will explore the story of Mr. Everybody’s Musical Apartment.</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures .</p>	<p>3) Tree of Notes</p> <p>Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p> <p>Mr. Everybody’s Musical Apartment Recorder Method, Book I, by Myles Feltenberger</p> <p>Kodaly in the Classroom: Volume I, by Linda Rann</p> <p>K-8 Music Series CDs</p> <p>Piano</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>ukulele</p> <p>Mint-E-Mist disinfectant spray</p>	<p>previously learned material.</p> <p>I found the students responded very well to the Myles Feltenberger series, “Mr. Everybody’s Musical Apartment Recorder Method, Book I.” It required/ reviewed the students’ knowledge of pitch from prior years, and gave the students an attainable way to transfer that knowledge into a successful ukulele learning/practice method.</p> <p>My primary focus as the BES general music teacher is to provide a</p>
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	<p>musical sounds, styles, tempi, and dynamics?</p> <p>19) What is the arrangement of tempo markings from slowest to fastest?</p> <p>20) What is the tree of notes?</p> <p>21) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, and whole rest?</p> <p>22) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, and half-note-dot?</p> <p>23) Using standard notation, how does one count clap quarter notes, half notes, whole notes, quarter rests, half rests, and whole rests?</p>			<p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>		<p>variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>Fourth graders demonstrate a high level of understanding and performance of musical concepts through their participation in song, dance, and instrumental music.</p> <p>I found many examples of the CCSS in the</p>
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	<p>24) What is the tempo per musical example?</p> <p>25) What is a pitch?</p> <p>26) Where can the musical characters for “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” “Funny Face,” “Good Guy,” “Always Awful,” and “Bad Boy” be found on Mr. E’s musical apartment?</p> <p>27) What is a staff?</p> <p>28) What is a treble clef?</p> <p>29) How do you draw a treble clef?</p> <p>30) What is the musical alphabet?</p> <p>31) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p> <p>32) What is the difference between high and low sounds?</p>					<p>general music curriculum.</p>
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	33) How do you play classroom percussion instruments?					
<b>Unit</b>	<b>Essential Questions</b>	<b>Standards &amp; Skills</b>	<b>Common Assessments</b>	<b>Learning Activities</b>	<b>Resources/Technology</b>	<b>Unit Reflection</b>
Name: Ukulele  Quarter: 2 <sup>nd</sup>  Length (Days): (10 weeks)	1) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?  2) Are the musical sounds high pitched or low pitched (per example)?  3) How do we represent or show high and low	ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b  National Standards:  CCSS: Anchor Standards for Reading: 10.  Reading Standards for Literature: 3, 5, 6, 7.	Formative: 5 points, daily grade  Rhythm Challenge flashcards(red, orange, blue, purple, brown, black)  Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do)  Classroom/student observations and discussion	Seat change activity.  Code Red/Lockdown procedures.  Discussions on musical artists and their compositions as it relates to appropriate skills and content.  Part One ukulele “check-offs”	Board/dry erase accessories  Pencils  Student binders/folders  Stamps/stickers (reward/incentive)  Elmo/projector  Computer  Recorders	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.  Fifth grade students are eager to participate in all

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	<p>pitches with our body?</p> <p>4) Can I name, identify, and sing the solfege syllables sol, mi, la, re, and do?</p> <p>5) Do I “point my voice” correctly when I sing?</p> <p>6) Can I identify and perform the Kodaly hand signs for sol, mi, la, re, and do?</p> <p>7) What does call and response mean?</p> <p>8) What is a pitch?</p> <p>9) What is the difference between high and low sounds?</p> <p>10) What is the difference between loud and soft sounds?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) Is the musical example loud or soft?</p>	<p>Reading Standards for Informational Text: 7, 10.</p> <p>Reading Standards, Foundational Skills: 3a, 4a, 4b.</p> <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Language Standards: 1b, 3b.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b.</p> <p>Standards for Mathematical Practice: 1, 6, 8.</p>	<p>Mr. Everybody’s Musical Apartment Review</p> <p>** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, and Mr. Everybody’s recorder method).</p>	<p>Independent Part Two recorder performance</p> <p>Music/video openers: 1) “Carol of the Bells,” Pentatonix</p> <p>Special “Halloween” song: 1) “B A Rascally Robot,” Paul Jennings</p> <p>Special MLK Song: 1) “I Have a Dream,” Teresa Jennings</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p>	<p>Websites: 1) YouTube 2) Official Pentatonix website (biography) 3) Mr. Hodac’s website (songs are posted to practice with)</p> <p>Portable CD/Stereo</p> <p>CDs 1) Kodaly in the Classroom, volume 1: Primary 2) K-8 Music Series CDs</p> <p>iPod (rehearsal/accompaniment playlists made from various K-8 Music Series CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p>	<p>musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>I am impressed at the growth from first quarter, particularly with the students’ ability to read and perform pitch, melody, and rhythm - individually and in groups, using the recorder as their instrument of performance. They have successfully matured from need my help with rote</p>
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	<p>13) Can you use a high and low voice?</p> <p>14) What are the Italian/musical words for “loud” and “soft?”</p> <p>15) Can you sing forte and piano?</p> <p>16) What is the difference between a steady beat and a rhythm?</p> <p>17) What is the tree of notes?</p> <p>18) Can I successfully identify and define whole notes, half notes, quarter notes, and eighth notes?</p> <p>19) Using standard notation, how does one count/clap whole notes, half notes, quarter notes, and eighth notes?</p> <p>20) Using Kodaly notation, how does one clap a quarter note, eighth note, half</p>			<p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>	<p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements:</p> <ol style="list-style-type: none"> <li>1) Work sheets</li> <li>2) Listening maps</li> <li>3) Tree of Notes</li> </ol> <p>Books:</p> <ol style="list-style-type: none"> <li>1) Mr. Everybody’s Recorder Method Book I, by Myles Feltenberger: flashcards, books, and interactive bulletin board</li> <li>2) Kodaly in the Classroom: Volume I, by Linda Rann</li> </ol>	<p>methods of instruction to independently reading and playing their own parts. This is AWESOME!</p> <p>The students also successfully learned a corresponding dance routine that accompanied their song performance.</p> <p>The students were VERY EXCITED to take what they’ve learned, and perform for their teachers and peers!</p> <p>Students responded very well to melodic and rhythmic direction concepts with</p>
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	<p>note, quarter rest, 16<sup>th</sup> note, whole rest, half rest, and dotted half note?</p> <p>21) How do you clap ta's, te's, rests, half notes, 16<sup>th</sup> notes/ Mississippi's, whole rests, half rests, and dotted half notes?</p> <p>22) How do you clap the following rhythms (per example)?</p> <p>23) What is the tempo per musical example?</p> <p>24) Where can the musical characters of Mr. E's musical apartment be found?</p> <p>25) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," "Funny Face," "Good Guy," "Always Awful," and "Bad Boy" be found on Mr. E's</p>					<p>kinesthetic activities.</p> <p>Students continue to successfully match pitches and rhythms with their voices, while demonstrating substantial command of their hands, fingers, and bodies for coordinated count/clap, recorder performance, and dance activities.</p> <p>Students have responded well to the structure of the educational environment; though at times need reminders with general concepts, terminology,</p>
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	<p>musical apartment?</p> <p>26) Advanced: Where can the musical characters “Ghost C-C” and “Mr. Deserves” be found on Mr. Everybody’s musical apartment?</p> <p>27) What is a staff?</p> <p>28) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p> <p>29) What kinds of songs and music do we sing or play for holidays and celebrations during the seasons of Fall/Winter?</p> <p>30) How does music from other countries relate and/or compare to music games and songs in the United States?</p>					<p>and expectations.</p> <p>More emphasis continues to be placed on the finer details or what we are learning. Classroom discussions have been very productive.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program.</p> <p>I continue to teach fundamental musical concepts to the students through rehearsal and performance.</p>
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	<p>31) Do you remember what the term “a cappella” means?</p> <p>32) What is a band?</p> <p>33) What does the prefix “penta” mean?</p> <p>34) What types of instruments do you see or hear (per example)?</p> <p>35) What are the dynamic levels (per example)?</p> <p>36) How can you use your body to interpret the music?</p> <p>37) What four steps have we used to learn songs in music class?</p> <p>38) How does one celebrate Christmas in various regions of the United States?</p> <p>39) What are traditional Christmas colors?</p> <p>40) What is the behavior of the audience like</p>					<p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>during a performance?</p> <p>41) What types of things do you notice about the performance?</p> <p>42) What is a measure (BA Rascally Robot)?</p> <p>43) What is a double bar line (BA Rascally Robot)?</p> <p>44) What is a repeat sign (BA Rascally Robot)?</p> <p>45) What would be an appropriate expression to use to praise a group of performers?</p> <p>46) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>47) How can we tell a story through song?</p> <p>48) Who was Dr. Martin Luther King?</p> <p>49) Why do we celebrate Dr.</p>					
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	<p>Martin Luther King's birthday?</p> <p>50) How do beat and rhythm differ from one another?</p> <p>51) Can I identify and play notes G, A, and B on recorder?</p> <p>52) Advanced: Can I identify and play notes C and D on recorder?</p> <p>53) How can you use your body to represent different musical styles, tempi and dynamics?</p> <p>54) What is the arrangement of tempo markings from slowest to fastest?</p> <p>55) What is the tempo per musical example?</p> <p>56) What are the pitches of the treble clef staff?</p> <p>57) What is the musical alphabet?</p> <p>58) What is proper concert/music</p>					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Introduction to the Instruments of the Orchestra</p> <p>Rhythm/solfege fundamentals (cont).</p> <p>Quarter: 3<sup>rd</sup></p> <p>Length (Days) (8 weeks)</p>	<p>Instruments of the Orchestra questions:</p> <ol style="list-style-type: none"> <li>1) What are the six families of instruments?</li> <li>2) What are the instrument families associated with the orchestra?</li> <li>3) What instruments are found in the string family within the orchestra?</li> <li>4) What instruments are found in the woodwind family</li> </ol>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 3, 5, 6, 7.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do, fa)</p> <p>“Copy Cat Solfege”</p> <p>Classroom/student observations and discussion</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity) 2) “Introduction to the Instruments</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Recorders</p> <p>Websites: 1) YouTube</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Fifth grade students are eager to participate in all musical activities. Students</p>

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	<p>within the orchestra?</p> <p>5) What instruments are found in the brass family within the orchestra?</p> <p>6) What are examples of instruments that belong to the percussion family?</p> <p>7) What instruments belong to the keyboard family within the orchestra?</p> <p>8) What is the arrangement of instruments from highest pitched to lowest pitched per family?</p> <p>9) What are the names and functions of the parts of a string instrument?</p> <p>10) What are the names of the 4 primary string family instruments in the orchestra?</p>	<p>Reading Standards for Informational Text: 7, 10.</p> <p>Reading Standards, Foundational Skills: 3a, 4a, 4b.</p> <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Language Standards: 1b, 3b.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b.</p> <p>Standards for Mathematical Practice: 1, 6, 8.</p>	<p>Summative: ** End of quarter assessment (10 points – includes material from the Instrument Unit, Rhythm Challenges, and Solfege/Kodaly Hand Sign sight-singing exercises).</p>	<p>of the Orchestra,” You Tube</p> <p>3) “The String Family,” a digital story</p> <p>4) “Amazing Grace,” bass solo arr. Victor Wooten</p> <p>5) “The Woodwind Family,” You Tube</p> <p>6) Julian Bliss: “Summertime” and “Flight of the Bumblebee,” You Tube</p> <p>7) Canadian Brass: “Bad Romance,” You Tube</p> <p>8) Grimethorpe Brass Band: “Rocky,” by Bill Conti</p> <p>Special Valentine’s Day Song: 1) “Valentine Heart,” Teresa Jennings</p> <p>Special St. Patrick’s day video:</p>	<p>2) Official Canadian Brass website (biography)</p> <p>3) Official Julian Bliss website (biography)</p> <p>Portable CD/Stereo CDs</p> <p>1) Music K-8, volume 15, no. 3: “Valentine Heart” accompaniment playlist made from various K-8 Music Series CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes</p> <p>Books:</p>	<p>continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>Students successfully identify the principles of the orchestra, as well as the instrument families and corresponding instruments of each family typically found within the orchestra setting.</p> <p>Students continue to successfully match pitches and rhythms with their voices, while demonstrating</p>
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	<p>11) Who is Victor Wooten and what instrument does he play?</p> <p>12) What general characteristics do all string instruments have in common?</p> <p>13) What are the names of some non-orchestral string instruments?</p> <p>14) What are some characteristics of woodwind instruments?</p> <p>15) What are the three different types of woodwind instruments?</p> <p>16) What are some examples of single reed woodwind instruments?</p> <p>17) What are some examples of double-reed woodwind instruments?</p> <p>18) What are some examples of reedless</p>			<p>1) “Riverdance,” Irish Dance Group</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p>	<p>N/A</p>	<p>substantial command of their hands, fingers, and bodies for coordinated count/clap, singing, and dance activities.</p> <p>Students have responded well to the structure of the educational environment; though at times need reminders with general concepts, terminology, and expectations.</p> <p>More emphasis continues to be placed on the finer details or what we are learning. Classroom discussions have been very productive.</p>
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	<p>woodwind instruments?</p> <p>19) Who is Julian Bliss and what instrument does he play?</p> <p>20) Who are the “Canadian Brass” and why are they famous?</p> <p>21) What are some characteristics of all brass family instruments?</p> <p>22) What are the different types of brass instruments, and what makes them different?</p> <p>23) What are some of the less common brass instruments, and how are they used today?</p> <p>24) Who are the “Grimethorpe Brass Band,” and what are they famous for?</p>					<p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program.</p> <p>I continue to teach fundamental musical to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime</p>
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	<p>25) How does a musician articulate various rhythms when performing on a string/woodwind/brass instrument?</p> <p>26) Are the musical sounds high pitched or low pitched (per example)?</p> <p>27) What types of instruments do you see or hear (per example)?</p> <p>Rhythm/Solfege Fundamental questions:</p> <p>28) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest, 16<sup>th</sup> note, whole rest, half rest, dotted half note, and triplet eighth notes?</p> <p>29) How do you clap the following</p>					<p>love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>rhythms (per example)?</p> <p>30) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?</p> <p>31) How do we represent or show high and low pitches with our body?</p> <p>32) Can I name, identify, and sing the solfege syllables la, sol, fa, mi, re, and do?</p> <p>33) Can I identify and perform the Kodaly hand signs for la, sol, fa, mi, re, and do?</p> <p>34) What does “call and response” mean?</p> <p>35) Do you know how to “play” copycat solfege?</p> <p>Mini-lesson questions:</p>					
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<p>36) How do you show love and friendship?</p> <p>37) Can you show love and friendship by giving “gifts?”</p> <p>38) What type of gifts can you give?</p> <p>39) What is the behavior of the audience like during a performance?</p> <p>40) What types of things do you notice about the performance?</p> <p>41) What would be an appropriate expression to use to praise a group of performers?</p> <p>42) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>43) What legends and lore are associated with</p>					
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	<p>Irish step-dancing?</p> <p>44) What are some characteristics of Irish step dancing?</p> <p>May Music Festival Prep Questions:</p> <ol style="list-style-type: none"><li>1) What is the tree of notes?</li><li>2) Can I successfully identify and define whole notes, half notes, quarter notes, and eighth notes?</li><li>3) Using standard notation, how does one count/clap whole notes, half notes, quarter notes, and eighth notes?</li><li>4) What is the tempo (per musical example)?</li></ol>					
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	<p>5) What is a staff?</p> <p>6) How can you use your body to represent different musical styles, tempi and dynamics?</p> <p>7) What is the arrangement of tempo markings from slowest to fastest?</p> <p>8) What is the tempo per musical example?</p> <p>9) What are the pitches of the treble clef staff?</p> <p>10) What is the musical alphabet?</p> <p>11) What is proper concert/music performance etiquette?</p> <p>12) What is the arrangement of the</p>					
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	<p>“Rhythm Pyramid”?</p> <p>13) What is a slur?</p> <p>14) What is a tie?</p> <p>15) What is a breath mark?</p> <p>16) What is a time signature?</p> <p>17) What is a measure?</p> <p>18) What is an accidental?</p> <p>19) What is the role of a sharp?</p> <p>20) What is the role of a flat?</p>					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Introduction to the Instruments of the Orchestra (cont).</p> <p>Rhythm/solfege fundamentals (cont).</p> <p>Quarter: 4<sup>th</sup></p>	<p>Instruments of the Orchestra questions:</p> <p>1) What are the six families of instruments?</p> <p>2) What are the instrument families associated with the orchestra?</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (high do, ti, la, sol, fa, mi, re, do)</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>How to Learn My Music in Four Steps</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p>

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<p>Length (Days): (11 weeks)</p>	<p>3) What instruments are found in the string family within the orchestra? 4) What instruments are found in the woodwind family within the orchestra? 5) What instruments are found in the brass family within the orchestra? 6) What are examples of instruments that belong to the percussion family? 7) All percussion instrument fall into which three categories? 8) What are some common percussion instruments learned in band? 9) What do these instruments have in common, and</p>	<p>Reading Standards for Literature: 3, 5, 6, 7.  Reading Standards for Informational Text: 7, 10.  Reading Standards, Foundational Skills: 3a, 4a, 4b.  Anchor Standards for Writing: 5.  Anchor Standards for Speaking and Listening: 1.  Speaking and Listening Standards: 1a, 1b, 1c, 1d.  Language Standards: 1b, 3b.  Language Progressive Skills: L.3.3a, L.4.3b.</p>	<p>“Copy Cat Solfege”  Classroom/student observations and discussion  Summative: ** End of quarter assessment (10 points – includes material from the Instrument Unit, Rhythm Challenges, and Solfege/Kodaly Hand Sign sight-singing exercises).  Performance at the May Music Festival</p>	<p>Self Assessment/May Music Festival Video (2-day Activity)  End of the Year Reward Activity: 1) “Fantasia 2000” Video and discussion  Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity) 2) “Neil Peart Drum Solo,” You Tube (Introduction to the Percussion Family)  Students will partake in rhythmic and melodic studies through listening, song, and dance.</p>	<p>Computer  Websites: 1) YouTube  Video Cassette: 1) “Fantasia 2000”  Portable CD/Stereo  CDs 1) Music K-8, corresponding CD accompaniment recordings  Piano  Guitar  “Rhythm Challenge” cards  “Rhythm Challenge” progress chart  Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes  Books: N/A</p>	<p>Fourth grade students are eager to participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.  Students continue to identify the principles of the orchestra, as well as the instrument families and corresponding instruments of each family typically found within the orchestra setting.</p>
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	<p>what makes them different?</p> <p>10) What instruments belong to the keyboard family within the orchestra?</p> <p>11) What is the arrangement of instruments from highest pitched to lowest pitched per family?</p> <p>12) What are the names and functions of the parts of a string instrument?</p> <p>13) What are the names of the 4 primary string family instruments in the orchestra?</p> <p>14) Who is Victor Wooten and what instrument does he play?</p> <p>15) What general characteristics do all string instruments have in common?</p> <p>16) What are the names of some</p>	<p>Standards for Mathematical Practice: 1, 6, 8.</p>		<p>Students will listen to music of various styles and from different cultures.</p>	<p>Students continue to successfully match pitches and rhythms with their voices, while demonstrating substantial command of their hands, fingers, and bodies for coordinated count/clap, singing, and dance activities.</p> <p>Students have responded well to the structure of the educational environment; though at times need reminders with general concepts, terminology, and expectations.</p> <p>More emphasis continues to be placed on the</p>
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	<p>non-orchestral string instruments?</p> <p>17) What are some characteristics of woodwind instruments?</p> <p>18) What are the three different types of woodwind instruments?</p> <p>19) What are some examples of single reed woodwind instruments?</p> <p>20) What are some examples of double-reed woodwind instruments?</p> <p>21) What are some examples of reedless woodwind instruments?</p> <p>22) Who is Julian Bliss and what instrument does he play?</p> <p>23) Who are the “Canadian Brass” and why are they famous?</p>					<p>finer details or what we are learning. Classroom discussions have been very productive.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program.</p> <p>I continue to teach fundamental musical to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the</p>
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	<p>24) What are some characteristics of all brass family instruments?</p> <p>25) What are the different types of brass instruments, and what makes them different?</p> <p>26) What are some of the less common brass instruments, and how are they used today?</p> <p>27) Who are the “Grimethorpe Brass Band,” and what are they famous for?</p> <p>28) How does a musician articulate various rhythms when performing on a string/woodwind/brass instrument?</p> <p>29) Are the musical sounds high pitched or low pitched (per example)?</p>					<p>curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>30) What types of instruments do you see or hear (per example)?</p> <p>Rhythm/Solfege Fundamental questions:</p> <p>1) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest, 16<sup>th</sup> note, whole rest, half rest, dotted half note, and triplet eighth notes?</p> <p>2) How do you clap the following rhythms (per example)?</p> <p>3) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?</p> <p>4) How do we represent or show high and low pitches with our body?</p>					
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<p>5) Can I name, identify, and sing the solfege syllables high do, ti, la, sol, fa, mi, re, and do?</p> <p>6) Can I identify and perform the Kodaly hand signs for high do, ti, la, sol, fa, mi, re, and do?</p> <p>7) What does “call and response” mean?</p> <p>8) Do you know how to “play” copycat solfege?</p> <p>Mini-lesson questions:</p> <p>1) Who is Neil Peart and why is he famous?</p> <p>2) Who is Walt Disney?</p> <p>3) What is “Fantasia 2000?”</p> <p>Self Assessment/May Music Festival questions:</p>					
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<ol style="list-style-type: none"><li>1) What are the common instruments found in a rock band?</li><li>2) What is a reflection?</li><li>3) Can I sing my songs “Rock Band” and “Walk With Me?”</li><li>4) Can I move my body to the music?</li><li>5) Did I feel the music?</li><li>6) Did I sing well so that I may be heard?</li><li>7) Did I point my voice to the audience?</li><li>8) Did I behave appropriately?</li><li>9) Was I a good audience member?</li><li>10) Did I remember all of the words?</li><li>11) Did I have fun?</li></ol>					
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<p>12) How can you use your body to represent different musical styles, tempi and dynamics?</p> <p>13) What is proper concert/music performance etiquette?</p> <p>14) What is the arrangement of tempo markings from slowest to fastest?</p> <p>15) What is the tempo per musical example?</p> <p>16) What are the pitches of the treble clef staff?</p> <p>17) What is the musical alphabet?</p> <p>18) What is the arrangement of the “Rhythm Pyramid”?</p> <p>19) What is a slur?</p> <p>20) What is a tie?</p> <p>21) What is a breath mark?</p> <p>22) What is a time signature?</p>					
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	23) What is a measure?					
	24) What is an accidental?					
	25) What is the role of a sharp?					
	26) What is the role of a flat?					