




**SMMUSD VAPA CURRICULUM for 3<sup>rd</sup> - 5<sup>th</sup> GRADE**

 <b>MUSIC</b>	<b>CONTENT GOAL</b>	<b>ACTIVITIES/ SKILLS</b>	<b>MATERIALS/ RESOURCES</b>	<b>ASSESSMENTS</b>
<b>STANDARD 1: ARTISTIC PERCEPTION:</b> Processing, analyzing, and responding to sensory information through the language and skills unique to music				
<b>ARTISTIC PERCEPTION</b>	<p><i>READ AND NOTATE MUSIC</i></p> <p><i>Rhythm</i> In this standard area, students will read, write, and perform the following rhythmic notation:</p> <p>Gr.3 Eighth, Quarter, Half, Whole, Dotted Half &amp; rests (Gr. 3/1.1)</p> <p>Gr.4 16ths, dotted notes (dotted quarter note), simple syncopation (e.g., eighth, quarter, eighth) (Gr. 4/1.3)</p> <p>Gr.5 Quarter note triplets, tied syncopations (Gr. 5/1.3)</p> <p><i>Melody</i> Students will read, write, and perform the following melodic notation:</p> <p>Gr.3 Pentatonic, simple major and minor using solfege (Gr. 3/1.2)</p> <p>Gr.4 &amp; 5 diatonic major &amp; minor scales, simple major &amp; minor melodies using solfege. Instrumental students will also perform these on their instruments (Gr. 4-5/1.1, 1.2)</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Rhythmic dictation</p> <p>Melodic dictation</p> <p>Tonality dictation</p> <p>Listen to appropriate live performances and recordings</p>	<p><u>Yamaha</u>, GET AUTHOR INFO</p> <p><u>String Explorer</u>, Andrew Dabczynski, Richard Meyer, Bob Phillips</p> <p><u>Essential Elements 2000 - Winds</u>, Tim Lautzenheiser, et al</p> <p><u>Essential Elements 2000 – Strings</u>, Michael Allen, et al</p> <p><u>E.A.R.S. – Early Audiation To Reading by Sight</u>, Bruce Tellier &amp; Lloyd Sherman</p> <p><u>Do It!</u> James Froseth</p> <p><u>It’s Recorder Time</u> by Alfred d’Auberge and Morton Manus</p>	<p>Rubric based performance tests.</p> <p>Video and/or audio recorded rehearsals and performances.</p> <p>5<sup>th</sup> Grade Music online assessment.</p> <p>School, district, and community concerts/performances.</p> <p>Teacher observations</p> <p>Text book based assessments (Silver Burdett)</p> <p>Worksheet assignments</p>


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	<p><b>STANDARD 1: ARTISTIC PERCEPTION:</b> Processing, analyzing, and responding to sensory information through the language and skills unique to music</p> <p>Instrumental students will focus on notation in the clef of their instruments (Gr. 5/1.1)</p> <p>Vocal students will learn notation the G-Clef first)</p> <p><b>Students will also LISTEN, ANALYZE, DESCRIBE performances: of melodies, rhythms, harmonies, and timbres studied above (Gr. 5/1.4)</b></p> <p>They will visually and aurally identify the four families of instruments and male/female adult voices.</p> <p><b>Gr.3</b> Students will describe the way sound is produced on various instruments.</p> <p><b>Form</b> Gr.3 Students will understand simple AABA, AABB, and rounds (Gr. 3/1.6)</p> <p>Gr.4 Students will understand Rondo form (Gr. 4/1.6)</p> <p>Gr.5 Students will understand Theme &amp; Variations, and 12 Bar Blues (Gr. 5/1.6)</p>		<p><u>Making Music Connections</u>, Silver Burdett</p> <p><u>Instruments:</u></p> <p>Orchestral</p> <p>Recorders</p> <p>General Music class instruments</p> <p>Piano</p> <p>Audio/Visual equipment music stands</p>	


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<p><b>STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music</b></p>				
<p><b>CREATIVE EXPRESSION</b></p>	<p align="center"><u>Apply Vocal and Instrumental Skills</u></p> <p><b>By the end of grade 5 students will be able to sing a song repertoire that represents various genres, cultures and styles with accuracy. Repertoire should include rounds, ostinatos, and songs in two part harmony (Gr. 5/2.1)</b></p> <p><b>Students will also perform melodies and accompaniments for this repertoire on classroom instruments and/or orchestral instruments (Gr. 3/2.3, Gr. 4-5/2.2)</b></p> <p>All repertoire must be age appropriate (Gr. 3/2.1, 2.2)</p>	<p>Aural/oral ear training exercises</p> <p>Call and response vocal/instrumental exercises (Rote level) short phrases first, then longer</p> <p>Perform repertoire that demonstrates various types of creative expression. Selections should include examples of different genres and cultures</p> <p>Compose and/or improvise a rhythm phrase.</p> <p>Compose and/or improvise a new melody to an existing rhythm.</p> <p>Examine phrase structure and cadences in pieces students are familiar with</p>	<p><u>String Explorer</u>, p.13 Andrew Dabczynski, et al</p> <p><u>Essential Elements – Strings</u>, p.47 Michael Allen, et al</p> <p><u>Do It!</u> James Froseth (GET PAGES)</p> <p><u>Composition and Improvisation Workbook</u>, Bruce Tellier and anyone else who wants to contribute. IN DEVELOPMENT</p> <p>CD's and tapes that provide chord progression accompaniments for improvisation and composition IN DEVELOPMENT</p>	<p>Improvisation - performance in class and in concerts</p> <p>Assessment rubrics for composition and improvisation.</p> <p>Students assess each other using rubrics</p> <p>Composition worksheets and projects.</p>

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<p><b>STANDARD 2: CREATIVE EXPRESSION:</b> Creating, performing, and participating in music</p>				
	<p>Compose, Arrange and Improvise</p> <p><i>By the end of grade 5, students will <b>Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments and / or orchestral instruments (Gr. 5/2.3)</b></i></p> <p><i>Chordal content will be tonic, dominant, and subdominant chords in major and minor.</i></p> <p><i>Students will understand phrase structure formed by the use of cadences. (See <u>For</u> Content goal in Standard 1) They will compose, improvise, and perform short rhythm and melodic phrases</i></p>			


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of Music**

<p><b>HISTORICAL AND CULTURAL CONTEXT</b></p>	<p align="center"><b>Role of Music</b></p> <p>Students must develop an understanding of the cultures and time periods the music they perform comes from (Gr. 3-5/3.1)</p> <p>Students must be aware of the roles music plays in our culture and other cultures</p> <p>Sing and/or play music of various cultures and time periods (Gr. 3/3.2, Gr. 4-5/3.3)</p> <p align="center"><b>Diversity of Music</b></p> <p>Students will become aware of different or similar uses of musical elements in music from diverse cultures and time periods (Gr. 3/3.4, Gr. 4-5/3.2)</p> <p>Students will become aware of the cultures that have significant impact on Californis (Gr. 4/3.2)</p>	<p>Teachers must select repertoire that represents as many cultures as possible while keeping in mind the appropriateness of the pieces for the level and abilities of the students. This also applies to the time periods of the pieces</p> <p>Listening activities that lead to discussions of what is heard. It is important that students hear music of various cultures and time periods performed in an authentic manner</p>	<p>Method books (instrumental music) or text books (general music)</p> <p>Supplementary materials may be necessary to augment books</p> <p>Audio/visual equipment.</p> <p>Recordings, videos, DVD's of <u>authentic</u> performances</p>	<p>Written assignments</p> <p>Tests. Tests should include questions pertaining to discriminating music heard in recordings</p>
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**STANDARD 4: AESTHETIC VALUING:** Responding to, analyzing, and critiquing theatrical experiences.

<p align="center"><b>AESTHETIC VALUING</b></p>	<p><i>Analyze and Critically Assess and Derive Meaning</i></p> <p><b>Students will develop skills and terminology to analyze the emotional effect of music they hear or perform</b></p> <p>Students will be able to form and express opinions about the way composers use the elements of music to create works of art. (The elements of music include: melody, rhythm, harmony, form, dynamics, timbre, and texture) <b>(Gr. 3/4.1, 4.3 – Gr. 4/4.1, 4.2 – Gr. 4/4.1, 4.2)</b></p> <p>Students will be able to discern the role performers play in interpreting a composition (Technical proficiency and interpretive proficiency)</p>	<p>Discussions focusing on how the elements of music are used in various ways to create effects and emotions. For example, comparisons can be made between the moods created by different tempos or the effect of minor tonality versus major tonality</p>	<p>Method books (instrumental music) or text books (general/vocal music)</p> <p>Band, orchestra, and vocal repertoire</p> <p>Supplementary materials</p> <p>Audio/visual equipment</p> <p>Recordings, videos, DVD's</p>	<p>Student portfolios, notebooks or logbooks</p> <p>Written assignments</p> <p>Student contributions to class discussions</p> <p>Tests that include questions pertaining to discriminating music heard in recording</p>
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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connection and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<p><b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b></p>	<p><i>Connections and Applications</i></p> <p>Students will develop an awareness of how the elements of music can be found in other art forms and subjects. For example, form, pattern, and rhythm can be found in visual art, dance, theatre, math, geometry, and language arts (Gr. 3/5.1, Gr. 4/5.2 and 5.3)</p> <p>Students will learn about the various career opportunities that are available in music. (Performing, teaching, composing, recording industry, artist management, etc.) (Gr. 3/5.2, Gr. 5/5.2)</p> <p>Students will recognize and participate in the important role music plays in their community (Gr. 5/5.1)</p> <p>They will develop relationships with individuals in their community through their participation in music (Gr. 5/5.1)</p>	<p>Compare appropriate works of music to one or more other disciplines. These works must be carefully selected to illustrate similarities and/or differences to music in their use of the elements</p> <p>Create a simple opera, movie score, or musical theatre piece to integrate music with the other arts as well as other subjects.</p> <p>Discuss career opportunities in music</p> <p>Students participate in music ensembles and performances that bring the art of music to the entire school community as well as the students' community outside their school</p> <p>Students perform at home for their family and friends</p>	<p>Method books (instrumental music) or text books (general/vocal music)</p> <p>Band, orchestra, and vocal repertoire</p> <p>Supplementary materials that illustrate other art forms</p> <p>Simple drawings or illustrations drawn freehand</p> <p>Audio/visual equipment</p> <p>Recordings, videos, DVD's</p>	<p>Notebooks or logbooks</p> <p>Student reports</p> <p>Participation in performances</p>
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