

UNIT	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will í	Vocabulary Terms	# OF DAYS NEEDED FOR MASTERY	INSTRUCTION BEGIN	ASSESSME NT TYPE (performance, project, written test)	RESOURCES (Materials, web sites, audio-visual, print)	LEARNING ACTIVITIES
Creating Music	FA 5.4.1.a Generate concepts for original improvisation/ composition from contrasting ideas, with teacher support, including: <ul style="list-style-type: none"> • Specific purpose • Interest • Personal experience 	Create rhythms using quarter, eighth, half, whole, and sixteenth notes, and quarter, half, and whole rests. Create melodies using the full major and minor scales. Create contrasting sections for various phrases and forms of music. Create introductions and codas.	Compose Create Improvise Compare Contrast Same/Difference Form Phrase Introduction Coda	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Rhythmic and melodic instruments Composition materials	Singing songs Singing games Instrumental exercises/pieces Warm-ups Folk Dances Composition activities

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	FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-selected criteria (e.g., melody, rhythm, harmony)	Create rhythms using quarter, eighth, half, whole, and sixteenth notes, and quarter, half, and whole rests. Create melodies using the full major and minor scales. Create contrasting sections for various phrases and forms of music. Create introductions and codas.	Beat Rhythm Quarter, eighth, half, whole, and sixteenth notes. Quarter, half, and whole rests. Major Scale Minor Scale	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Rhythmic and melodic instruments Composition materials	Singing songs Singing games Instrumental exercises/pieces Warm-ups Folk Dances Composition activities
	FA 5.4.1.c Present an improvisation, arrangement, and/or composition and identify the use of selected elements of music.	Perform, both informally and formally, compositions or improvisations for classmates, and describe the elements of music used.		Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Rhythmic and melodic instruments Composition materials	Singing songs Singing games Instrumental exercises/pieces Warm-ups Folk Dances Composition activities

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	FA 5.4.1.d Connect music to historical and cultural contexts and the arts through creating.	Compare and contrast musical ideas in relation to historical and cultural pieces of music and art. Make improvisation and composition choices that support the style or tradition of that historical or cultural context. Explain personal music choices that deviate from what is considered common practice for that historical or cultural context.		Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Rhythmic and melodic instruments Composition materials	Singing songs Singing games Instrumental exercises/pieces Warm-ups Folk Dances Composition activities

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Performing Music	FA 5.4.2.a Identify expressive characteristics and the components of technique, purpose, and context of selected pieces (e.g. dynamics, tempo.)	Sing on pitch independently. Be introduced to vocal skills. Maintain a steady tempo. Execute correct dynamics.	Steady Beat Melody Harmony Dynamics Tempo Repeat sign Allegro Andante Largo Moderato Piano/Forte Melody Harmony Timbre Rhythm	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Folk, spiritual, and patriotic songs	Singing songs Singing games Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, and expression. Solfege Instrumental exercises/pieces Choral Singing

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	FA 5.4.2.b Develop and refine music performance skills using teacher and peer feedback (e.g. posture, technique, reading music.)	Understand the pentatonic and major scales. Sing major and minor songs. Identify symbols and traditional terms. Notate and read rhythms and melodies. Understand whole, half, dotted half, quarter, eighth notes and rest in 2/4, ¾, 4/4 and 6/8 time signatures.	Pentatonic Major Minor Whole note Half note Dotted half note Eighth note Eighth rest Whole rest Half rest Time signature Bass clef	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Folk, spiritual, and patriotic songs	Singing songs Singing games Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, and expression. Solfege Instrumental exercises/pieces Choral Singing

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	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics demonstrating appropriate performance expectations.	Perform with good singing and instrumental skills. Perform age-appropriate rhythmic and melodic patterns. Demonstrate poise and confidence in performance. Learn recorders, Orff instruments, and percussion instruments.	Breath control Rhythm Pitch Dynamics Recorder Treble Clef Orff instruments	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Folk, spiritual, and patriotic songs Rhythm and melody instruments	Grade level programs In class performances Folk dancing Orff instrument accompaniment Recorder concerts

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	FA 5.4.2.d Connect music to historical and cultural contexts and the arts through performance.	Compare and contrast musical ideas in relation to historical and cultural pieces of music and art. Make performance choices that support the style or tradition of that historical or cultural context. Explain personal music choices that deviate from what is considered common practice for that historical or cultural context.	Composer Conductor Musician Performer Audience	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Folk, spiritual, and patriotic songs Rhythm and melody instruments	Composer of the month Moving to music Dramatization to music Listening games
Responding to Music	FA 5.4.3.a Indicate music selections students prefer to experience.	Identify ways in which music connects to their daily lives. Identify styles and genres of music. Identify elements of music that appeal to them.	Composer Conductor Musician Performer Audience	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings SMART Board iPads Surveys	Discussion Listening Classroom performances Self-evaluation Evaluation of composers/pieces of music

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	FA 5.4.2.b Identify and describe how elements of music are used by a performer or creator.	Identify forms, timbres and genres of music. Recognize the symphony orchestra. Relate composers to daily life.	Piece form Phrase form Orchestra Families Timbre Genre	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings Smart Board iPads Melody maps Videos	Composer of the month Moving to music Dramatization to music Listening maps
	FA 5.4.3.c Examine music performances using elements of music, context, and student-generated criteria (e.g. mood, interest) with teacher support.	Begin to evaluate self and others. Demonstrate positive audience skills.		Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings Smart Board iPads Melody maps Videos	Discussion Listening Classroom performances Self-evaluation Evaluation of programs

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	FA 5.4.3.d Connect music to historical and cultural contexts and the arts through responding.	Begin to evaluate self and others. Demonstrate positive audience skills. Study various composers and their music. Compare and contrast periods of music.	Composer Conductor Musician Performer Audience	Ongoing	Ongoing	Observation Individual and group demonstration.	Music Teacher resource books Audio recordings Smart Board iPads Melody maps Videos	Discussion Listening Classroom performances Self-evaluation Evaluation of programs