

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**Elementary Classroom Music**

**K-5**

Date of Board Approval: **June 21, 2012**

# CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: General Music Subject Area: Music Grade Level: K-5

Course Length: (Semester/Year): Year Duration: 30 Minutes-1/2 day 45 Minutes- Full day Frequency: 1 per cycle

Prerequisites: Not applicable Credit: Not applicable Level: Not applicable

**Course Description/Objectives:** Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

**Major Text(s)/Resources:** **Making Music** ; Silver Burdett *\*Teacher's Manual , CD's and CD-ROM materials only*  
**World Of Music** ; Sliver Burdett & Ginn *\*Teacher's Manual and CD's only*  
**Music K-8** ; Plank Road *magazine*

## Writing Committee:

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<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: Kindergarten</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Understand and perform steady beat.</li> <li>• Echo rhythmic patterns as demonstrated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify fast and slow tempi and understand the differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify high and low pitch differences.</li> <li>• Demonstrate the ability to vocally match pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify loud and soft music examples and understand the differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate loco-motor and non-loco-motor movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: Kindergarten</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sing a variety of children’s songs.</li> <li>• Demonstrate the ability to play a variety of basic rhythm instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 1</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Understand and perform steady beat.</li> <li>• Understand and perform differences between steady and unsteady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify differences between beats grouped in 2's or 3's.</li> <li>• Identify and perform rhythm patterns made up of: quarter notes; eighth notes &amp; quarter rests.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify fast and slow tempi and understand the differences.</li> <li>• Identify changing speeds in music.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and draw: Quarter note; Quarter Rest; Flagged Eighth notes; Beamed Eighth Notes; Repeat Signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify high and low pitch differences.</li> <li>• Identify upward and downward movement in the melody.</li> <li>• Identify the qualities of like and unlike phrases in form.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 1</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Identify the differences between speaking voices and singing voices.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Identify differences between adult voices and children’s voices.</li> <li>Identify differences between pitched and non-pitched percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Identify loud and soft music examples and understand the differences.</li> <li>Demonstrate loco-motor and non-loco-motor movements.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate an ability to move and respond to specific musical elements through various movements such as, but not limited to: walking; marching; skipping; hopping; clapping and patting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.	<ul style="list-style-type: none"> <li>Perform (sing) a variety of children’s songs.</li> <li>Demonstrate proper posture and breathing technique.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> <li>Individual/group performances</li> <li>Public concert performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 1</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrates proper tone placement and ability to match pitches.</li> <li>• Demonstrates the ability to sing and recount the syllables “sol” and “mi”.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to sing multicultural folk songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>Public concert performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify and play the following instruments: Rhythm Sticks; Drum ; Woodblock: Maracas; Sand block ; Triangle; Tambourine; Resonator Bells; Cymbals; Finger Cymbals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>Public concert performances</li> </ul>
<p>No Applicable Standard</p>	<ul style="list-style-type: none"> <li>• Demonstrate increased listening ability echoing short melodic and/or rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of rhythmic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and demonstrate the following qualities in rhythm: A. fermata, B. tie, C. accent, D. rhythm patterns, E. duple meter.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and notate: Half note; Half Rest; Whole note; Whole rest; Treble clef and Staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of melodic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify the following qualities in melody: A. Melodic Contour, B. Octave Leap, C. Intervals of step, skip &amp; repeat.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>



<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Identify the following qualities in form: A. Songs as same or different (AB, ABA, ABAB, etc), B. Introduction and Interlude, C. Short and long phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate increased understanding of expressive concepts previously introduced.</li> <li>Demonstrate an understanding of gradual dynamic changes through various musical examples.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate an ability to identify the tone color of the following instruments: Piano; Violin; Flute; Trumpet; Drum and Clarinet.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.	<ul style="list-style-type: none"> <li>Demonstrate the ability to sing and recount syllables “la” and “do” in addition to solfege syllables previously learned.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> <li>Individual/group performances</li> <li>Public concert performances</li> </ul>
B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.	<ul style="list-style-type: none"> <li>Demonstrate an ability to match pitches within a familiar song in groups of 3 or 4 students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>● Demonstrate increased proficiency in playing instruments previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Classroom Activities</li> <li>● Individual/group performances</li> <li>● Public concert performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>● Recognize and identify dynamics, tempo, and instrumentation in classical musical examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Classroom Activities</li> <li>● Individual/group performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate dance elements (move, perform, read and notate dance, create and choreograph, improvise) to produce original works in dance.</p>	<ul style="list-style-type: none"> <li>● Demonstrate increased ability to move rhythmically to musical selections.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Classroom Activities</li> <li>● Individual/group performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of rhythmic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and demonstrate: Sixteenth notes (beamed and flagged); Dotted Half Note; Eighth Note; Eighth Rest.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased knowledge and understanding of melodic concepts previously introduced.</li> <li>• Demonstrate the ability to identify high and low registers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to identify the difference between major and minor.</li> <li>• Identify, demonstrate, notate, and perform the notes middle C thru F (5<sup>th</sup> line) on the treble staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, demonstrate, and sing the following examples of harmony: A. Round, B. Descant, C. Partner Songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of form concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, notate, and/or perform the following: D.C. al Fine; Fine; 1<sup>st</sup> and 2<sup>nd</sup> endings; bar line; measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify the following qualities in Form: A. Theme and Variations, B. Repetition and Contrast.</li> <li>• Demonstrate increased understanding of dynamic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify the following dynamic marking: A. p, B. pp, C. mp, D. f. E. ff, F. mf.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify the tone color of the instruments of the orchestra by sight and classify the instruments by family.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• In addition to solfege syllables previously covered, students will demonstrate the ability to sing and recount the syllable “re”.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the following abilities in playing instruments:  A. Increased proficiency in playing instruments previously introduced, B. Playing ‘G’, ‘A’, and ‘B’ on recorders from notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>

<b>Strand: 9.2 Historical and Cultural Contexts</b>	<b>Subject Area: General Music</b>	<b>Grade: 3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
D. Analyze a work of art from its historical and cultural perspective	<ul style="list-style-type: none"> <li>Identify key facts about the lives of composers Bach and Mozart and the time period they lived.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Classroom Activities</li> </ul>

<b>Strand: 9.3 Critical Response</b>	<b>Subject Area: General Music</b>	<b>Grade: 3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>A. Recognize critical processes used in the examination of works in the arts and humanities (compare/contrast; analyze; interpret; form and test hypotheses; evaluate/form judgments</p>	<ul style="list-style-type: none"> <li>Analyze and respond in various ways to listening examples of new classical compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 4</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased proficiency in rhythmic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and demonstrate the following qualities in rhythm: A. Meter Signature of several measures of rhythm patterns, B. Syncopated Rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, demonstrate and notate the following rhythm patterns: A. Dotted quarter &amp; Eighth note, B. Eighth; Quarter; Eighth.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of melodic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, notate and/or perform the following qualities in melody: A. Sequence in a given melody, B. Brace, Bar Line, Grand Staff and Bass Clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>



<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 4</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sing a harmony part.</li> <li>• Identify a composition in ABC and ABACA (Rondo) form.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, notate and perform: A. First and Second Endings, B. Coda.</li> <li>• Demonstrate increased understanding of expressive musical concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify and demonstrate accelerando and ritardando as related to tempo.</li> <li>• Identify and demonstrate the dynamic markings of crescendo and decrescendo.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Categorize, distinguish and identify the following tone colors: A. Soprano, Alto, Tenor &amp; Bass, B. Piano, Organ, Harpsichord &amp; Synthesizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sing a harmony part.</li> <li>• Identify the texture of a piece of music as thick or thin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 4</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sight read and play the following notes on a percussion instrument: Beamed and Flagged Eighth Notes Quarter &amp; Dotted Quarter Notes Half &amp; Dotted Half Notes Whole Note.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>
<p>B. Recognize, know, use and demonstrate a variety of appropriate dance elements (move, perform, read and notate dance, create and choreograph, improvise) to produce original works in dance.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform various dances and dance styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> </ul>

<b>Strand: 9.2 Historical and Cultural Context</b>	<b>Subject Area: General Music</b>	<b>Grade: 4</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
D. Analyze a work of art from its historical and cultural perspective	<ul style="list-style-type: none"> <li>• Identify key facts about the lives and music of composers Brahms and Tchaikovsky and the time period they lived.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.3 Critical Response</b>	<b>Subject Area: General Music</b>	<b>Grade: 4</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>A. Recognize critical processes used in the examination of works in the arts and humanities (compare/contrast; analyze; interpret; for and test hypotheses; evaluate/form judgments)</p>	<ul style="list-style-type: none"> <li>• Analyze and respond in various ways to listening examples of new classical compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of rhythmic concepts previously introduced.</li> <li>• Identify and/or demonstrate changing meter.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Notate a dictated eight-beat rhythm pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify, demonstrate, and notate rhythm patterns made up of: A. Triplets, B. flagged and beamed eighth and sixteenth note combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate increased understanding of melodic concepts previously introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>• Identify the following qualities in melody: A. ledger line notes, B. major and minor scale building patterns, C. bass clef lines and spaces by number and letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Distinguish and demonstrate the difference between a countermelody and a song in two-part harmony.</li> <li>Identify and draw flat, sharp, and natural music symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate increased understanding of concepts of form previously introduced.</li> <li>Identify and demonstrate an understanding of the Rondo form and Theme and Variation.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate increased understanding of dynamic concepts previously introduced.</li> <li>Identify and perform allegro, andante, and largo tempos.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
A. Know and use the elements (duration intensity, pitch, timbre) of music to create works in the arts.	<ul style="list-style-type: none"> <li>Identify orchestral instruments from an audio example.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> </ul>
B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.	<ul style="list-style-type: none"> <li>Demonstrate the ability to sing and recount the solfege syllables “fa” and “ti”.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Activities</li> <li>Individual/group performances</li> <li>Public concert performances</li> </ul>

<b>Strand: 9.1 Production/Perform/Exhibition</b>	<b>Subject Area: General Music</b>	<b>Grade: 5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>B. Recognize, know, use and demonstrate a variety of appropriate music elements (sing, play an instrument, read and notate music, compose and arrange, improvise) to produce original works in music.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to sing a three-part round.</li> <li>• Demonstrate the ability to play instruments previously presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> <li>• Individual/group performances</li> <li>• Public concert performances</li> </ul>

<b>Strand: 9.2 Historical and Cultural Contexts</b>	<b>Subject Area: General Music</b>	<b>Grade: 5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
<p>D. Analyze a work of art from its historical and cultural perspective</p>	<ul style="list-style-type: none"> <li>• Identify key facts about the lives of composers Handel and Beethoven and the time periods they lived.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom Activities</li> </ul>



## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)