

Music (Fifth Grade) Quarter 1

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.1.1 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.
- 1.1.2 Sing a melody with accurate pitch, rhythm, dynamics, tempo, and phrasing.
- 1.1.3 Sing a melody with accurate pitch, rhythm, and musicality.

Standard 2 Playing Instruments

- 2.1.1 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, half rests, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.1.2 Perform rhythmic patterns (dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes, and half, quarter, and eighth rests) in duple and triple meters on non-pitched instruments using proper technique.

Standard 7 Evaluating

- 7.2.1 Demonstrate appropriate audience behavior in a formal performance setting.
- 7.2.2 Evaluate one's own and other's audience behavior using teacher-given criteria.
- 7.2.3 Evaluate the effect of audience behavior on a musical performance.

Standard 8 Interdisciplinary Connections

- 8.2.1 Describe the literary characteristics of song lyrics.
- 8.2.2 Investigate the relationship of music to literature, mathematics, science (e.g., acoustical properties of instrumental music), and/or social studies in teacher-given classroom activities.

Content:

*** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate various terraced dynamic levels while singing a melody.
- Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
- Demonstrate ability to follow a conductor on an accelerando and a ritardando.
- Demonstrate the ability to use proper breath support and head and chest voice to sing a four-measure phrase at given tempos.
- Perform, alone, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.
- Perform, with others, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.
- Demonstrate an understanding of syncopated rhythms on non-pitched instrument in small and/or large groups.

- Discuss and create, as a class, guidelines for audience etiquette.
- Create a rubric for evaluating audience etiquette.
- Use a created rubric in evaluating audience etiquette.
- Identify commonalities between music and one other academic discipline.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u> 1.2.1 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice. 1.2.2 Demonstrate proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice. 1.2.3 Demonstrate proper vocal technique in both head and chest voice.</p> <p><u>Standard 2 Playing Instruments</u> 2.1.3 Perform simple and complex rhythm patterns in small and large ensembles. 2.2.1 Play, alone or in groups, simple melodies based on selected major scales including steps, skips, leaps and repeated notes (four-measure minimum). 2.2.2 Play melodies based on selected major and minor scales.</p> <p><u>Standard 3 Improvising</u> 3.1.1 Improvise an eight-beat melody based on a pentatonic scale. 3.1.2 Improvise, on a variety of instruments (may include recorder), an eight-beat melody based on a pentatonic scale. 3.1.3 Improvise, on a variety of instruments (including recorder) an eight-beat melody using a pentatonic scale.</p> <p><u>Standard 5 Reading and Notating</u> 5.1.1 Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).</p> <p><u>Standard 9 Historical and Cultural Connections</u> 9.1.1 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters. 9.1.2 Demonstrate an understanding of the music of selected cultures and/or historical periods</p>	<p>Content: ** Continue to review and reinforce content from the first 4.5 weeks of this first quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Demonstrate grade-appropriate vocal technique when singing a melody with a large group. • Demonstrate grade-appropriate vocal technique when singing a melody with a small group. • Demonstrate grade-appropriate vocal technique when singing a melody alone. • Demonstrate a smooth transition between head and chest tones. • Demonstrate beginning and ending consonants and pure vowels for good enunciation. • Demonstrate jaw flexibility and the use of teeth, tongue and open throat for good vocal production. • Perform, alone, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique. • Perform, with others, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique. • Demonstrate an understanding of syncopated rhythms on non-pitched instrument in small and/or large groups. • Play, alone, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument. • Play, with others, a teacher selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument. • Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument. • Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.
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	<p>through performance of music examples (vocal and/or instrumental). 9.1.3 Compare and contrast music examples of selected cultures and historical periods.</p>	<ul style="list-style-type: none">• Determine the meter of a music example by identifying the number of beats in each measure.• Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.• Determine the meter of a music example by identifying the number of beats in each measure.
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Music (Fifth Grade) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

1.3.1 Sing partner songs and/or rounds and canons.

Standard 2 Playing Instruments

2.2.3 Play, with others, ostinati, partner songs, and/or rounds/canons.

2.3.1 Perform an accompaniment (two-note chords, broken two-note chords, three-note chords and/or arpeggios) in duple and triple meter using basic rhythms on pitched instruments, and an accompaniment using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

Standard 5 Reading and Notating

5.1.2 Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).

5.1.3 Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests, eighth rests).

Standard 6 Listening, Analyzing, Describing

6.1.1 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.

6.1.2 Create movement patterns to demonstrate different sections of complex forms of music.

6.1.3 Identify and explain, orally and/or written, complex forms of music.

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing a partner song in small and/or large groups.
- Sing the melody of a round/canon in large and/or small groups.
- Sing a round/canon in two and/or three parts in a large and/or small group.
- Demonstrate the ability to sing an assigned part in two-part harmony.
- Sing an assigned line in two-part harmony with others.
- Play, alone, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Play, with others, a teacher selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Demonstrate, alone, teacher-selected rhythmic accompaniments in duple and triple meter.
- Demonstrate, with others, teacher-selected rhythmic accompaniments in duple and triple meter.
- Demonstrate, alone, teacher-selected melodic accompaniments in duple and triple meter.
- Demonstrate, with others, teacher selected melodic

		<p>accompaniments in duple and triple meter.</p> <ul style="list-style-type: none"> • Perform, with expression, a part from a simple score for pitched instruments (e.g., an Orff instrumentation score), a rhythmic score for non-pitched instruments, and/or a score for recorder ensemble. • Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example. • Determine the meter of a music example by identifying the number of beats in each measure. • Identify rondo form in a listening example. • Demonstrate the similarities and differences of rondo form and AB and ABA forms. • Demonstrate an understanding of rondo form using movement and manipulatives. • Identify theme and variations in a listening example. • Demonstrate an understanding of theme and variations using movement and manipulatives.
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 2 Instruments</u> 2.4.1 Demonstrate dynamics, phrasing, and tempo changes when playing a given example. 2.4.2 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrasing) of a given example. 2.4.3 Demonstrate, through performance, expressive qualities in an ensemble setting.</p> <p><u>Standard 3 Improvising</u> 3.2.1 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and/or quarter rests while maintaining a steady tempo. 3.2.2 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, half rests, and/or quarter rests while maintaining a steady tempo. 3.2.3 Improvise a sixteen-beat pattern using half notes, quarter notes, paired eighth notes, sixteenth notes, half rests, and quarter rests while maintaining a steady tempo.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u> 6.2.1 Identify, visually, teacher-selected orchestral instruments and group into families. 6.2.2 Identify, through listening examples, teacher-selected instruments, individually and as families.</p>	<p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Play a melody with tempo and/or dynamic changes and appropriate phrasing in a large group setting. • Play a melody with tempo and/or dynamic changes and appropriate phrasing in a small group setting. • Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording. • Demonstrate developmentally and/or grade-appropriate use of expressive markings. • Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments while keeping a steady tempo. • Classify, visually or aurally, given instruments into their orchestral families. • Select appropriate vocabulary from a word bank to
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	<p>6.2.3 Identify, aurally, teacher-selected orchestral instruments in ensembles. 6.3.1 Classify the elements of music using teacher-given vocabulary.</p> <p><u>Standard 8 Interdisciplinary Connections</u> 8.1.1 Demonstrate commonalities between music and dance and theatre. 8.1.2 Determine and demonstrate ways of combining elements of music, dance and theatre. 8.1.3 Evaluate the relationship of music to other performing arts in a given performance.</p>	<p>describe a music selection.</p> <ul style="list-style-type: none"> • Compare and contrast given music selections using a graphic organizer. • Identify commonalities between music and dance. • Create dramatizations to music selections. • Identify how music and visual art share common themes (e.g., The Rite of Spring by Stravinsky and Three Musicians by Pablo Picasso) using examples from textbooks or from websites.
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Music (Fifth Grade) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.
The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.3.2 Sing rounds and canons while maintaining tempo and pitch.
- 1.3.3 Sing two-part harmony of varied repertoire.

Standard 2 Instruments

- 2.3.2 Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying rhythms, pitches, and parts.
- 2.3.3 Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying instrumentation, rhythms, and pitches.

Standard 5 Reading and Notating

- 5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando).
- 5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent).
- 5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent) in music selections.

Standard 6 Listening, Analyzing, and Describing

Content:

**** Continue to review and reinforce content from Quarter 1 and Quarter 2.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing a partner song in small and/or large groups.
- Sing the melody of a round/canon in large and/or small groups.
- Sing a round/canon in two and/or three parts in a large and/or small group.
- Demonstrate the ability to sing an assigned part in two-part harmony.
- Sing an assigned line in two-part harmony with others.
- Demonstrate, alone, teacher-selected rhythmic accompaniments in duple and triple meter.
- Demonstrate, with others, teacher-selected rhythmic accompaniments in duple and triple meter.
- Demonstrate, alone, teacher-selected melodic accompaniments in duple and triple meter.
- Demonstrate, with others, teacher selected melodic accompaniments in duple and triple meter.
- Perform, with expression, a part from a simple score for pitched instruments (e.g., an Orff instrumentation score), a rhythmic score for non-pitched instruments, and/or a score for recorder ensemble.
- Identify dynamic markings through a teacher-guided classroom activity.
- Identify directional markings through a teacher-guided classroom

	<p>6.3.2 Describe a listening example using correct music vocabulary.</p> <p>6.3.3 Compare and contrast listening examples using correct music vocabulary.</p>	<p>activity.</p> <ul style="list-style-type: none"> Follow dynamic markings in teacher-given listening examples. Follow directional markings in teacher-given listening examples. Demonstrate, vocally, an understanding of dynamic and directional markings. Demonstrate, instrumentally, an understanding of dynamic and directional markings. Demonstrate an understanding of tempo markings through a listening map of a recorded musical selection. Demonstrate an understanding of tempo markings, vocally or instrumentally. Demonstrate an understanding of phrasing, vocally or instrumentally, within a teacher-given music selection. Select appropriate vocabulary from a word bank to describe a music selection. Compare and contrast given music selections using a graphic organizer.
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 5 Reading and Notating</u> 5.2.1 Demonstrate pitch understanding by using solfege or other teacher-provided symbols. 5.2.2 Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names or by playing intervals. 5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names and by notating those pitches.</p> <p><u>Standard 4 Composing</u> 4.1.1 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale. 4.1.2 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with an ostinato accompaniment. 4.1.3 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with a simple chordal accompaniment. 4.2.1 Create and demonstrate a short introduction, interlude, and coda to a given melody. 4.2.2 Create and demonstrate a two-measure interlude for a given melody. 4.2.3 Create and demonstrate a two- to four-measure melodic interlude for a given</p>	<p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> Sing and/or play intervals using teacher-given solfege. Sing and/or play melodies using teacher-given solfege. Notate, using standard notation, a given example. Create, in a group, a teacher-guided, short vocal or instrumental composition on a pentatonic scale. Create an ostinato accompaniment for a short melody. Create a short melody and an ostinato to accompany it. Create, in a large group setting, a teacher-guided introduction. Create, in a small group setting, a short introduction. Create, in a small group setting, an interlude using teacher-given parameters. Demonstrate the ability to locate a coda in a music score. Create, in a small group setting, an introduction, interlude and/or coda for a selected music example. Describe a musical selection by using a teacher-created word bank. Discuss the elements of a music selection within teacher-given
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	<p>melody.</p> <p><u>Standard 7 Evaluating</u></p> <p>7.1.1 Discuss a student or professional performance using grade-appropriate music vocabulary and teacher-given criteria.</p> <p>7.1.2 Create, with teacher guidance, a rubric for evaluating music performances.</p> <p>7.1.3 Use student developed rubric to evaluate a music performance.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u></p> <p>6.4.1 Classify styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, Tennessee songs, Civil War songs, ethnic music) using teacher-given vocabulary.</p> <p>6.4.2 Analyze teacher-given styles and/or genres of music.</p> <p>6.4.3 Analyze styles and genres of music using teacher-given parameters.</p>	<p>parameters.</p> <ul style="list-style-type: none">• Evaluate a performance by using a teacher-provided rubric.• Classify selected listening examples by style and/or genre.
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Music (Fifth Grade) Quarter 4

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 3 Improvising

3.4.1 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

3.4.2 Improvise a simple eight-beat accompaniment on pitched instruments within teacher-given parameters.

3.4.3 Improvise an eight-beat accompaniment on pitched instruments based on a pentatonic scale.

3.3.1 Improvise, in pairs, a four- or eight-beat question and answer phrase using body percussion or non-pitched instruments.

3.3.2 Improvise, in pairs, a four- or eight-beat question and answer phrase on pitched instruments (may include recorder).

3.3.3 Improvise, in pairs, an eight- or sixteen-beat question and answer phrase on pitched instruments (may include recorder).

Standard 4 Composing

4.3.1 Create an arrangement of a simple melody by changing one element (e.g., rhythm, meter, tempo).

4.3.2 Create an arrangement of a given melody by changing one element (e.g., rhythm, meter, tempo) and demonstrating through movement, singing, or playing an instrument.

4.3.3 Create an arrangement of a given melody by changing harmony, meter, tempo, or parts of the melody and demonstrating through movement, singing, or playing an instrument.

Standard 8 Connections to the other Arts and other Disciplines

8.2.3 Compare music to other selected academic disciplines.

Content:

*****Continue to review and reinforce content from Quarter 1, 2 and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.*****

- Improvise, on instruments, a developmentally and/or grade-appropriate accompaniment or ostinato accompaniment.
- Improvise developmentally and/or grade-appropriate question and answer phrases.
- Change the rhythm of a familiar melody.
- Change the meter of a familiar melody.
- Identify commonalities between music and one other academic discipline.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u></p> <p><u>Standard 2 Instruments</u></p> <p><u>Standard 3 Improvising</u></p> <p><u>Standard 4 Composing</u></p> <p><u>Standard 5 Reading and Notating</u></p> <p><u>Standard 6 Listening, Analyzing, and Describing</u></p> <p><u>Standard 7 Evaluating</u></p> <p><u>Standard 8 Connections to the other Arts, and other Disciplines</u></p> <p><u>Standard 9 Historical and Cultural Connections</u></p>	<p>Content: **Continue to review and reinforce content from Quarter 1, 2, and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</p> <p>Review and Reinforce:</p> <ol style="list-style-type: none"> 1. Singing <ul style="list-style-type: none"> ✓ Correct singing technique. ✓ Partner songs, two-part harmony ✓ Solfege ✓ Dynamic levels, accelerando, ritardando 2. Instruments <ul style="list-style-type: none"> ✓ Correct playing technique. ✓ Duple, Triple meter ✓ Syncopation ✓ Dynamic and Tempo markings ✓ Expressive markings ✓ Playing from notation, improvising. 3. Improvising <ul style="list-style-type: none"> ✓ Improvise eight-beat rhythm patterns, melodic patterns and question and answer phrases. ✓ Improvise accompaniment or ostinato accompaniment. 4. Composing <ul style="list-style-type: none"> ✓ Create and perform an eight-beat rhythm pattern. ✓ Create and perform a melody w/ostinato. ✓ Create an introduction, interlude and coda for a story, poem, or song. ✓ Change the rhythm and meter of a familiar song. 5. Reading and notating <ol style="list-style-type: none"> a. Read and notate rhythm patterns and melodic <ul style="list-style-type: none"> ✓ Melodic and rhythm patterns using traditional notation for whole notes, quarter notes, paired eighth notes, half notes and quarter rests. ✓ Understanding of meter, solfege intervals. ✓ Dynamic markings, directional markings, tempo markings. 6. Listening, Analyzing and Describing <ul style="list-style-type: none"> ✓ Review simple and extended form. ✓ Review of instrumental music (identify selected instruments by sight and sound . ✓ Review musical elements ✓ Style and Genres 7. Evaluating <ul style="list-style-type: none"> ✓ Evaluate performance, including self-evaluation. ✓ Demonstrate and critic proper audience behavior.
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		<p>8. Connections to the other arts and other disciplines</p> <ul style="list-style-type: none">✓ Music and Visual Arts, Theater, Dance✓ Music and Language Arts, Mathematics, Science, Social Studies <p>9. Historical and Cultural Connections</p> <ul style="list-style-type: none">✓ Sing songs, play singing games, and listen to music from a variety of historic periods.✓ Sing songs, play singing games, and listen to music from a variety of different cultures from around the world, and from different cultures within the United States.✓ Discuss and understand the cultural and historical aspects of a musical selection.
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