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Elementary Music Curriculum Guide: Grades One Through Six

Linda McKinzie

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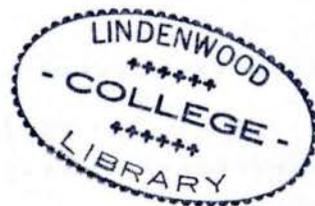
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Elementary Music Curriculum Guide

Grades One Through Six

Linda McKinzie

The Lindenwood Colleges of St. Charles, Missouri



Thesis
M217e
1978

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Music in the Elementary School

A Point of View

Our late president, John F. Kennedy, said, "One of the best voices of America is its musical voice -- it is a voice of creativity, hope, and optimism which strikes a responsive chord in people the world over."

One could ask, "Where did the interests and musical skills necessary for these activities come from?" In so many cases, the answer would surely be "From a good music program in school." The very foundation of all such good programs is the music instruction offered in the elementary school. Although a music program for elementary schools is thus required, no guide for suggested content and quality has been available for teachers and administrators of the State of Missouri since the early 1950's. Since then, many changes in methods, materials, and techniques have occurred which have made the teaching of music an exciting experience of primary importance in the elementary school.

It shall be the purpose of this guide to help the music teacher develop and execute such a quality music program.

Two criteria for writing the guide, were: (1). That it should be more practical than theoretical and (2). That it should be of special help to the music teacher. I believe these criteria have been followed and have enhanced its usefulness.

With these considerations in mind, the guide identifies eight areas for conceptual development, enabling activities in each area, and evaluative procedures for the expected student behaviors. Selected areas for development are: intervals and scales, chords, pitch notation, listening to the music literature, instrumentation, basic music terminology, sight singing and aural perception, conducting and playing. Instructional materials will be included in the curriculum to aid in the implementation of these content areas.

Carl Orff, one of the principal German composers of the period following World War II, has become a major influence in the curriculum development of music in elementary education. Orff's style depends largely on the rhythmic elements. In such a style, percussion instruments play a major role. It is for this reason, that the guide strongly emphasizes the use of

instruments in appropriate activities and also stresses creativity in rhythmic and melodic play improvisations.

For optimum pupil development, all areas have been included as an integral part of the curriculum. The preparation of the guide has involved time, energy, and dedication. It is hoped that with the use of this guide and other instructional materials, the teacher will be better able and prepared to assist the child in conceptualizing the basic elements of elementary music education.

Philosophy of St. Charles School District

Education should inspire all to live and communicate in an atmosphere of concern, tolerance, and joy. It should impart knowledge and encourage the desire to learn in accordance with individual ability. Recognition of each student's skills, aptitudes, and limitations should guide his training for occupational service and for further social and educational development.

The public school in addition to fulfilling its responsibility as a vehicle for formal education, should be one of the centers around which community life may revolve. It should attempt to meet the cultural needs of all people of the district by providing motivation, facilities, and leadership.

Rationale

Music is a satisfying human experience. It has always played a part in the human development as it helps to satisfy man's basic needs, physically, mentally, and spiritually.

Working songs suggest the therapy of music in various activities of a day's occupational problems. Music draws people together into "their" group of the moment. Music provides essentially a social outlet and is an important tool in developing those skills. Music is related to many, many other fields of study such as history, culture, science, etc. .

Experience with the music of other peoples can bring an individual into a much closer association with the spirit and feelings of those people. Music is an important way in which the child learns to express himself, thus carrying that

self-expression into other areas of his adult life. It has often been called the "Universal Language" because there is not a one of us who cannot communicate our moods through the use of it -- thus gathering greater understanding of one another.

Music One - Six

Long Range Goals

Topics Under Consideration: Singing, Rhythm, Instruments, Listening,
Dancing, Social Awareness of Other Cultures,
Creativity

The student, upon completing the music curriculum in grades one through six, should be able to:

- I. Demonstrate enjoyment of music in class and also by participating in curricular and extra-curricular activities related to music.
- II. Possess a repertoire of song literature and demonstrate the ability to carry a descant, chant, and second or third part against a sung melody.
- III. Develop skills associated with 2/4, 3/4, 4/4, 6/8 meter and be able to count rhythms using O d . d d \downarrow \uparrow \cdot .
- IV. Develop a sense of tempo and be able to move with feeling to game and party songs, dances, songs, and also when using instruments or performing with instruments.
- V. Develop and apply skills of intonation, good diction, dynamic contrasts, and music mood changes through singing and bodily movements.
- VI. Recognize key signatures up to seven sharps and seven flats and be able to place key signatures on the staff.
- VII. Identify by sight and sound all string, woodwind, brass, and percussion instruments and develop a sense of keyboard awareness.
- VIII. Identify: major-minor chord changes; intervals of 2, 3, 4, 5, 6, and 7; simple, compositional form; use basic symbols for rhythmic and dynamic values and also be able to notate melodies on the staff by studying pitch and melodic contour.

- IX. Recognize and distinguish between different pieces of music literature from the Baroque, Classic, Romantic, Impressionist, and Contemporary music periods and also becomes acquainted with the works of various composers from these periods.
- X. Develop a social awareness of like and unlike characteristics of our music and those of other cultures through listening, dancing, and singing.
- XI. Develop various aesthetic and social skills through folk and square dance activities and attains a level of intermediate proficiency in some areas.
- XII. Demonstrate self-awareness through creative endeavors involving different aspects of music activity and also is able to relate the music activities to other subject areas.

Intermediate Goals

Grade One

The student, upon completing the music curriculum in grade one, should be able to:

- A. Sing simple songs with gradually improving pitch intonation. (LR V)
- B. Acquire a repertoire of enjoyable songs. (LR I, II)
- C. Sing responses to question and answer songs with reasonable enjoyment by giving full participation in class when singing. (LR I, II)
- D. Sing a major scale with numbers and syllables. (LR VIII)
- E. Respond physically to music by participating in free rhythmic play and singing games. (LR III, IV, V)
- F. Imitate rhythmic patterns by using voice, rhythm sticks, and clapping. (LR III, IV, V)
- G. Identify the fundamental pulse of a melody and be able to describe the meter as 2/4, 3/4, or 4/4. (LR III, IV)
- H. Demonstrate skill in using simple equipment such as scarves, strips of crepe paper, balls, balloons, or rhythm instruments to express moods and rhythms. (LR III, IV, V)
- I. Respond to music by use of large muscles in marching, walking, running, galloping, and skipping. (LR III, IV, V)
- J. Distinguish in song literature dynamic changes, melodic movements, moods, tempo, and also the timbre of musical instruments and voices. (LR V, VII, VIII, IX)
- K. Use basic symbols for rhythmic and dynamic values and also be able to notate simple melodies on the staff. (LR III, VIII)

- L. Sit and listen with attention and good concert behavior to short musical programs. (LR I, IX)
- M. Identify the recorded music performed in class. (LR I, IX)
- N. Recognize characteristics of American Indian music, Mexican music, and American Folk songs through dance and singing activities. (LR X, XI, XII)
- O. Develop creative skills by making homemade musical instruments, illustrating songs with drawings, and adding new verses to favorite songs. (LR XII)

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

Upon completing the first year, the child should be able to meet the following objectives:

The teacher will present materials and activities in such a way which will enable the child to:

The student's evaluation will be based on:

1. When singing in class, the child will sing from memory, with good quality and diction, a repertoire of at least 15 songs chosen from the following units of classification:

Patriotic Songs
 Folk Songs of America and Other Countries
 Songs for Special Days and Holidays
 Nonsense and Fun Songs
 Action Songs and Singing Games
 Rounds
 Songs With Chants

(I.O. A, B, C, E)

1. a. Sing along to records which relate to each unit of study.
- b. Participate in class singing.
- c. Imitate the teacher with emphasis on intonation, quality, and diction.
- d. Work related mimeograph sheets.
- e. Learn and perform hand, group, and bodily movement skills.
- f. Participate in these games taken from a Galaxy of Games:
 Who Sang That, P. 123
 Finish the Song, P. 125
 Bounce a Phrase, P. 124
- g. Sing alone.

1. a. Level of participation in class when singing.
- b. Scores on mimeograph sheets.
- c. Level of performance in class.

OBJECTIVE

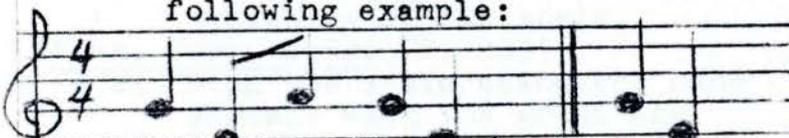
ENABLING ACTIVITIES

EVALUATION

2. Given a melody, the child will sing the melody in tune at least once.

(I.O. A)

2. a. Match tones on the natural chant of childhood, using words, phrases, or names as in the following example:



(Penn. Curr. Guide, P. 6-10)
(N.D. Curr. Guide, P. 2-6)

b. Sing and show the direction of the melody with hand and bodily movements.

Making Music Your Own, Grade One, P. 38

c. Sing and draw the melodic contour on the chalkboard, using dashes and lines.

d. Compare the pitch and quality of high and low instruments and voices.

Penn. Curr. Guide, P. 66

e. Explore the piano, discovering the sounds for high and low.

f. Sing individually a given melody.

3. When studying the major scale, the child will correctly sing an ascending and descending major scale, using syllables and numbers at least once.

(I.O. D)

3. a. Sing the song, "Do, Re, Mi."
b. Relate the syllables to numbers.
c. Sing scale with numbers.
d. See the relationship of the scale to melodic contour.
e. Sing the scale alone, using numbers and syllables.

2. a. Level of participation when singing.
b. Quality of tone.
c. Ability to move body and hands to show melodic contour.
d. Level of individual performance.

3. a. Level of participation in class.
b. Level of performance.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

4. Given a beginning pitch, the student will sing an ascending and descending pentatonic scale with syllables, using Kodaly hand signals to describe each step of the scale, at least once.

(I.O. D)

5. Given an aural test, the child will be able to identify the following tonal patterns correctly in at least seven of ten attempts:

5 -3 5 -6 - 5 1-8 -1
sol-mi sol-la-sol do-do-do

5 -6 - 5 -3 3 -2 -1
sol-la-sol-mi mi-re-do

1-3 - 5
do-mi-sol

(I.O. B)

4. a. Relate the pentatonic scale to the major scale.
b. Use hand signals to show the syllables of the scale.
(Penn. Curr. Guide, P. 203)
c. Sing the scale, using the hand signals with the group and individually.

5. a. Recognize songs that begin with these tonal patterns.
(Penn. Curr. Guide, P. 72-74)
b. Play these tonal patterns on the bells and on the piano.
(Making Music Your Own, P. 6-8)
c. Tell the difference between steps, skips, and repeated tones.
d. Identify steps, skips, and repeated tones when they are played on the piano.
e. Identify the intervals during aural testing.

4. a. Level of participation when singing the scale.
b. Quality of the individual demonstration of the Kodaly hand signals.
c. Quality of the individual performance of the scale.

5. a. Level of participation when singing.
b. Score on aural test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

6. When asked by the teacher, the child will respond to question and answer songs and chants with good intonation and diction at least 80 percent of the time.

(I.O. C)

7. When given a basic beat, the child will be able to step around the room to the pulse and clap hands to the pulse at least once.

(I.O. E,F)

6. a. Review tonal patterns established in Objective Five and identify them orally. (learning tonal patterns)
 b. Participate in tone-matching games.
 c. Hear and sing to Ella Jenkin's record, This-A-Way, That-A-Way.
 d. Sing these songs:
 "Kum Bah Ya"
 "Are You Sleeping"
 "Prettiest Girl"
 "Michael"
 e. Sing individual response.

7. a. Say a rhyme (Hot Cross Buns).
 b. Step to the beat of the rhyme and clap to the rhythm of the words.
 c. Step to the rhythm of Hot Cross Buns while the teacher plays it on the hand drum.
 d. Exchange rhymes in class; one student recites while the other student claps.
 (Penn. Curr. Guide, P. 21-22)
 e. Participate in the Circle Game.
 f. Participate in the individual response.

6. a. Level of participation in class when singing.
 b. Quality of identification of the tonal patterns.
 c. Level of performance in the individual response.

7. a. Level of participation in the movement activities.
 b. Quality of demonstration and application of bodily movements to the pulse.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

8. When asked by the teacher, the child will perform the following bodily movements correctly 90 percent of the time:

walking	tapping	pushing
running	stamping	
sliding	clapping	hopping
skating	patting	jumping
rocking	circling	bending
pulling	swaying	swinging
tossing	stretching	
whirling	skipping	galloping
	bouncing	

(I.O. I)

9. Given a drum beat or recorded music, the child will respond with free bodily movement, interpreting the beat by walking, running, skipping, swaying, galloping, hopping, and jumping at least one time.

(I.O. I)

8. a. Name all the parts of the body that he can move:
legs toes shoulders arms hands
hips fingers feet body

b. Participate in the songs, "Locby Loo" and "Hokey Pokey."

c. Listen and participate in activities suggested in the following records:
The Feel of Music
Learning Basic Skills
Through Music
Fun and Perceptual Skills
Exercise Activities
Childhood Rhythms

d. Demonstrate individually selected bodily movements to perform.

9. a. Step to the rhythm of the hand drum played in various tempos.

b. Listen to the following:
"Carnival of the Animals"
"Pictures of an Exhibition"
"In the Hall of the Mountain King"

c. Discuss the various tempo changes in the above mentioned pieces of music.

8. a. Level of participation when doing movement activities.

b. Level of performance on the skills.

9. a. Level of participation when performing bodily movements.

b. Quality of selection and application of bodily movements to the rhythm.

c. Level of participation and cooperation when playing games.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

	<p>9. d. Discuss and apply appropriate bodily movements to the beat of each piece of music and other selections.</p> <p>e. Listen to the piece, "Stars and Stripes Forever."</p> <p>f. Clap, snap hands to show accent in march music.</p> <p>g. Clap or step specific rhythm patterns.</p> <p>h. Individually demonstrate the appropriate bodily movements while listening to selected music.</p> <p>(Making Music Your Own, P. 38, 80, 138)</p> <p>i. Participate in these games taken from a <u>Galaxy of Games</u>: Remember the Beat, P. 35 Copycat, P. 35 Skittle, Skittle, P. 38</p> <p>j. Participate in the individual performance.</p>	<p>9. d. Level of performance in E.A. d, f, g, h, and j.</p>
<p>10. When listening to a familiar piece, the child will be able to demonstrate awareness of the rhythm of the melody through bodily movements at least once.</p> <p>(I.O. E, I)</p>	<p>10. a. Tap fingers to the rhythm of a melody.</p> <p>b. Play rhythm sticks to the rhythm of the melody and to the basic beat.</p> <p>c. Apply other body movements to the rhythm of the melody, using skills established in Objective Eight.</p> <p>d. Individually demonstrate the ability to show rhythms of the melody through bodily movements.</p>	<p>10. a. Level of participation in class when moving to rhythms.</p> <p>b. Level of individual performance.</p> <p>c. Accuracy of distinguishing between the basic beat and the rhythm of the melody.</p>

OBJECTIVE

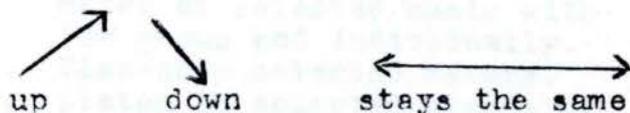
ENABLING ACTIVITIES

EVALUATION

11. Given a familiar melody, 11. the child will demonstrate the movement of the melody through bodily movement at least once.

(I.C. J)

11. a. Review and demonstrate concepts established in Objectives Two and Three. (melodic contour)
- b. Draw lines on the board to indicate the direction of the melody of the scale, ascending and descending.
- c. Draw an imaginary ghost wail on the board and follow the contour with their body and voice.
- d. Sing "Joy to the World" and describe the direction of the melody.
- e. Sing songs from the text. (Making Music Your Own, P. 38, 80, 138)
- f. Distinguish between the shapes of a melody.



- g. Sing simple songs in class and indicate the shape of the melody through bodily movements with the class and individually.

11. a. Level of participation when singing or performing bodily movements in class.
- b. Level of individual performance.

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>12. When listening to a piece of music, the child will hear, feel, and respond to the strong and weak beats of the music by clapping, marching, and dancing in correct rhythm in at least three of five attempts.</p> <p>(I.O. E,G,I)</p>	<p>12. a. Select and identify the rhythm of the pulse in the heartbeat, raindrops, and revolving wheel.</p> <p>b. Listen to music and hear that some beats are accented; thereby, causing the beats to group themselves into various meters:</p> <p>Loud-soft, Loud-soft = One-two, One-two Loud-soft-soft, Loud-soft-soft = One-two-three, One-two-three Loud-soft-soft-soft, Loud-soft-soft-soft = One-two-three-four, One-two-three-four</p> <p>(Penn. Curr. Guide, P. 29)</p> <p>c. Establish the symbols for these meters as being $2/4$, $3/4$, and $4/4$.</p> <p>d. Clap, march, and dance to the meter of selected music with the group and individually.</p> <p>e. Clap-snap selected meters.</p> <p>f. Listen to selected pieces of music and identify the meter of each on five identification quizzes.</p>	<p>12. a. Level of participation in movement activities in class.</p> <p>b. Scores on identification quizzes.</p> <p>c. Level of individual performance.</p>
<p>13. After learning a singing game with specifically learned movements, the child will perform it correctly at least once.</p> <p>(I.O. E)</p>	<p>13. a. Participate in the following suggested songs with accompanying dances:</p> <p>"Skip to My Lou" "London Bridge" "Mulberry Bush"</p> <p>b. Sing and participate in selected songs from the book, <u>Sally Go Round the Sun</u>.</p> <p>c. Perform the singing game individually.</p>	<p>13. a. Level of participation in class when singing.</p> <p>b. Quality of performance when doing the singing game.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

14. Given a performance test, the child will correctly match a rhythm pattern given by the teacher two of three times by using the voice, rhythm sticks, or by clapping.

(I.O. F)

14. a. Review and play the games mentioned in Objective Nine, E.A. 1.
 b. Clap and play many rhythm patterns using rhythm sticks.
 c. Listen to music and tap the rhythm pattern throughout as the music plays.
 d. See and speak the various patterns put on the board in line notation.

Example:

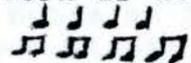
Jin - gle Bells

- e. Move around the room, stepping out the rhythm patterns.
 f. Take test.

14. a. Level of participation in class when clapping or playing instruments.
 b. Level of performance in 14 e.
 c. Score on test.

15. When listening to selected pieces, the child can correctly identify by ear the music that steps (or walks) and the music that runs by responding with physical movement in two of three attempts.

(I.O. E,F,I)

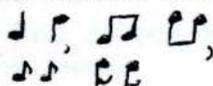
15. a. Listen to teacher play appropriate music to fit the pattern shown below on piano, drum, and recorded music. (The rhythm pattern is notated on the board.)

 b. Identify the music heard as walking and running music, the latter being twice as fast as walking music.
 c. Respond physically to selected music, showing specific skills of walking and running.

15. a. Level of participation in class when applying bodily movements.
 b. Score on E.A. b.
 c. Score on mimeograph sheet.
 d. Quality of physical response to selected music.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

15. d. Observe the notes on the board while the teacher plays the music again and identify the upper line as walking music and the lower line as running music.
- e. Listen to and watch the teacher as she beats with her hand under the notes and chants:
 "step -- step -- step -- step, etc."
 or
 "run-run-run-run-run-run-run-run, etc."
- f. Participate taking turns beating under notes at the board while teacher provides the appropriate music again.
- g. Associate the term, "quarter note" with the walking note and "eighth note" for running note.
- h. Chant, "Quarter, quarter," etc. and "Eighth, eighth, etc." as teacher beats under notes at the board.
- i. Practice drawing quarter and eighth notes at the board in these positions: 
- j. Do work sheet.
- k. Sing a song and identify the quarter and eighth notes.
- l. Respond with physical movement by running or stepping to selected music.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

16. Given an aural matching test, the child will correctly associate the following printed note values with rhythmic sounds seven of ten attempts: O d. d J

(I.O. F,K)

16. a. Review skills established in Objective 15.
 b. Hear and see that music which sounds like "slo-ow" or "sto-op" can be represented by half notes.
 c. Determine the step that is used to help develop the feeling for two beats in each half note is "step-bend, step-bend."
 d. Hear and see that other "slo-ow" or "sto-op" sounds can be represented by dotted half notes.
 e. Determine the step that is used to help develop the feeling for three beats in each dotted half note is "step-bend-bend."
 f. See and hear that the whole note represents a sound that is longer than the half or the dotted half note.
 g. Determine that the step that is used to help develop the feeling of four beats is "step-bend-bend-bend."
 h. Practice chanting the notes while stepping around the room.
 (N.D. Curr. Guide, P. 28)
 i. Listen to and respond to the rhythmic record, The Feel of Music.
 j. Participate in these games taken from a Galaxy of Games:
 Hokey-Pokey, P. 72
 Hop-O-My-Squares, P. 72
 I-Spy, P. 73
 Touch and Point, P. 77
 k. Take test.

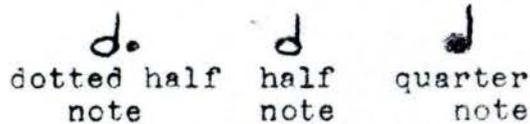
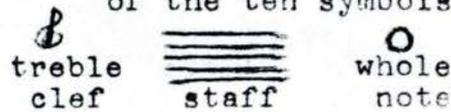
16. a. Level of participation in class discussion.
 b. Quality of individual response to records.
 c. Quality of physical response in rhythmic activities.
 d. Score on test.
 e. Level of participation and cooperation when playing games.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

17. Given ten flashcards, the child will correctly identify at least seven of the ten symbols.



(I.O. K)

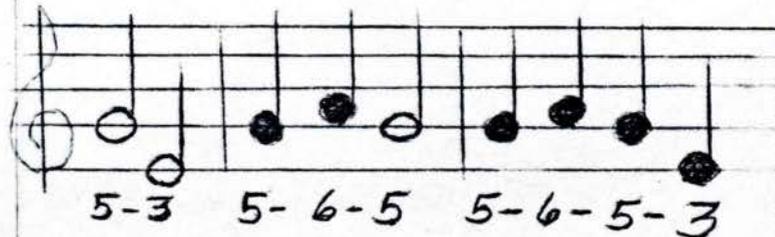
18. Given a visual look at five noted songs, the child will correctly show with finger movement the direction of a melody at least once.

(I.O. K)

17. a. Review skills and games established in Objectives 15 and 16.
- b. Identify the staff as being the home for the notes.
- c. Do worksheet on drawing notes.
- d. Play game from a Galaxy of Games: Music Macrame, P. 74
I-Spy, P. 73
- e. Take test.

17. a. Level of participation in class discussion.
- b. Level of cooperation when playing games.
- c. Score on worksheet.
- d. Score on test.

18. a. Review skills established in Objectives Two, Three, Four, and Five. (syllables and direction of a melody)
- b. See and hear the basic tonal patterns established in Objective Five in staff notation on the board:



18. a. Level of participation in class when reviewing skills.
- b. Level of performance on the bells.
- c. Level of performance in review of the tonal patterns.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

	<p>18. c. Play notated tonal pattern on the bells. d. See "Mary Had a Little Lamb" in staff notation on the board. e. Show with finger movement how the music is read from left to right as in a printed page. f. Identify the notes as being up or down. g. Associate the movement of the notes to the movement of the melody. (Making Music Your Own, P. 38, 80) (Penn. Curr. Guide, P. 73) h. Take test.</p>	
<p>19. Given an identification test, the child will correctly name the notes on the lines and spaces of the treble clef in seven of ten attempts. (I.O. K)</p>	<p>19. a. Review skills established in Objectives 17 and 18. (symbols and melodic direction) b. Recognize and name the lines of the staff as being EGBDF and the spaces as being FACE. c. Do worksheet. (Schaum Speller) d. Participate in the game, I-Spy. e. Take test.</p>	<p>19. a. Level of participation in class review. b. Score on worksheet. c. Score on test.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

20. When shown a melody on the board, the child will observe the melody and answer the following questions correctly two of three attempts:

- a. Do the notes move stepwise or in skips?
- b. Where are the notes located that remain on the same step?
- c. Does the melody move up or down?

(I.O. J)

21. Hearing a short melody on the Glockenspiel, the child will answer the following questions correctly at least once:

- a. Is the tone loud or soft?
- b. Does the melody sound like a clock or a bell?
- c. What is used to strike the keys on the Glockenspiel? (mallet)

(I.O. J)

20. a. Review the skills established in Objectives 18 and 19. (melodic direction and names of notes)
- b. Sing songs from mimeograph sheets, showing each time the direction of the melody and the stepwise contour of the notes.
- c. Sing songs from the text.
(Making Music Your Own, p. 30, 38, 138)
- d. Take test.

21. a. See and hear melodies played on the Glockenspiel.
- b. Discriminate between those melodies played loudly and those played softly.
- c. Take quiz.

20. a. Level of participation in class when singing.
- b. Score on test.

21. a. Level of participation in class discussion.
(E.A. b)
- b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

22. Given an identification quiz, the student will be able to identify the names of the following classroom instruments by sight in nine of ten attempts:

Drum Triangle Rhythm Sticks
 Glockenspiel Maraccas
 Jingle Bells Cow Bell
 Hand Drum Sandblocks
 Woodblocks Cymbals
 Tambourine

(I.O. H,J)

23. Given a short, repeated melodic figure which moves by stepwise motion, the child will play it correctly at least once on the Glockenspiel:

C D E F G
 CC DD EE FF GG
 CCC DDD EEE FFF GGG

(I.O. H,J)

22. a. See the different instruments and hear the given name for each.
 b. Associate a picture of the instrument with its name.
 c. Do worksheet.
 d. Work picture puzzle from the Galaxy of Games, P. 144.
 e. Take test.

23. a. See the melodic figure notated on the board and follow along as the teacher plays it on the Glockenspiel.
 b. Practice playing in groups of two or three children from the melodic figure on the board.
 c. Play the melodic figure alone for a teacher evaluation.

22. a. Level of participation in class.
 b. Score on worksheet.
 c. Score on test.

23. a. Level of participation when learning how to play the instrument.
 b. Quality of the individual performance.

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>24. Given a demonstration quiz, the child will play a tambourine in three different ways at least once:</p> <p>a. Hit with heel of hand. b. Shake. c. Strike with fingers.</p> <p>(I.O. H, J)</p>	<p>24. a. See and hear the teacher give a demonstration on the tambourine. b. Practice playing the tambourine each way. c. Take test.</p>	<p>24. a. Level of participation in class when playing instrument. b. Score on test.</p>
<p>25. When given the opportunity to play, the child will play each rhythm instrument mentioned in Objective 21 correctly at least once.</p> <p>(I.O. H,J)</p>	<p>25. a. See and hear the teacher give a demonstration on how to play each instrument. b. Practice playing each instrument. c. Respond correctly with individual performance.</p>	<p>25. a. Level of participation when playing instruments. b. Level of individual performance.</p>
<p>26. When given an instrument, the child will be able to play an accompaniment on the instrument at least once.</p> <p>(I.O. H, J)</p>	<p>26. a. Review skills established in Objectives Seven, Eight, Nine, Ten, Twelve, and Fourteen. (movement to rhythm and study of the instruments) b. Practice playing each rhythm instrument to the beat using the musical selections from Objective Nine. c. Practice playing each rhythm instrument to newly selected songs. d. Practice playing each instrument to accompany classroom singing. e. Take performance test.</p>	<p>26. a. Level of participation when playing instrument. b. Level of performance on individual test.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

27. Given the following rhythmic pattern on the board, the child will play it correctly with another child at least once:

BELLS: $\frac{4}{4}$ 

STICKS: $\frac{4}{4}$ 

(I.O. H,J)

28. Given an aural test, the child will correctly identify the sound of each rhythm instrument in at least seven of ten attempts.

(I.O. J)

29. When directed by the teacher, the child will correctly sing with an awareness of dynamics by following the hand movements of the teacher at least 80 percent of the time.

(I.O. D,L)

27. a. Review skills established in Objectives 15, 16, and 26. (rhythmic movement and notes)
- b. Clap out the rhythm pattern of the bells.
- c. Clap out the rhythm pattern of the sticks and establish that a rest means to pause on beats two, three, and four.
- d. Play the rhythm pattern on the bells while the teacher plays the sticks.
- e. Play the rhythm pattern on the sticks while the teacher plays the bells.
- f. Participate in these games taken from a Galaxy of Games:
 What Did I Jump, P. 35
 Copy Cat, P. 36
- g. Play either pattern on its respective instrument with another student for individual performance test.

28. a. Discuss the sound quality of each rhythm instrument.
- b. Do a worksheet on instrumental sounds.
- c. Take test.

29. a. Decide whether a song is to be sung loud or soft and why.
- b. Sing loud as the teacher gestures up and soft as the teacher gestures down.

27. a. Level of participation in class when playing instruments.
- b. Quality of demonstration on already-established skills.
- c. Level of cooperation when playing games.
- d. Level of individual performance.
28. a. Level of participation in class discussion.
- b. Score on worksheet.
- c. Score on test.
29. a. Level of participation in class.
- b. Level of performance and cooperation with the group.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

	<p>29. c. Listen to recordings and discuss when the music becomes louder or softer and why.</p> <p>d. Gesture with hands to show when the music becomes louder or softer.</p> <p>e. Sing with the group, following the directions given by the teacher.</p> <p>(Penn. Curr. Guide, P. 38)</p>	
<p>30. When given the opportunity, the child will use paper streamers to portray the movement of the beat of the music in a recording at least once.</p> <p>(I.O. H,J)</p>	<p>30. a. Review the skills established in Objectives Seven, Eight, Nine, and Ten. (movement to rhythm)</p> <p>b. Listen to the recordings, "Cloudburst" and "On the Trail."</p> <p>c. Discuss the dynamics of each selection.</p> <p>d. Use paper streamers to represent the mood in "Cloudburst."</p> <p>e. Listen to a recording by Mystic Moods.</p> <p>f. Create a mood with streamers to show gentle and stronger wind.</p> <p>g. Individually demonstrate interpretation of the wind.</p>	<p>30. a. Level of participation in class review and in discussion.</p> <p>b. Quality of creative response.</p>
<p>31. When asked by the teacher, the child will correctly sing with an understanding of musical terms by following the hand movements of the teacher at least once.</p> <p>p - soft f-loud rit. - slow crescendo dim. decrescendo</p> <p>(I.O. K)</p>	<p>31. a. Review the skills established in Objective 29. (dynamics)</p> <p>b. Develop an understanding of crescendo, decrescendo, rit. p for soft and f for loud.</p> <p>c. Sing songs using these skills.</p> <p>d. Associate appropriate gestures that the teacher shows to these skills.</p> <p>e. Take identification quiz.</p> <p>f. Individually respond to teacher.</p>	<p>31. a. Level of participation in class when singing.</p> <p>b. Score on identification quiz.</p> <p>c. Quality of performance in the individual response.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>32. When listening to recorded song literature, the child will exhibit good concert behavior 90 percent of the time.</p> <p>(I.O. L)</p>	<p>32. a. Discuss good posture and exhibit the skill. b. Discuss the desirable and undesirable concert behavior. c. Demonstrate good posture and behavior during listening periods.</p>	<p>32. a. Level of participation in class discussion. b. Quality of individual response.</p>
<p>33. While listening to a recording, the pupil will be able to do the following with good response at least two of three times:</p> <p>a. Verbally describe his feelings for this music as being sad, happy, etc. b. Describe with hand movements the dynamic levels in the music. c. Show the contrast in tempo with raised hands on the fastest tempo and lowered hands on the slowest tempo. d. Describe the high and low sounds by raising and lowering the arms.</p> <p>(I.O. J)</p>	<p>33. a. Review the skills established in Objectives 11, 18, 29, 30 and 31. (dynamics, moods, movement of the rhythm) b. Listen to recordings and discuss the mood. c. Use hand gestures to show tempo and dynamic level. d. Participate in individual response.</p>	<p>33. a. Level of participation in class discussion. b. Quality of application of previously learned skills. c. Level of performance on individual response.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

34. Listening to a recording of instrumental and vocal timbres, the pupil will correctly identify the following nine of ten attempts:

Child's Voice	Piano
Man's Voice	Organ
Woman's Voice	Guitar
Drum	Trumpet

(I.O. J)

35. Given a matching test, the child will be able to correctly identify eight of ten musical selections that the teacher plays.

(I.O. M)

36. Given a listening test, the child will be able to classify a musical selection as being American Indian, Mexican, or American Folk with an accuracy of eight of ten attempts.

(I.O. N)

34. a. Listen to tape recording of voices belonging to men, women, and children.
b. Discuss the timbre of each.
c. Listen to recordings and establish the timbre of the violin, piano, organ, guitar, and the drum.
d. Take aural test.

35. a. Listen to recordings.
b. Review skills established in Objectives 32 and 33. (ways in which to identify moods and selections)
c. State the distinguishing characteristics of each selection.
d. Take test.

36. a. Listen to examples of American Indian music, Mexican music, and American Folk.
b. Recognize and state the difference between each type of music.
c. Sing songs from each classification.
d. Take listening test.

34. a. Level of participation in class discussion.
b. Score on aural test.

35. a. Level of participation in class discussion. (E.A. c)
b. Score on test.

36. a. Level of participation in class discussion. (E.A. b)
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

37. When asked by the teacher, the child will participate correctly in an ethnic dance with specifically learned movements at least once.

Suggested songs with accompanying dances:

"La Raspa" "Paw Paw Patch"
"Beat a Drum"

(I.O. N)

38. Upon completing the discussion of American Indian music, the child will have made either a drum or a rattle, which must be neat, original, and playable.

(I.O. O)

39. When asked by the teacher, the child will demonstrate creativity by illustrating songs with drawings, with the grade being based upon neatness and originality and evaluated with either a 😊 or a ☹️.

(I.O. O)

37. a. Listen and clap out the rhythm of each dance.
b. Step out rhythms of the music.
c. Learn and perform dance movements of each song.
d. Participate in group performance.

38. a. Look at pictures of drums and rattles.
b. Discuss objects that when beat or shook sound like a drum or a rattle respectively.
c. Bring in materials for instruments.
d. Create either a drum or a rattle with the materials brought to class.

39. a. Review the skills established in Objectives 33 and 38. (moods and grade for creativity)
b. Discuss the pictures that different moods of music suggest.
c. Discuss the "colors" of these moods.
d. Draw and color the moods of different musical selections.

37. a. Level of participation in the dance activity.
b. Quality of the application of previously learned skills of clapping and stepping out rhythms.
c. Level of performance in the dance activity.

38. a. Level of participation in class.
b. Level at which child follows directions.
c. Quality of drum or rattle.

39. a. Level of participation in the class review.
b. Level of cooperation in following directions.
c. Teacher's evaluation of drawing.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

40. When called upon by the teacher, the child will add new verses to a song, which show originality, rhythmic fit and participation at least once.

Suggested Song:

"Skip to My Lou"

(I. O. O)

40. a. Sing "Skip to My Lou" in class.
 b. Clap out rhythm of each line.
 c. Add to verse, making sure that the words fit into the rhythm.

40. a. Level of participation in class.
 b. Quality of individual response.

Intermediate Goals

Grade Two

The student, upon completing the music curriculum in grade two, should be able to:

- A. Sing simple songs with reasonable enjoyment by giving full participation in class when singing and also sing with improved pitch intonation. (LR I, II, V)
- B. Demonstrate the skill of finding tonality in the home or key center in the major mode. (LR VI, VIII)
- C. Extend his/her song repertoire and also follow verses in a music book. (LR I, II)
- D. Use a pleasing tone quality, good diction, and proper expression while singing, and also demonstrate good posture in all vocal activities. (LR IV, V)
- E. Improve ability to sing or play tone patterns and the major scale by rote or with numbers and syllables. (LR VIII)
- F. Experiment with rhythmic patterns and rhythmic activities by using the voice, rhythm sticks, bodily movements, or clapping. (LR III, IV, V, VIII)
- G. Recognize and establish the strength of beats as being strong or weak, the duration of beats as being long or short, the rhythmic patterns as being made up of sound and silence, and also be able to describe the meter as 2/4, 3/4, or 4/4. (LR III, VIII)
- H. Show discrimination in his/her choice of bodily movements, instruments, or simple equipment to fit songs or the moods of songs. (LR III, IV, V, VIII)
- I. Play a simple rhythmic pattern as an accompaniment and also be able to demonstrate increasing awareness of beat and rhythm while playing rhythm instruments. (LR III, IV, V, VII, VIII)
- J. Identify and define the following: the melodic contour of songs; the difference between steps and skips in a given melody; like and unlike phrases in a song; recognition of songs from the melodic notation. (LR III, VIII)

- K. Correlate body movement with notes and recognize and state their names as being whole note, half note, quarter note and eighth note. (LR III, IV, V, VIII)
- L. Establish the mood, dynamic changes, and the tempo of good song literature, with an emphasis on the Baroque Period of music history. (LR III, IV, V, IX)
- M. Name the lines and spaces of the treble clef and also recognize the symbols for sharp and flat. (LR VI, VII)
- N. Increase skills begun in first grade with rhythm instruments and also classify each instrument as brass, woodwind, string, or percussion. (LR III, IV, VII)
- O. Recognize characteristics of American Indian music, Mexican music, and American Folk songs through dance and singing activities. (LR X, XI)
- P. Develop creative skills by showing increasing proficiency in all areas suggested for first grade and also by creating his/her own actions for songs and dances. (LR XII)

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>Upon completing the second year, the child should be able to meet the following objectives:</p>	<p>The teacher will present materials and activities in such a way which will enable the child to:</p>	<p>The student's evaluation will be based on:</p>
<p>1. When asked by the teacher, the child will sing with good quality and diction a repertoire of at least 15 songs which include:</p> <p>Holiday Songs Songs of Home and Family Lullabies Nature Songs Nonsense Songs Patriotic Songs Seasonal Songs Songs for Dramatization Songs for Rhythmic Activities Folk Songs</p> <p>(I.O. A, C, D)</p>	<p>1. a. Sing songs from the text. (<u>Making Music Your Own, Grade Two</u>) b. Imitate the teacher, with the emphasis being placed on intonation, tone quality, and diction. c. Work related mimeograph sheets that correlate to each unit of study. d. Learn and perform hand, group, and bodily movement skills. e. Participate in these games taken from a <u>Galaxy of Games</u>:</p> <p>Yoo-Hoo, P. 123 Who Has the Pencil, P. 122 Who Is My Neighbor, P. 126</p> <p>f. Sing with enthusiasm alone and with the group.</p>	<p>1. a. Level of participation in class. b. Scores on mimeograph sheets. c. Level of co-operation when playing games. d. Level of performance in class.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

2. When given three notated songs, the child will be able to identify the tonal center of the major key in at least two/three of the songs.

(I.O. B)

2. a. Sing many folk and nursery songs that obviously begin and end on do.
 b. Listen to do played on the piano or bells and sing a song beginning with that pitch.
 c. Listen to the teacher sing a familiar tune on "loo" and supply the final note, do.
 d. Select all the do notes in the song.
 e. Sing do from a chord sound.
 f. Sing while the teacher plays an autoharp or guitar.
 g. Identify do as an assignment in two/three songs.

2. a. Level of participation in class.
 b. Score on assignment mentioned in E.A.
 g.

3. After learning how to follow music and words in a songbook, the child will be able to show with his finger how to read songs in a text from one line to the next at least once.

(I. O. C)

3. a. See a piece of music projected with the use of an overhead projector.
 b. Learn to follow words from one line to the next.
 c. Follow along and sing songs from the text.
 d. Demonstrate how to follow the text in a selected song.

3. a. Level of participation in class.
 b. Level of performance on 3 d.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>4. When asked to find songs in a songbook with identical phrases, the child will be able to locate and name at least five.</p> <p>(I.O. D,J)</p>	<p>4. a. Listen as the teacher plays phrases from different melodies. b. Identify a phrase as having a beginning and an end. c. Identify a phrase as a place where the music comes to rest, or pauses, or when the singer takes a breath. d. Sing the following songs from the blackboard: "Hush Little Baby" "Twinkle, Twinkle" "Mary Had A Little Lamb" e. Pick out the phrases in each song which are alike. f. Search for songs from the text that have identical phrases. g. Name five of these songs for an assignment.</p>	<p>4. a. Level of participation in the class discussion. (E.A. b,c,d,e) b. Score on assignment.</p>
<p>5. When asked to find songs in a songbook with no identical phrases, the child will be able to locate and name at least five.</p> <p>(I.O. D,J)</p>	<p>5. a. Review skills established in Objective Four. (identical phrases) b. Sing the following songs from the blackboard: "She'll Be Coming Round" "Bingo" c. Discover and identify the phrases which are not alike. d. Search for songs from the text that have no identical phrases. e. Name five of these songs for an assignment.</p>	<p>5. a. Level of participation in the class review. b. Score on assignment.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

6. After studying phrases, the child will use bodily movements to reinforce the feelings for a phrase at least two times.

(I.O. F,H,J)

7. When studying the major scale, the child will correctly sing an ascending and descending major scale, using syllables and numbers at least once.

(I.O. E)

6. a. The child will draw rainbows in the air or on the chalkboard, changing directions at each new phrase while the teacher plays the piano, recorded music, or the class sings.



- b. Step off the phrase, changing directions at each new phrase beginning.
- c. Participate in a group of several children using scarves, balloons, or streamers -- as each new phrase is recognized, a new child responds.

7. a. Review the skills taught in Grade One, Objective Three. (ascending and descending scale)
- b. See the C scale notated on the board.
- c. Go to the board and point to each number or syllable as it is sung.
- d. Sing the scale individually.

6. a. Level of participation in movement activities.
- b. Level of co-operation in a group.
- c. Level of competency in identifying phrases during group activities.
7. a. Level of participation in the class review.
- b. Level of individual performance on the scale.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

8. Given a beginning pitch, the child will sing an ascending and descending pentatonic scale, using Kodaly hand signals to describe each step of the scale correctly at least once.

(I. O. E)

9. Given an aural test, the child will be able to identify the following tonal patterns correctly in nine/ten examples:

5 - 3 5 - 6 - 5
sol mi sol la sol

5 - 6 - 5 - 3
sol la sol mi

1 - 8 3 - 2 - 1
do do mi re do

1 - 3 - 5
do mi sol

(Penn. Curr. Guide, P. 72)

(I. O. E)

8. a. Review the skills taught in Grade One, Objective Four. (pentatonic scale)
b. See the G and the C pentatonic scale notated on the board.
c. Go to the board and point and show the hand signals for each note as it is sung.
d. Using the hand signals, sing the scale alone.

9. a. Review skills established in Grade One, Objective Five. (set of tonal patterns)
b. Call attention to these patterns in many songs.
c. Sing songs from the text to enhance the following skills:

Hearing the tonal pattern 5-3-5

P. 11

Hearing the tonal relationship

1-2-3-2-1, P. 38

Hearing the tonal pattern 5-3-6-

5-3, P. 51

Review of the octave, P. 90, 114,
124, 128, 166

Identify a tonal pattern visually,
P. 113

- d. Take test.

8. a. Level of participation in class.
b. Level of competency in which child performs the scale.

9. a. Level of participation in class.
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

10. Given a two-line, notated song, the child will correctly read the song aloud in syllables with no more than three errors.

Suggested Songs:

"Mary Had A Little Lamb"
 "Are You Sleeping"
 "Do Re Mi"

(I.O. E)

11. Given a multiple choice test, the child will be able to identify the music of at least seven of ten selected songs.

Example:

Which is the beginning of
 "Twinkle, Twinkle Little Star?"

10. a. Sing songs notated on the board, using syllable names or numbers.
 b. See the patterns in dash notation and later in staff notation.
 c. Do a worksheet on naming the syllables in other notated songs.
 d. Take performance test.
11. a. Review skills established in Objectives Nine and Ten. (reading songs aloud in syllables)
 b. Take test.

10. a. Level of participation in class when singing.
 b. Score on worksheet.
 c. Score on test.
11. a. Level of participation in class when reviewing skills.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

11.



or



(I.O. J)

12. When given a drum beat, the child will perform correctly at least once a simple body motion such as skipping.

(I.O. F)

12. a. Review skills established in Grade One, Objectives Seven, Eight, and Nine. (applying body movement to many kinds of rhythmic beats)
 b. Participate in the individual performance test.

12. a. Level of participation in class review.
 b. Quality of the individual performance.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

13. Given a basic beat and melodic rhythms, the child will correctly demonstrate through bodily movements the difference between the rhythm of the melody and the rhythm of the basic beat at least once.

(I.O. F)

14. When a melody is played, the student will identify the melodic contour as ascending, descending, or horizontal by correctly moving his hands for nine of ten phrases.

(I.O. F,J)

13. a. Tap fingers to the rhythm of a melody and to the basic beat.
 b. Play rhythm sticks to the rhythm of the melody while another student claps hands to the basic beat.
 c. Step around the room to the rhythm of the melody while others play rhythm sticks to the basic beat.
 d. Individually demonstrate the rhythm of the basic beat and the rhythm of the melody.

14. a. Review established tonal patterns and discuss which ones go up or down or remain the same.
 b. Sing songs from the text to enhance the following skills:
 Outlining the melodic contour,
 P. 15, 16, 27, 136
 c. Play game from Galaxy of Games:
 Read My Song, P. 67
 d. Listen to ten phrases and outline the melodic contour.

13. a. Level of participation in class.
 b. Level of co-operation in rhythm stick activities.
 c. Quality of the individual performance.

14. a. Level of participation in class.
 b. Quality of the individual performance.
 (E.A. d)
 c. Level of co-operation when playing games.

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>15. Given a performed song, the student will demonstrate his feeling for strong and weak beats or accents by making appropriate body movements for at least eight of ten examples.</p>	<p>15. a. Review skills established in Grade One, Objective 12. (clapping, marching, and stepping to the beat of the music)</p> <p>b. Continue to listen to and identify music that moves in two's and three's.</p> <p>c. Sing songs from the text that enhance the following skills:</p> <p>Becoming aware of long and short sounds, P. 4</p> <p>Feeling the strong beat, P. 5, 12, 138, 166</p> <p>Feeling two beats in a measure, P. 9, 22, 51, 62</p> <p>Feeling three beats in a measure, P. 44, 45, 62, 94, 129, 136, 162</p> <p>Feeling the strong beats in 4/4 time, P. 109</p> <p>d. Play game taken from a <u>Galaxy of Games</u>: Tulips in 3/4 time, P. 39</p> <p>e. Take identification quiz.</p> <p>f. Participate in performance test.</p>	<p>15. a. Level of participation in class.</p> <p>b. Level of cooperation when playing games.</p> <p>c. Score on identification quiz.</p> <p>d. Score on performance test.</p>
<p>Example:</p> <p>Stamping on the strong beat and clapping on the weak beats.</p> <p>(I.O. F, G, H)</p>		

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>16. Given a four-measure rhythmic pattern, the child will correctly echo the pattern by using bodily movement or instruments at least once.</p> <p>(I.O. F,G)</p>	<p>16. a. Review skills established in Grade One, Objective 14. (matching rhythm patterns)</p> <p>b. Play the following games taken from a <u>Galaxy of Games</u>: Add-A-Clap, P. 33 Hidden Echo Clap, P. 34 Copy Cat, P. 36 Rhythm Game, P. 41</p> <p>c. Play the same games using rhythm sticks.</p> <p>d. Participate in the group and in the individual response.</p>	<p>16. a. Level of participation in class.</p> <p>b. Level of co-operation when playing games.</p> <p>c. Quality of individual response.</p>
<p>17. Given a basic beat, the child will express the following notation through a form of bodily movement at least once:</p> <p>○ step, bend, bend, bend,</p> <p>d. step, bend, bend,</p> <p>d step, bend</p> <p>♩ step</p> <p>♪ running</p> <p>≋ rest</p> <p>(I.O. F, G, K)</p>	<p>17. a. Review skills established in Grade One, Objectives 15, 17, and 27. (identifying running and walking music, identifying symbols for notes, playing quarter notes and rest in a given pattern)</p> <p>b. Step to the beat as the teacher calls out various note activities. (Penn. Curr. Guide, P. 28)</p> <p>c. Play game taken from <u>Galaxy of Games</u>: Rhythm Flash, P. 47</p> <p>d. Participate in group and in the individual response.</p>	<p>17. a. Level of participation in class.</p> <p>b. Level of co-operation when playing games.</p> <p>c. Quality of individual response.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

18. Given an identification quiz, the child will correctly identify at least nine out of ten music symbols shown below:

			
treble clef	bar line	whole note	half note

	
dotted half note	quarter note

		
eighth note	sharp	flat

		
quarter rest	whole rest	half rest

		
eighth rest	repeat sign	measure

(I.O. G,K,M)

18. a. Review the skills established in Grade One, Objective 17. (identifying music symbols)
- b. Review the skills established in Grade Two, Objective 17. (identifying music symbols)
- c. Play selected games taken from a Galaxy of Games:
- Around the Notes, P. 50
Notes Up, P. 46
Hokey Pokey Notes, P. 72
I Spy, P. 73
Music Macrame, P. 74
- d. See and associate each rest with its respective note.
- e. Do worksheet.
- f. See and hear the difference between a note being played sharp and a note being played flat.
- g. Do worksheet on flats and sharps.
- h. Sing songs from the text to enhance the following skills:
- Discovering the repeat sign,
P. 131
- i. Take test.

18. a. Level of participation in class.
- b. Level of co-operation when playing games.
- c. Score on worksheet.
- d. Score on test.

OBJECTIVE

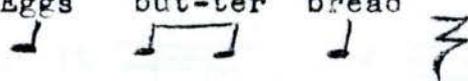
ENABLING ACTIVITIES

EVALUATION

19. Given a prescribed speech exercise such as the following, the child will read and clap it out correctly at least once:

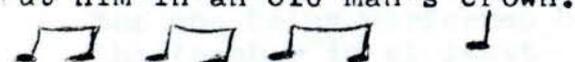
Example:

Chant Rhythmically

Eggs but-ter bread 

Stick Stock Stone Dead 

Put him up, Put him down 

Put him in an old man's crown. 

(I.O. F,G)

19. a. Review skills established in Grade Two, Objectives 16 and 17. (applying bodily movement to rhythmic notation)
- b. See and hear his name notated in note values.
- c. Review skills established in Grade One, Objective 7. (clapping, tapping, and moving to the pulse)
- d. Play game taken from a Galaxy of Games:
Who Stole the Candy, P. 39
- e. Clap out rhythms to various rhymes in group and in the individual response.

19. a. Level of participation in class.
- b. Quality of individual response.

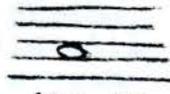
OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

20. Given a multiple choice quiz, the child will select the correct response to question such as the following for at least seven of the ten examples:

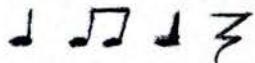
Example:

Is it  or 
 MA-RY MA-RY

(I.O. F,G)

21. Given a rhythm pattern on the board, the child will be able to identify the one being performed by the teacher in at least seven of the ten examples.

Example:

1. 
 2. 
 3. 

(I.O. F,G)

20. a. Review skills established in Grade Two, Objective 19. (clapping out rhythmic chants)
 b. Take Test.

21. a. Review skills established in Grade Two, Objectives 19 and 20. (clapping out rhythm chants and picking out rhythm patterns)
 b. See and clap various rhythm patterns notated on the board.
 c. Review and play the following games taken from a Galaxy of Games:

Add-A-Clap, P. 33
 Hidden Echo Clap, P. 34
 Copy Cat, P. 36
 Rhythmic Game, P. 41

d. Sing songs from the text to enhance the following skills:

Discovering the pattern ,
 P. 20, 57, 87

20. a. Level of participation in class.
 b. Score on test.

21. a. Level of participation in class.
 b. Level of cooperation when playing games.
 c. Score on worksheets.
 d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

22. Given a notated rhythm pattern, the child will create a simple speech pattern and notate that pattern correctly with 80 percent accuracy.

Example:

Dodge Ford Che-vy

 Old Zap Zap Vroom

(I.O. F,G,P)

21. d. Sing songs from the text to enhance the following skills:

Becoming aware of sounds and rests, P. 32

Reading rhythm patterns, P. 62, 122, 127

e. Do worksheet.
f. Take test.

22. a. Review skills established in 22. Grade Two, Objectives 19, 20, and 21. (clapping out rhythms to chants)

b. Make up a two-measure rhythmic chant.

c. Decide what note values are to accompany chant.

d. Do assignment which consists of writing down the chant and notating it properly.

a. Level of participation in class.
b. Score on assignment.

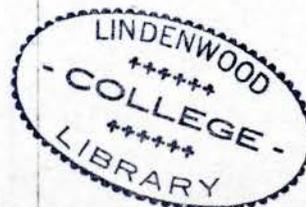
OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|--|--|---|
| <p>23. Given a visual look at ten notated songs, the child will answer at least five of the seven questions correctly on each song:</p> <ol style="list-style-type: none"> 1. What word has the highest sound in the song? 2. What word has the highest note? 3. What word lasts the longest? 4. What note lasts the longest? 5. Where does the melody stay the same? 6. Where does the melody go up or down? 7. Where does the melody move in steps? <p>(I.O. J,M)</p> | <p>23. a. Review the skills established in Grade One, Objectives Two, Three, Four, Five, Eighteen, and Twenty.
(singing a melody in tune, studying the contour of the scale, studying syllables and tonal patterns, studying melodic contour)</p> <p>b. Do worksheet on naming the notes.</p> <p>c. Sing songs from the text to enhance the following skills:

Outlining the melodic contour,
P. 15, 16, 27, 36</p> <p>d. Take test.</p> | <p>23. a. Level of participation in class singing.</p> <p>b. Score on worksheet.</p> <p>c. Score on test.</p> |
| <p>24. Given an identification quiz, the child will name the notes on the lines and spaces of the treble clef, getting at least eight of the ten examples correct.</p> <p>(I.O. M)</p> | <p>24. a. Review skills established in Grade One, Objective 19.
(naming the lines and spaces)</p> <p>b. Do worksheet. (Schaum Speller)</p> <p>c. Participate in board races and flashcard activities.</p> <p>d. Take test.</p> | <p>24. a. Level of participation in class review and in board races.</p> <p>b. Score on worksheet.</p> <p>c. Score on test.</p> |



OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

25. Given an identification quiz, the child will be able to correctly identify 12 of 14 classroom instruments.

Hand Drum	Glockenspiel
Sandblocks	Hand Bells
Triangle	Jingle Bells
Tambourine	Rhythm Sticks
Claves	Cymbals
Maraccas	Woodblocks
Cowbell	Drum

(I.O. N)

25. a. Review skills established in Grade One, Objective 22. (names of the instruments)
b. Take test.

25. a. Level of participation in the class review.
b. Score on test.

26. Given a matching test of ten items, the child will correctly classify each classroom instrument as being percussion, woodwind, brass, or string with an accuracy of at least 70 percent.

(I.O. N)

26. a. Learn about the four sections of the orchestra.
b. Classify the classroom instruments.
c. Do worksheet on the instruments.
d. Take test.

26. a. Level of participation in class.
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

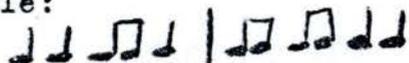
EVALUATION

27. Given an aural test the child will correctly identify 10 of 14 classroom instruments by sound.

(I.O. N)

28. Given a drum, the child will play the following rhythm pattern correctly at least once.

Example:



(I.O. F,G,I)

29. Given a Glockenspiel, the child will play the following pattern on the instrument at least once:



(I.O. G,I)

27. a. Review skills established in Grade One, Objective 28. (identifying instruments by sound)
b. Do worksheet.
c. Take test.

28. a. Review skills established in Grade Two, Objectives 19, 20, and 21. (playing and identifying rhythm patterns)
b. Practice playing the rhythm pattern on the drum individually and with the group.

29. a. Review skills established in Grade One, Objective 23. (playing a pattern on the Glockenspiel)
b. Review the rhythm pattern established in Objective 28.
c. Play the melodic figure alone.

27. a. Level of participation in class.
b. Score on worksheet.
c. Score on test.

28. a. Level of participation in class.
b. Quality of individual performance.

29. a. Level of participation in class.
b. Quality of the child's level of performance.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

30. After locating middle C on the piano keyboard, the student will play the following notation with no errors at least once.

a. Locate middle C.



(I.O. M, N)

31. Given five notes, pointed to at random by the teacher, the child will play at least four of them correctly using the Glockenspiel.



(I.O. M, N)

30. a. Review skills established in Grade Two, Objective 17. (note values)
b. Step out the rhythm pattern.
c. Participate in skill test.

31. a. Review skills established in Grade Two, Objectives 24, 29, and 30. (associating notes on the staff to those on the keyboard instruments)
b. Take performance test on the Glockenspiel.

30. a. Level of participation in class.
b. Quality of individual performance.

31. a. Level of participation in class.
b. Score on performance test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

32. When shown the notation for the C major scale, the child will play it on the Glockenspiel with no errors at least once.



(I.O. E, I, M, N)

33. Given his choice of instruments, the child will correctly play the melodic rhythm pattern to a familiar song at least once.

Example:

Using a woodblock, the child taps out the rhythm pattern of "Skip To My Lou."

(I.O.H,I)

32. a. Review skills established in Grade Two, Objectives 30 and 31. (associating notes on the staff to notes on the keyboard)
 b. Step out the rhythm pattern.
 c. Take individual performance test.

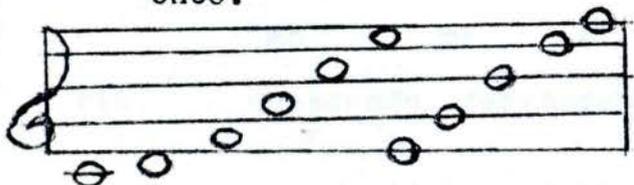
33. a. Review skills established in Grade Two, Objective 13. (identifying the rhythm of the melody)
 b. Play these games taken from a Galaxy of Games:
 Instruments, P. 36
 Rhythm Puzzle, P. 40
 c. Choose an instrument and play the rhythm of the melody.

32. a. Level of participation in class.
 b. Quality of the individual performance.

33. a. Level of participation in class.
 b. Level of cooperation when playing games.
 c. Quality of child's individual performance.

OBJECTIVE

34. Using the notes on the staff, the child will improvise a melody on the Glockenspiel at least once.



(I.O. M, I, P)

35. Given seven rhythm patterns, the child will play at least five of them correctly on the following instruments:

Drum: ♩ ♩ ♩ ♩

Tambourine: ♩ ♩ ♩ ♩

Triangle: ♩ ♩ ♩ ♩

Cymbal: ♩ ♩ ♩ ♩

Maraccas: ♩ ♩ ♩ ♩

Woodblock: ♩ ♩ ♩ ♩

Sleighbells: ♩ ♩ ♩ ♩

(I.O. F.G.I.N)

ENABLING ACTIVITIES

34. a. Make up short melodies and notate them on the board with the help of the group.
 b. Improvise a simple melody alone and notate it.
 c. Play the original melody on the Glockenspiel for an assignment.

EVALUATION

34. a. Level of participation in class.
 b. Quality of original melody.

35. a. Level of participation in class.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

36. Given an identification quiz, the child will correctly identify five of the seven following symbols:

p mp mf f
rit. crescendo decrescendo

(I.O. D,H,L)

37. When directed by the teacher, the child will correctly sing with an understanding of musical terms by following the hand movements of the teacher at least 80 percent of the time.
(I.O. D,L)

36. a. Review skills established in Grade One, Objectives 29 and 31.
(associating dynamics with hand movements)
b. Sing songs from the text to enhance the following skills:
Listening for mood, P. 13, 46, 106, 131
Becoming aware of tempo, P. 28, 48, 101
Becoming aware of dynamics, P. 96, 104, 111, 114, 131, 133
c. Sing with the group, responding correctly to the hand movements of the teacher.
d. Take identification quiz.

37. a. Sing songs and demonstrate singing loud, singing soft, singing slower, and singing faster.
b. Follow the hand movements of the teacher while singing.
c. Conduct the class and show basic hand movements for dynamics.
d. Individually respond to hand movements of the teacher.

36. a. Level of participation in class singing.
b. Level of cooperation and performance with the group.
c. Score on test.

37. a. Level of participation in class singing.
b. Quality of individual performance.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

38. Upon hearing selected recorded selections, which evoke mood, the child will be able to express his sensitivity to the mood of the music by answering four of the five following questions:

1. Is the music exciting or restful?
2. Is the music happy or sad?
3. Is the music serious or humorous?
4. Is the music fast or slow?
5. Is the music loud or soft?

(I.O. J,L)

39. When given a listening quiz, the child will be able to identify at least five of the seven selections.

Example:

- a. Any three themes from various selections written by Bach or Handel.
- b. Any two themes from the Grand Canyon Suite.
- c. Any two themes from the Carnival of the Animals.

(I.O. N)

38. a. Review skills established in Grade One, Objective 33. (questions to answer on recorded music)
- b. Listen to recorded music and use good concert behavior.
- c. Answer questions on each piece of music.

39. a. Listen to a lecture on Bach and Handel and also the Baroque Period of music history.
- b. Hear various selections played from the Baroque period.
- c. Hear selections from the Grand Canyon Suite and the Carnival of the Animals.
- d. Take listening quiz.

38. a. Level of participation in class.
- b. Score on test questions.

39. a. Level of participation in class.
- b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

40. When presented with picture charts of orchestral instruments, the child will identify at least five of the six pictures instruments.

Violin Cello Trombone

Clarinet Flute Drum

(I.O. N)

40. a. See pictures of instruments.
 b. Hear a recording of the sound of each instrument.
 c. Do a worksheet on drawing and coloring each instrument.
 d. Participate in the following games taken from a Galaxy of Games:
 Picture Puzzle, P. 144
 Which Family, P. 147
 Draw an Instrument, P. 148
 e. Take test.

40. a. Level of participation in class.
 b. Score on worksheet.
 c. Level of cooperation when playing games.
 d. Score on test.

41. Given an aural test, the child will identify the following instrumental sounds in addition to the ones from Grade One, Objective 34, for at least nine of the ten instruments presented.

Flute Clarinet Trombone

Cello

(I.O. N)

41. a. Review the skills established in Grade One, Objective 34. (identifying vocal and instrumental timbres)
 b. Listen to the sounds of the newly-added instruments.
 c. Take aural test.

41. a. Level of participation in class review.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

42. Given a listening test, the child will classify a musical selection as being American Indian, Mexican, or American Folk, getting at least nine of the ten examples correct.

(I.O. 0)

43. Given his choice of five ethnic dances, the child will perform specifically learned movements of at least three dances correctly.

(I.O. 0)

Suggested Records:

Classroom Materials, Volumes
One and Two (From Folk
Singing to Folk Dancing)

42. a. Listen to examples of each type of music.
b. Review and state the difference in sound and rhythm between each.
c. Sing songs from each classification.
d. Take test.

43. a. Listen and clap out the rhythms of each dance.
b. Step out rhythms of the music.
c. Learn and perform dance movements of each song.
d. Participate in the group performance of at least three dances.

42. a. Level of participation in class.
b. Score on test.

43. a. Level of participation in class.
b. Quality of performance in the dance activity.
c. Level of cooperation with others in the dance activity.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>44. Given a variety of materials such as scarves, sheets, ribbons, or streamers, the child will demonstrate discrimination in the choice of simple equipment to fit the mood of the music at least once.</p>	<p>44. a. Review skills established in Grade One, Objective 30. (using streamers to represent wind) b. Use simple equipment to express the mood of the music with the group and individually.</p>	<p>44. a. Level of participate in class. b. Quality of the individual performance.</p>
<p>(I.O. H)</p>		
<p>45. After singing and performing the actions to "Skip to My Lou," the child will make up and perform his/her own words and actions to fit the melody of the song at least once.</p>	<p>45. a. Sing the song, "Skip to My Lou." b. Perform the actions to the song. c. Make up own verse and actions and teach it to the group.</p>	<p>45. a. Level of participation in class. b. Quality of verse and actions.</p>
<p>(I.O. P)</p>		

Intermediate Goals

Grade Three

The student, upon completing the music curriculum in grade three, should be able to:

- A. Extend his/her song repertoire by singing a variety of songs with full participation in class when singing, including simple harmonies (rounds and chants) below the melody. (LR I, II, V)
- B. Demonstrate skill in the following areas of vocal development: the vocal register; correct posture for singing; mechanics of breathing correctly; clear, concise diction; and also in the observation of tempo and dynamic changes. (LR IV, V, VIII)
- C. Identify the following: chord changes in the accompaniments of songs; the difference in sound between major and minor chords; the difference in sound and also in notation of the I, IV, and V chord. (LR VIII)
- D. Acquire additional tone patterns aurally as well as visually and also be able to sing and play the major scale. (LR VII, VIII)
- E. Identify like, unlike and similar phrases in notation and also simple, compositional forms in music. (LR VIII)
- F. Experiment with increasingly complex rhythmic patterns and rhythmic activities by using the voice, bodily movements, clapping, or rhythm instruments. (LR III, IV, V, VIII)
- G. Extend his/her awareness of meter by imitating rhythm patterns, recognizing their notation, and also by participating in rhythm rounds. (LR III, IV, VIII)
- H. Continue the skills begun in grades one and two by expanding his/her musical experiences with instruments. (LR IV, VII)
- I. Identify and define the following: the melodic contour of songs; the difference between steps and skips in a given melody; and also be able to recognize songs by looking at the notation. (LR III, IV, V, VIII)

- J. Increase identification of note and rest values and also be able to identify the lines and spaces of the treble clef and the symbols of sharps and flats. (LR VI, VIII)
- K. Listen to good song literature, extending his/her ability to establish the mood, tempo, dynamic changes, form, vocal and instrumental timbre, with the emphasis being placed on the Baroque Period of music history. (LR IV, V, VII, VIII, IX)
- L. Recognize characteristics of American Indian music, Mexican music, American Folk music, and African music through dance and singing activities. (LR X, XI)
- M. Extend his/her musical awareness by keeping a notebook of words, definitions, and accompanying activities experienced in all objectives. (LR I - XII)
- N. Develop creative skills by showing increasing proficiency in all areas suggested for grade two and also by doing suggested activities for the music notebook. (LR XII)

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>Upon completing the third year, the child should be able to meet the following objectives:</p>	<p>The teacher will present materials and activities in such a way which will enable the child to:</p>	<p>The student's evaluation will be based on:</p>
<p>1. When asked by the teacher, the child will sing with good quality and diction a repertoire of at least 20 songs which include:</p> <p>Folk Songs of America and Other Countries Patriotic Songs Songs for Special Days and Holidays Action Songs and Singing Games Rounds Songs with Chants Songs Which Correlate to Other Areas of Studies</p> <p>(I.O. A)</p>	<p>1. a. Sing songs from text. (<u>Making Music Your Own, Grade Three</u>) b. Review the skills established in Grade Two, Objective One. (learning about diction and intonation) c. Participate in these games taken from a <u>Galaxy of Games</u>:</p> <p>Yoo-Hoo, P. 123 Who Has the Pencil, P. 122 Who Is My Neighbor, P. 126</p> <p>d. Work related mimeograph sheets. e. Sing alone and with the group.</p>	<p>1. a. Level of participation in class. b. Score on mimeograph sheets. c. Level of cooperation when playing games. d. Quality of performance in class.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

2. When asked to respond in a round, the child will be able to sing a minimum of three rounds correctly.

Examples:

"Row, Row, Row Your Boat"
 "Are You Sleeping"
 "White Coral Bells"
 "Make New Friends"
 "Three Blind Mice"
 "I Love the Mountains"

(I.O. A)

3. When asked to respond to a song or chant question, the child will respond with an answer, using good intonation in at least four of five attempts.

(I.O.A)

2. a. Sing the words with the entire group.
 b. Sing songs from the text to enhance the following skills:
 Becoming aware of the round,
 P. 5
 Hearing harmony in a round,
 P. 5, 33, 41, 43, 73,
 125, 146, 155
 c. Discuss the definition of "round."
 d. Practice with the class and in small groups singing various rounds selected by the teacher.

3. a. Sing songs from the text to enhance the following skills:
 Reviewing "solo-chorus" style,
 P. 77, 106
 Becoming aware of call and response, P. 80
 b. Sing songs from the Ella Jenkins Record, This-a-Way, That-a-Way.
 c. Respond alone and with the group.

2. a. Level of participation in class.
 b. Quality of performance with the group.
3. a. Level of participation in class.
 b. Quality of intonation when singing the answer.
 c. Quality of performance when singing with the group.

OBJECTIVE

ENABLING ACTIVITIES

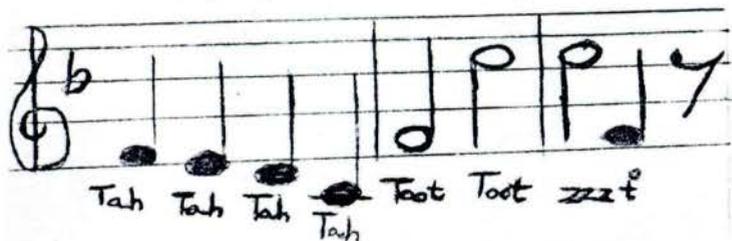
EVALUATION

4. Given a four-line notated song, the child will recognize and mark like and unlike phrases with no more than one error.

(I.O. E)

5. Given a vocal exercise, the child will sing the exercise with clear, concise diction at least once.

Example:



(I.O. B)

4. a. Review skills established in Grade Two, Objectives Three, Four, and Five. (finding like and unlike phrases)
- b. Sing songs from the text to enhance the following skills:
Identifying like phrases, p. 34
105, 118, 123, 132, 154
- c. Take test which consists of four-line notated song.

4. a. Level of participation in class.
b. Score on test.

5. a. Discuss the sounds of the following objects:
tah-tah -----trumpet
toot-toot -----trumpet
du-du -----clarinet
beep-beep -----bicycle horn
pow-pow -----punching bag
voom-voom-----bass fiddle
ssst-ssst-----steam valve
- b. Use the above sounds in chanting.

5. a. Level of participation in class.
b. Quality of intonation when singing the exercise.
c. Level of accuracy of individual performance test.

Example:



- c. Expand the sounds into simple exercises using various pitched intervals.
- d. Take performance test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

6. When asked to demonstrate his/her vocal register, the child will be able to sing with good intonation and diction from low G, , to high E, , at least once using the syllable, "la."

(I.O. B)

6. a. Review skills established in Grade Three, Objective Five. (singing vocal exercises)
 b. Review skills established in Grade One, Objective Two. (singing in tune)
 c. Sing chants, moving up or down by half steps each time the chant is sung.

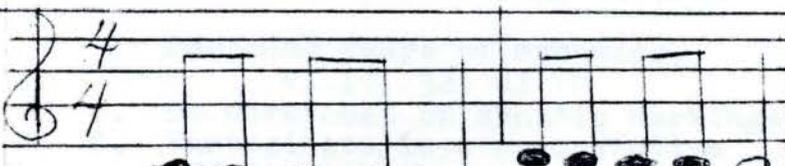
6. a. Level of participation in class.
 b. Quality of diction and intonation demonstrated in the individual performance.

Example:



Hur-rah school is a- ver Hur-rah school is a- ver

- d. Starting on middle C, sing the following vocal exercise, using different letters of the alphabet ascending and descending the keyboard.



Be Bā Bah Bō Boo Ce Cō Cah Cō Coo

- e. Take individual performance test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

7. While singing, the child will demonstrate the techniques of proper posture and breathing a minimum of 90 percent of the time.

(I.O.B)

8. After a review of dynamic meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of all attempts.

Example:

f - loud mf - medium loud
p - soft mp - medium soft
crescendo decrescendo

(I.O. B)

7. a. Listen to a lecture on the mechanics of good posture and breathing.
b. Practice singing with good posture as opposed to poor and discuss the difference in sound.
c. Review phrasing by discussing like and unlike phrases.
d. Discuss proper breathing for phrasing and in the singing of high and low notes.
e. Exhibit good posture and proper breathing when singing.

8. a. Review the skills established in Grade Two, Objective 36. (identifying dynamic markings)
b. Sing songs from the text to enhance the following skills:
Becoming aware of dynamics,
P. 19, 32, 83
c. Do worksheet on dynamic markings.
d. Participate in a co-operative effort with the group by following the teacher when singing.

7. a. Level of participation in class.
b. Quality of classroom performance.

8. a. Level of participation in class.
b. Score on worksheet.
c. Quality of cooperation with the group.
d. Correct use of dynamics in group singing.

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>9. After a review of tempo meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of his singing.</p> <p>Example:</p> <p>ritardando - slow down accelerando - get faster fermata - hold or pause a tempo - back to tempo</p> <p>(I.O. B)</p>	<p>9. a. Review the skills established in Grade Two, Objective 36. (identifying tempo markings)</p> <p>b. Discuss and hear the difference between fast, slow, ritardando, and accelerando through listening to various recordings selected by the teacher.</p> <p>c. Sing songs from the text to enhance the following skills:</p> <p>Becoming aware of the fermata, P. 7 Becoming aware of the difference in tempo, P. 84, 120</p> <p>d. Take test on tempo markings. (identification quiz)</p> <p>e. Participate in a co-operative effort with the group by following the teacher when singing.</p>	<p>9. a. Level of participation in class.</p> <p>b. Score on identification quiz.</p> <p>c. Quality of performance with the group.</p> <p>d. Correct use of tempo in group singing.</p>
<p>10. Given ten notated songs, the child will be able to identify the tonal center in at least eight of the ten songs given.</p> <p>(I.O. C,D)</p>	<p>10.a. Review skills established in Grade Two, Objective Two. (finding the tonal center)</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p>Discovering the 5-5-1 tonal pattern in the Key of G, P. 33, 43 Becoming aware of the 5-5-1 tonal pattern in other keys, P. 89</p> <p>c. Take identification quiz for the purpose of identifying <u>do</u>.</p>	<p>10. a. Level of participation in class.</p> <p>b. Score on identification quiz.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

11. After reviewing the Kodaly hand signals and syllables of the major scale, the child will correctly sing an ascending and descending major scale showing the hand signals with 100 percent accuracy.

(I.O. D)

12. Given an aural test, the child will be able to identify at least seven of ten tonal patterns correctly.

Example:

5-3 3 - 2 - 1
sol-mi mi - re - do

4 - 1 - 4
fa - do - fa

(I.O. D,I)

11. a. Review the skills established in Grade Two, Objectives Seven and Eight. (Kodaly hand signals)
- b. See the C major scale notated on the board.
- c. See a demonstration on the hand signals for each syllable of the scale.
- d. Practice singing the scale using the hand signals for all syllables or numbers for the individual performance test.
- e. Take individual performance test.

12. a. Review skills established in Grade Two, Objective Nine. (identifying tonal patterns)
- b. Call attention to these patterns in many songs.
- c. Sing songs from the text to enhance the following skills:

Discovering the interval of the octave, P. 17, 19

Discovering the 5-5-1, P. 33, 43

Discovering 5-5-5-5-6-7-8, P. 34

Discovering the tonal pattern

1-5-1, P. 60, 112, 122, 127

Identifying intervals, P. 143, 152

- d. Do a worksheet on identifying and marking intervals.
- e. Take aural test.

11. a. Level of participation in class.
- b. Quality of individual performance.

12. a. Level of participation in class.
- b. Score on worksheet.
- c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

13. When presented with a familiar song, the child will read the song in syllables, letters and numbers with complete accuracy at least once.

(I.O. D)

14. When observing a song's notation, the student will demonstrate the melodic contour of that song by using correct hand movements with 100 percent accuracy.

(I.O. I)

13. a. Review skills established in Grade Two, Objective Ten. (reading a song aloud in syllables)
- b. Review the skills established in Grade Three, Objectives Ten, Eleven, and Twelve. (finding the tonal center, establishing syllables in major scales)
- c. Do worksheets in which the child circles specified intervals.
- d. Take oral performance test.

14. a. Review skills established in Grade Three, Objective 11. (using the Kodaly hand signals and establishing syllable names)
- b. See the scale put on the board and establish pitch and location of notes.
- c. Sing songs from the text to enhance the following skills:
- Outlining the melodic contour, P. 5, 53
- Hearing a melody that moves up by scale steps, P. 14
- Becoming aware of high and low, P. 20, 36, 134
- Following the notes on a staff to read a melody, P. 25, 72, 106, 143, 160
- d. Take performance test.

13. a. Level of participation in class discussion.
- b. Score on worksheets.
- c. Score on oral performance test.

14. a. Level of participation in class discussion.
- b. Level of performance on test.

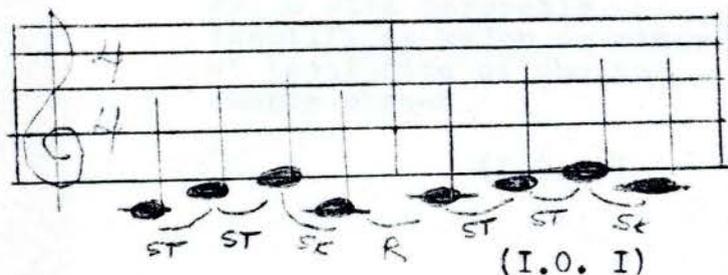
OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

15. Given a familiar, notated song, the child will recognize and identify the progression of notes in a song containing skips, steps, and repetition at least once.

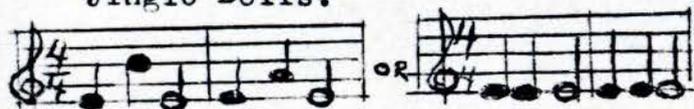
Example:



16. Given a multiple choice test, the child will be able to identify the music of a notated song for at least seven of the ten examples.

Example:

Which sample is the beginning of "Jingle Bells?"



(I.O. I)

15. a. Review the skills established in Grade Two, Objective 23. (identifying steps, skips, and repeated tones)
 b. Sing songs from the text to enhance the following skills:

Hearing a melody that moves up by scale steps, P. 14
 Following the notes on a staff and see when they repeat or move up or down by step or skip, P. 22, 123, 127

- c. Do worksheet in which child marks the steps, skips, and repeated tones.
 d. Take test, recognizing and identifying steps, skips, and repeated tones in a familiar song.

15. a. Level of participation in class discussion.
 b. Score on worksheet.
 c. Score on test.
 d. Level of participation in class when singing.

16. a. Review skills taught in Grade Two, Objective 11. (identifying songs from their notation)
 b. See a mystery song copied on the blackboard, without words or title.
 c. "Think" the melody silently.
 d. Pick out familiar tonal patterns.
 e. Sing the patterns, isolated from the rest of the song.
 f. "Draw" the melodic contour in the air.
 g. "Tap" the rhythm of the melody with the finger on the desk top.

16. a. Level of participation in class discussion.
 b. Score on worksheet.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITY

EVALUATION

16.	16. h. Name the "mystery" tune on paper. i. Do worksheets which involve naming other "mystery" tunes. j. Take multiple choice test.	
17. Given an aural test, the child will correctly identify as major or minor at least five of the ten chords played. (I.O. C)	17. a. Listen as the teacher plays music written in a major key and then play the same song in a minor key. b. Discuss the difference in sound between the two pieces. Example: 1. Which sounded happier? 2. Which sounded higher in pitch? c. Listen as the teacher plays a C chord and a Cm chord. d. Discuss and relate the difference in sound between the two chords. e. See a C chord constructed on the blackboard and note that it is made up of three notes. f. Listen as the teacher plays various pairs of chords from the ones notated on the blackboard. g. Guess each chord played as being major or minor, noting the contrast between the two. h. Take aural test.	17. a. Level of participation in the class discussion. b. Score on test.

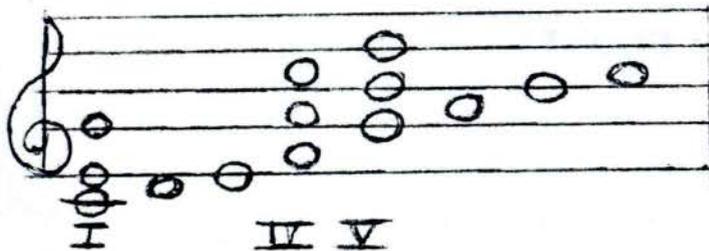
OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

18. Given staff paper, the child will be able to construct the I, IV, V chord on the C major scale at least once.

(I.O. C)



18. a. Review skills established in Grade Three, Objectives 11 and 17.
(identifying the parts of the scale and becoming acquainted with the chord)
- b. Discuss the I chord (C) as being made up of three tones, a skip apart.
- c. Using the skill established in b., construct a chord on F, skipwise.
- d. Using the skill again, construct a chord on G.
- e. Listen as the teacher establishes the names for these three chords as being the I, IV, and the V chord respectfully and how their names are derived from their position on the C major scale.
- f. Do a worksheet on naming the parts of the scale.
- g. Take test.

Sample Question:

Construct the C scale and show the three chords, I, IV, and V, in their proper position on the scale.

18. a. Level of participation in class.
- b. Quality of work completed in class.
- c. Score on worksheet.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

19. Given an aural test, the child will be able to establish the chord played as being either the I chord, IV chord, or the V chord in at least four of six examples.

(I.O. C)

19. a. Review the skills established in Grade Three, Objective 18. (identifying the I, IV, V chords.)
- b. Listen as the chords are played and apply distinguishing characteristics.

Example:

I chord -- sounds restful
IV chord -- sounds moving
V chord -- sounds active

- c. Play and sing songs from the text to enhance the following skills:

Hearing and playing the F and the C chord, P. 40, 45, 47, 66, 73.

Hearing and playing the G chord, P. 107, 124.

- d. Practice playing these chords on the autoharp.
- e. Take identification test.

20. Given five familiar songs, the child will be able to identify the form of at least three of the five.

(I.O. E)

20. a. Sing the song, "Skip to My Lou"
- b. See the song notated on the board.
- c. Discuss where the melody becomes very different.
- d. Establish that the song is broken into two parts, A and B, chorus and refrain.
- e. Name and sing other songs that are broken into A and B form.

19. a. Level of participation in class discussion and when playing the instrument.
- b. Score on test.
- c. Quality of performance when playing chords on the autoharp.

20. a. Level of participation in class discussion.
- b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

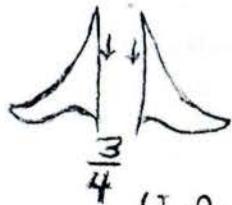
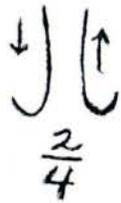
- | | | |
|--|---|---|
| | <p>20. f. Sing songs from the text to enhance the following skills:</p> <p>Becoming aware of AB form,
P. 10</p> <p>Becoming aware of ABA form,
P. 66, 120</p> <p>Becoming aware of AABB form,
P. 84</p> <p>g. Take test.</p> | |
| <p>21. Given a familiar tune, the child will be able to correctly play a drum to the basic beat while another child plays a tambourine or woodblock to the rhythm of the melody at least once.</p> <p>(I.O. F,G)</p> | <p>21. a. Review skills established in Grade Two, Objective 13. (discovering the difference between the rhythm of the melody and the rhythm of the basic beat)</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p>Feeling the strong beat, P.4, 128, 136, 147</p> <p>Feeling the strong, steady beat and the melodic rhythm, P. 6, 10, 66, 92</p> <p>Feeling the melodic rhythm, P. 106.</p> <p>c. Take performance test.</p> | <p>21. a. Level of participation in class when playing instruments.</p> <p>b. Quality of performance on test.</p> |

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

22. When listening to a recording written in either duple or triple meter, the child will show the correct conducting pattern in at least two of three examples.



(I.O. F, G)

22. a. Review skills established in Grade Two, Objective 15. (feeling the strong and the weak beat)
- b. Practice conducting several songs in duple meter.
- c. Establish that one of the symbols for duple meter is $2/4$.
- d. Practice identifying and conducting several songs written in triple meter.
- e. Establish that one of the symbols for triple meter is $3/4$.
- f. Sing and conduct songs from the text to enhance the following skills:
- Feeling two beats in a measure,
p. 8
- Feeling three beats in a measure,
p. 14
- Discovering the function of the $2/4$ and $3/4$ meter sign,
p. 24
- Reviewing $3/4$ meter, p. 25, 85, 107
- Reviewing $2/4$ meter, p. 84, 92
- g. Take conducting test.

22. a. Level of participation when singing or when conducting.
- b. Quality of performance on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

23. Given a four-measure rhythmic pattern, the child will correctly echo the pattern by using bodily movement or instruments at least once.

(I.O. F,G)

24. Given a basic beat, the child will express the following notation through a form of bodily movement at least once:

 step, bend, bend, bend

 step, bend, bend

 step, bend

 walk

 running

 rest

(I.O. F,G,J)

23. a. Review skills established in Grade Two, Objective 16. (imitating rhythm patterns)
b. Play the following games taken from a Galaxy of Games:

Add-A-Clap, P. 33
Hidden Echo Clap, P. 34
Copy-Cat, P. 36
Rhythm Game, P. 41

c. Use instruments of his/her choice to play the same games rather than clapping hands.
d. Participate in the group and in the individual response.

24. a. Review skills established in Grade Two, Objective 17. (applying body movement to notation)
b. Play this game taken from a Galaxy of Games:

Rhythm Flash, P. 47

c. Sing songs from the text to enhance the following skills:

Becoming aware of the relationship of one note to another, P. 10, 24, 44, 98, 155

d. As a student calls out different notes, step to the basic beat played by another student on the drum.

23. a. Level of participation when playing games or when playing instruments.
b. Quality of individual performance when imitating the rhythmic pattern.

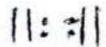
24. a. Level of participation when called upon to show bodily movements.
b. Level of cooperation when playing games.
c. Score on identification quiz.
d. Quality of performance on test.
e. Level of participation when singing.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

25. Given an identification quiz, the child will correctly identify at least nine out of ten music symbols shown below:

			
treble clef	bar line	whole note	half note
			
dotted half note	quarter note	fermata	
			
eighth note	sharp	flat	quarter rest
			
whole rest	half rest	eighth rest	repeat sign
			
measure	accent	tie	slur

24. e. Take identification quiz. (identify the note and the number of counts)
 f. Participate in the group and in the individual response for a skill test.

25. a. Review skills established in Grade Two, Objective 18. (identifying music symbols)
 b. Sing songs from the text to enhance the following skills:
 Becoming aware of the fermata, P. 7
 Becoming aware of the half rest, P. 60
 Becoming aware of the repeat sign, P. 84
 Becoming aware of D.C. al fine, P. 84
 Becoming aware of tied notes and notes that are slurred, P. 139, 147
 c. Do worksheets on drawing and naming the symbols.
 d. Play the game, Seven-Up, by using flashcard music symbols.
 e. Take identification test.

25. a. Level of participation in class review, games, and discussion.
 b. Score on worksheets.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

26. Given a prescribed speech exercise such as the following, the child will read and clap it out correctly at least once:

Example:

Chant Rhythmically

Peas Por-Ridge Hot

Peas Por - Ridge Cold

Peas Por-Ridge In the Pot

Nine Days Old

(I.O. F,G,J)

26. a. Review skills established in Grade Two, Objective 19. (clapping out speech patterns)
- b. Play the following games taken from a Galaxy of Games:
- Who Stole the Candy, P. 39
I-Spy This-A-Way, P. 183
- c. Do worksheet in which child applies notation to a simple rhyme.
- d. Clap out rhythms to various rhymes in the group and then in the individual response.

26. a. Level of participation and co-operation when playing games.
- b. Score on worksheet.
- c. Quality of individual response in the prescribed speech pattern.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

27. Given a rhythm pattern on the board, the child will be able to identify the one being performed by the teacher in at least seven of the ten examples.

Example:

1. 
2. 
3. 

(I.O. F,G,J)

28. Given an identification quiz consisting of a notated song, the child will find and circle all of the repeated rhythm patterns with no more than two errors.

(I.O. F,G,J)

27. a. See and clap various rhythm patterns on the board.
b. Sing songs from the text to enhance the following skills:

Read a rhythm pattern from notation, P. 50, 62, 92, 105, 108, 137, 148

- c. Play the game, Board Races.
d. Take test.

27. a. Level of participation in class when singing or playing games.
b. Score on test.

28. a. Review skills established in 28. Grade Three, Objective 27. (identifying rhythm patterns)
b. Play the following games taken from a Galaxy of Games:

Rhythm Hats, P. 46
Rhythm Flash, P. 47
Scrambled Song Rhythms,
P. 48
Which One Do You Hear,
P. 49
Rhythm Bee, P. 51

- c. Take test.

28. a. Level of participation in class when playing games.
b. Score on test.

OBJECTIVE

29. Given ten musical equations, the child will be able to correctly identify at least seven of the ten notated equivalents.

Example:

1. $d + \underline{d} = 0$
2. $d. + \underline{d} = 0$
3. $\underline{d} + \underline{d} = d$
4. $0 - \underline{d} = d$
5. $d - \underline{d} = d$
6. $d + \underline{d} = d$
7. $\underline{d} + \underline{d} = d$
8. $\underline{d} + \underline{d} = \underline{d}$
9. $\underline{d} - \underline{d} = \underline{d}$
10. $0 - \underline{d.} = d$

(I.O. F,G,J)

ENABLING ACTIVITIES

29. a. Review and discuss the different kinds of notes and their values.
- b. Play the game, Rhythmic Arithmetic.
- c. Do boardwork assignment.
- d. Take test.

EVALUATION

29. a. Level of participation in class.
- b. Score on boardwork assignment.
- c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

30. Given an identification quiz, the child will correctly name at least nine of the ten examples of the treble clef lines and spaces.

(I.O. I,J)

31. Given an identification quiz, the child will be able to correctly identify 13 of 14 classroom instruments.

Hand Drum	Glockenspiel
Sandblocks	Hand Bells
Triangle	Jingle Bells
Tambourine	Rhythm. Sticks
Claves	Cymbals
Maraccas	Woodblocks
Cowbell	Drum
Bongo Drum	

(I.O. H)

30. a. Review the names of the lines and spaces.
 b. Participate in the following games:
 Board Races
 Name the Card (Flashcard)
 Around the World
 c. Take test.

31. a. Review skills established in Grade Two, Objective 25. (identifying the classroom instruments)
 b. Take test.

30. a. Level of participation when playing games.
 b. Score on test.

31. a. Level of participation in the class review.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>31. Given an aural test, the child will correctly identify 12 of 14 classroom instruments by sound.</p> <p>(I.O. H)</p>	<p>31. a. Review skills established in Grade Two, Objective 25, 26, and 27. (identifying the classroom instruments by name, section of the orchestra to which they belong, and also by sound)</p> <p>b. Take test.</p>	<p>31. a. Level of participation in the class review.</p> <p>b. Score on test.</p>
<p>32. Given five rhythm patterns, the child will play at least four of them correctly on an instrument of his choice.</p> <p>(I.O. F,G,J)</p>	<p>32. a. Review skills established in Grade Three, Objective 27. (identify the rhythm pattern being played)</p> <p>b. Select and play various rhythm patterns from those shown on the board.</p> <p>c. Take skill test.</p>	<p>32. a. Level of participation in class review.</p> <p>b. Score on test.</p>
<p>33. Using the notes on the staff, the child will improvise a melody of two measures on the Glockenspiel at least once.</p> <p>(I.O. F,G,H,J)</p>	<p>33. a. Make up short melodies and notate them on the board with the help of the group.</p> <p>b. Improvise a simple melody alone and notate it.</p> <p>c. Play his/her melody on the Glockenspiel for the individual performance.</p>	<p>33. a. Level of participation in class when playing instruments.</p> <p>b. Quality of the individual performance.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

34. When given a listening quiz, the child will be able to identify at least five of the seven selections.

Example:

Three selections from the Baroque
Four selections from the other periods

(I.O. K,N)

35. When presented with picture charts of orchestral instruments, the child will identify eight of the nine pictured instruments.

piccolo flute clarinet

harp tympani violin

cello trombone drum

(I.O. H,N)

34. a. Review and discuss the lives of Bach and Handel and the period in which they lived.
b. Hear selections played from the Baroque Period of music history and other periods of music history.
c. Describe each selection by adding it to the listening sheet. Example shown:

DATE	SONG	COMPOSER	LIKE/DISLIKE	WHY
8/23	Messiah	Handel	Like	Melody

d. Take listening test.

35. a. Review skills established in Grade Two, Objective 40. (identifying the instruments)
b. Participate in these games taken from a Galaxy of Games:
 Picture Puzzle, P. 144
 Which Family, P. 147
 Fake Out, P. 145
c. Listen to recording of different instruments and discuss the timbre of each.
d. Play the game, Conn Quiz.
e. Take test.

34. a. Level of participation in discussion.
b. Score on test.
c. Quality of answers on the listening sheet.

35. a. Level of participation when playing games.
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

36. Given an aural test, the child will be able to identify the following instrumental sounds for at least nine of the ten instruments presented:

flute clarinet drum
 trombone cello piccolo
 harp tympani violin piano

(I.O. H,N)

37. Given a listening test, the child will classify a musical selection as being American Indian, Mexican, American Folk, or African, getting at least nine of the ten examples correct.

(I.O. K,L,N)

36. a. Review the names of the instruments and the section of the orchestra to which they belong.
 b. Participate in playing the game, Conn-Quiz.
 c. Take aural test.

36. a. Level of participation and co-operation when playing games.
 b. Score on test.

37. a. Review skills established in Grade Two, Objective 42. (identifying and classifying types of ethnic music)
 b. Make a chart of each classification and list the distinguishing characteristics of each.
 c. Discuss the instruments that go with each class of ethnic music.
 d. Sing songs from the recording, Call-and Response.
 e. Color a map of Africa and put in some of the countries.
 f. Listen to several songs belonging to each classification of ethnic music.
 g. Take listening test.

37. a. Level of participation in class discussion.
 b. Quality of work done on the map of Africa.
 c. Quality of work done on the chart.
 d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

38. After being assigned various musical experiences and activities, the child will keep a notebook of these experiences throughout the year and present them to the teacher for evaluation at least once.

(I.O. M,N)

38. a. Make a notebook and a table of contents with the following headings:
- Section I -- Vocabulary Terms
and Definitions
- Section II - Major Test Papers
- Section III- Listening Activities
- A. Listening Sheet
- B. Biographies of Composers
- C. Geographical and Art
Activities
- Section IV - Ethnic Chart
Classification
(Objective 37, E.A. b)
- b. Add to the content of the notebook, following directions of the teacher throughout the year.
- c. Turn in notebook for evaluation.

38. a. Level of participation and co-operation with teacher when doing the assignments.
- b. Quality of material presented in the notebook.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

39. Given his choice of five ethnic dances, the child will perform specifically learned movements of at least four dances correctly.

(I.O. L,N)

Suggested Records:

Classroom Materials,

Vol. 1 -- Grade Two

Vol. 2 -- Grade Three

Safari

39. a. Review skills and dances established in Grade Two.
 b. Learn and perform dance movements of the new songs introduced in class.
 c. Participate in the group performance of at least four dances.

39. a. Level of participation and cooperation when dancing.
 b. Quality of performance in the dance activity.

Intermediate Goals

Grade Four

The student, upon completing the music curriculum in grade four, should be able to:

- A. Extend his/her song repertoire by singing a variety of songs with full participation in class when singing, including simple harmonies, rounds, and descants. (LR I, II, V)
- B. Demonstrate increasing skill in the following areas of vocal development: the extension of the vocal register; good intonation; correct posture for singing; mechanics of breathing correctly; clear, concise diction; and also in the observation of tempo and dynamic changes. (LR II, IV, V, VIII)
- C. Identify the following: chord changes in the accompaniments of songs; the difference in sound between major and minor chords; the difference in sound between the intervals of a second, third, fourth, fifth, sixth, seventh, and eighth; and the difference in notation and also in sound between the I, IV, V, and V⁷ chords. (LR VIII)
- D. Recognize and state the following: the tonal center in major keys; like, unlike, and similar phrases; simple, compositional form in music and also be able to recognize the names of songs from visual notation. (LR VI, VIII)
- E. Experiment with more complex rhythmic patterns and rhythmic activities by using the voice, bodily movements, clapping, or when playing rhythm instruments. (LR III, IV, V, VIII)
- F. Extend his/her awareness of meter by imitating rhythm patterns, recognizing their notation, composing simple rhythmic songs, and identify music as moving in two, three, or four. (LR III, IV, VIII)

- G. Increase his/her experiences with note and rest values by seeing the two-to-one relationship between note values, the feel of the dotted quarter followed by an eighth, and also recognize the notes used specifically in 6/8 meter. (LR III, IV, VIII)
- H. Experience additional learning of lines and spaces of the staff, basic dynamic and tempo markings and also the symbols for sharp and flat. (LR IV, V, VI, VIII)
- I. Increase the skills begun in the lower grades by expanding his musical skills with instruments. (LR VII)
- J. Listen to good song literature with the emphasis being placed on the Ancient, Baroque, and Classical Periods of music history. (LR IX)
- K. Distinguish in good song literature the tools that the composer used, the difference in sound between the string, woodwind, brass and the percussion families, and the difference in sound of the vocal timbre. (LR III, IV, V, VII, VIII, IX)
- L. Improve his/her skills with ethnic music through dance and singing activities with the emphasis being placed on calypso. (LR IV, X, XI)
- M. Extend his/her musical awareness by continuing to keep a notebook of words, definitions, and accompanying activities experienced in all objectives. (LR I-XII)
- N. Develop creative skills by showing increasing proficiency in all areas suggested for grade three and also by doing suggested activities for the music notebook. (LR XII)

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

Upon completing the fourth year, the child should be able to meet the following objectives:

The teacher will present materials and activities in such a way as to enable the child to:

The student's evaluation will be based on:

1. When actively participating in classroom singing, the child will sing, with good quality and diction, a repertoire of at least 20 songs which include:

Folk Songs of America and Other Countries
 Patriotic Songs
 Songs for Special Days and Occasions
 Nonsense and Fun Songs
 Rounds
 Songs with Chants
 Songs with Simple Two-Part Harmony

(I.O. A,B)

1.
 - a. Sing songs from the text.
 - b. Work related mimeograph sheets.
 - c. Review skills established in Grade Three, Objective Five. (singing vocal exercises with clear, concise diction)
 - d. Apply the following skills in handling vowels and consonants.
 1. Open the mouth wide for "ah" sounds.
 2. Keep the jaw relaxed. (yawn)
 3. Use flexible tonguing of the consonants T, D, and L.
 4. Firm the lips for P and B.
 5. Practice teacher-assigned vocal exercises.
 - e. Sing with the group and in the individual response.

1.
 - a. Level of participation in class when singing.
 - b. Scores on mimeograph sheets.
 - c. Quality of vocal sound produced.
 - d. Level of performance in class.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>2. When asked to respond in a round, the child will be able to correctly hold his melody and rhythm when singing in a minimum of five rounds.</p> <p>(I.O. A,B)</p>	<p>2. a. Discuss and review the definition of "round." b. Sing previously learned rounds in class. c. Sing songs from the text to enhance the following skills: Hearing harmony in a round, p. 13, 31, 55, 78, 130, 151, 154 (Making Music Your Own, Grade Four) d. Practice and perform with the class and in small group the various rounds selected by the teacher.</p>	<p>2. a. Level of participation in class when singing. b. Level of co-operation when following the directions of the teacher. c. Level of performance with the group.</p>
<p>3. When asked to sing a descant, the child will respond with good quality and intonation in at least three of four attempts.</p> <p>(I.O. A,B)</p>	<p>3. a. Discuss the definition of "descant." b. Sing and play songs from the text to enhance the following skills: Singing a descant, "ah," p. 74 Playing an instrumental descant, p. 86, 92, 164 Singing a descant, p. 66, 178, Appendix 4 and 75 c. Sing familiar songs with a simple descant chant. Suggested Songs: "Swing Low Sweet Chariot" "I Love the Mountains" d. Participate in the group performance.</p>	<p>3. a. Level of participation in class when singing. b. Level of performance on the instrumental accompaniments. c. Level of performance when performing with the group.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|---|---|---|
| <p>4. Given a six-line notated song, the child will recognize and mark the like and unlike phrases with no more than one error.</p> <p>(I.O. D)</p> | <p>4. a. Review skills established in Grade Three, Objective Four. (identifying like and unlike phrases)</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p>Becoming aware of sequence, P. 4, 136</p> <p>Identifying like phrases, P. 14, 94, 135</p> <p>Identifying phrases, P. 42</p> <p>Reviewing sequence, P. 42, 44, 46, 151</p> <p>Feeling the duration of a phrase, P. 17, 41, 56, 85, 126</p> <p>c. Take test over notated material.</p> <p>d. Discuss, point out, and sing like, unlike phrases and also sequence in any given song.</p> | <p>4. a. Level of participation in class when reviewing skills.</p> <p>b. Score on test.</p> <p>c. Level of individual performance when identifying phrases in class.</p> |
| <p>5. When asked to demonstrate his/her vocal register, the child will be able to sing with good intonation and diction from low G to high E at least once, using the syllable, "la."</p> <p>(I.O. B)</p> | <p>5. a. Review skills established in Grade Three, Objective Six. (increasing the vocal register)</p> <p>b. Continue to add more vocal exercises to repertoire.</p> <p>c. Practice the vocal exercise and concentrate each time on achieving a good quality of sound and precise diction.</p> <p>d. Take individual performance test.</p> | <p>5. a. Level of participation in class when singing.</p> <p>b. Quality of intonation and diction demonstrated in the individual performance test.</p> |

OBJECTIVE	ENABLING ACTIVITIES	EVALUATION
<p>6. When singing, the child will exhibit the techniques of proper posture and breathing a minimum of 90 percent of the time.</p> <p>(I.O. B)</p>	<p>6. a. Review skills established in Grade Three, Objective Seven. (establishing good posture and proper breathing)</p> <p>b. Review skills established in Grade Four, Objective Four. (marking like and unlike phrases)</p> <p>c. Discuss and review the reasons why a good knowledge of phrasing would help in breathing properly when singing.</p> <p>d. Exhibit good posture and proper breathing when singing.</p>	<p>6. a. Level of participation when singing.</p> <p>b. Level of co-operation and performance.</p>
<p>7. After a review of dynamic meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of all attempts.</p> <p>Example:</p> <p>f - loud mf - medium loud p - soft mp - medium soft crescendo decrescendo</p> <p>(I.O. B)</p>	<p>7. a. Review the symbols for dynamics and their definitions.</p> <p>b. Take identification quiz.</p> <p>c. Sing songs from the text to enhance the following skills: Becoming aware of dynamics, P. 4, 110, 130, 134, 136</p> <p>d. Participate in a co-operative effort with the group by following the teacher when singing.</p>	<p>7. a. Level of participation in class when singing.</p> <p>b. Score on identification quiz.</p> <p>c. Correct use of dynamics in group singing.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

8. After a review of tempo meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of all attempts.

Example:

ritardando - slow down
 accelerando - get faster
 fermata - hold or pause
 a tempo - back to tempo

(I.O. B)

9. Given an identification quiz of ten notated songs, the child will be able to recognize and name the tonal center of major keys in at least seven of ten examples.

(I.O. C,D)

8. a. Review the skills established in Grade Three, Objective Nine. (tempo markings)
 b. Take definition test over the tempo markings.
 c. Sing songs from the text to enhance the following skills:
 Being aware of the fermata, P. 34
 Being aware of tempo, P. 104, 130, 136
 d. Participate in a co-operative effort with the group by following the teacher when singing.

9. a. Review skills established in Grade Three, Objective Ten. (identifying the tonal center)
 b. Sing songs from the text to enhance the following skills:
 Finding the starting note from the tonal center, P. 13, 30, 50, 90, 92, 102
 c. Take test.

8. a. Level of participation in class when singing.
 b. Score on test.
 c. Correct use of tempo in group singing.

9. a. Level of participation in class when reviewing or singing.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

10. Given an aural test, the child will identify the following intervals, in addition to the ones previously learned, with an accuracy of 70 percent:

1-2 1-3 1-4 1-5 1-6 1-7
 (I.O. C)

10. a. Review the skills established in Grade Three, Objective 12. (identifying tonal patterns)
- b. Sing songs from the text to enhance the following skills:
- Discovering the octave and the fifth by ear, visually and kinesthetically, P. 10
 Reviewing the fifth, P. 20, 30, 41
 Reviewing the octave, P. 57
 Identifying thirds, fifths, and octaves, P. 118, 148, 151, 166
- c. Discuss the sound of each interval and give distinguishing characteristics to each:
- Example:
- 1-2 sounds like Do-Re
 1-3 sounds like "Hello, Hello"
 1-4 sounds like the beginning of "Here Comes the Bride"
- d. Participate in the group when singing the intervals.
- e. Take aural test.

10. a. Level of participation when singing and also in class discussion.
- b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

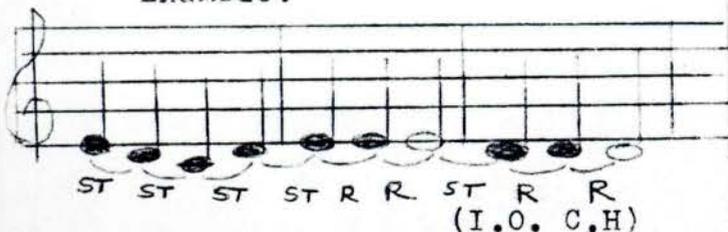
EVALUATION

11. When observing a song's notation, the student will demonstrate the melodic contour of that song by using correct hand movements with 100 percent accuracy.

(I.O. D,G,H)

12. Given a familiar, notated song, the child will recognize and identify the progression of notes in a song containing skips, steps, and repetition at least once.

Example:



11. a. Review skills established in Grade Three, Objective 14. (showing melodic contour)
 b. Review the concept of the scale.
 c. Sing songs from the text to enhance the following skills:

Following the notes on a staff to see the melodic contour of a phrase, P. 13

Being aware of the structure of a major scale, P. 30, 41, 102, 138, 166

Following the melodic contour, P. 41, 42, 46, 57, 60, 78, 89, 90, 124

d. Take performance test.

12. a. Review the skills established in Grade Three, Objective 15. (marking steps, skips, and repeated tones)
 b. Do a worksheet in which child marks the steps, skips, and repeated tones.
 c. Take test.

11. a. Level of participation when singing.
 b. Score on performance test.

12. a. Level of participation in class review.
 b. Score on worksheet.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

13. Given an identification test, the child will recognize and name at least four of the following six key signatures:

Sharps: G D A

Flats: F B^b E^b

(I.O. D,H)

13. a. Review and discuss the definition of sharp and flat, and the symbols for each.
- b. Listen to a lecture about key signatures and do the following:
1. Using the skills established in Objective Nine, locate and name three songs in the text whose tonal center is G.
 2. Discuss the similarities of each song.
 3. Establish the concept that each song has a sharp located on F.
 4. Find other songs whose tonal center is G and see if there are also similarities in them.
- c. Using the above procedure, establish the key signatures for D, A, F, B^b, and E^b.
- d. Use the following rule to establish the name of keys that have sharps in their key signature:

Call the sharp farthest from the treble clef, Ti, and the next note above it is do, the name of the key.

- e. Use the following rule to establish the name of keys that have flats in their key signature:

Call the flat farthest away from the treble clef, Fa, and, using each successive line and space, count down to do, the name of the key.

13. a. Level of participation in class discussion.
- b. Score on worksheet.
- c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

	<p>13. f. Do worksheet (naming the keys). g. Take test.</p>	
<p>14. Given a piece of unfamiliar notated music, the child will answer at least five of eight test questions correctly for each song.</p> <p>Sample Questions:</p> <ol style="list-style-type: none"> 1. How many phrases do you see in the song? 2. Which phrases are the same? 3. Which phrases are different? 4. Name the key signature. 5. Is the last phrase of the song similar to any other phrase? 6. Mark the steps, skips, and repeated tones line by line. 7. Is the form (A,B) or (A,B,A)? 8. Circle two repeated rhythm patterns. <p>(I.O. C,D,E,F,H)</p>	<p>14. a. Review skills established in Grade Three, Objective 20. (identifying form)</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p style="padding-left: 40px;">Identifying the form of familiar songs, P. 50 Being aware of ABA form, P. 89, 166, 172 Being aware of ABAB form, 110</p> <p>c. Review skills established in Grade Three, Objective 16. (identifying a song from its notation)</p> <p>d. Sing songs from the text to enhance the following skills:</p> <p style="padding-left: 40px;">Identifying a song by its notation, P. 50, 102, 118, 158</p> <p>e. Do a worksheet on marking phrases and intervals.</p> <p>f. Take the test.</p>	<p>14. a. Level of participation in class review and also when singing.</p> <p>b. Score on worksheet.</p> <p>c. Score on test.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

15. When given an aural test, the child will correctly identify as major or minor at least seven of the ten chords played.

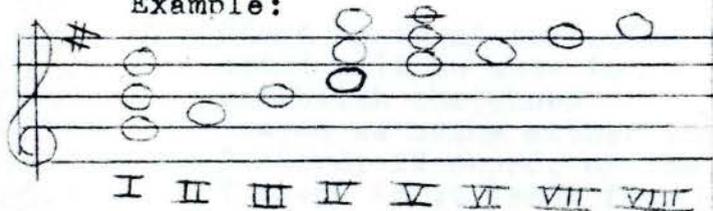
(I.O. C)

16. After studying the following key signatures, the child will construct the scale of each key with 70 percent accuracy:

Sharps: G D A

Flats: F B^b E^b

Example:



(I.O. C,D,H)

15. a. Review the skills established in Grade Three, Objective 17. (identifying major and minor chords)
 b. Listen to pairs of chords being played in class and identify which ones are major and which ones are minor.
 c. Take test.

16. a. Review skills established in Grade Four, Objective 13. (discovering key signatures)
 b. Review scale structure.
 c. Do a worksheet on drawing scales and putting in the proper accidental.
 d. Take test.

15. a. Level of participation in the class review.
 b. Score on test.

16. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

17. After studying the following major keys, the child will construct the I, IV, and V chords for the keys and will correctly notate both scales and chords for at least four of the seven examples:

Sharps: G D A
 Flats: F B^b E^b
 No sharps or flats: C

Example:

(I.O. C,D,H)

18. Given an aural test, the child will be able to establish the chord played as being either the I chord, IV chord, or the V chord in at least four of six examples.

(I. O. C,D)

17. a. Review skills established in Grade Three Objective 18 and in Grade Four, Objective 16. (constructing the chords on the scale and notating the scales for six major keys)
 b. Establish the notation for high G and low B on the treble clef.

Example:

- c. Do a practice worksheet, notating scales and putting in chords.
 d. Take test.

17. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Score on test.

18. a. Review the skills established in Grade Three, Objective 19. (identifying the I, IV, V chords)
 b. Sing songs from the text to enhance the following skills:

Hearing the F, C, G, and G₇ chords, P. 20, 50, 52, 53, 103
 Identifying the G, C, and G₇ by ear, P. 118, 166
 Discovering the meaning of the I, V₇ and IV, P. 104

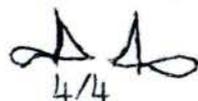
18. a. Level of participation in class review and also when singing.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

19. When listening to a recording written in either $2/4$, $3/4$, or $4/4$ time, the child will correctly show the conducting pattern in at least three of five examples.



(I.O. F)

18. c. Hear a song that has the I, IV, V, and V_7 chords in it and do the following:
1. Stoop when the I chord is being played.
 2. Touch toes on the IV.
 3. Reach for the sky on the V.
 4. Clap hands on the V_7 .
- d. Take test.

19. a. Review the skills established in Grade Three, Objective 22. (establishing conducting patterns for $2/4$ and $3/4$ time)
- b. Practice conducting and identifying several songs in $4/4$ time.
- c. Practice drawing the conducting patterns as the teacher plays appropriate music.
- d. Sing songs from the text to enhance the following skills:

Feeling steady and strong beats in $2/4$ meter, P. 6

Identifying by ear music that moves in two's and three's, P. 15

Conducting in $2/4$ time, P. 31

Feeling steady beats in $3/4$ meter, P. 40, 50

Conducting in $3/4$ meter, P. 40, 150, 162

Conducting in $4/4$ meter, P. 78

19. a. Level of participation in the class review.
- b. Level of participation when singing.
- c. Quality of individual performance on the test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

22. When given the two-one relationship chart, the child will answer at least seven of the following ten questions correctly:

Sample
Chart:



1. How many halves equal a whole?
2. How many quarters equal a half?
3. How many eighths equal a quarter?
4. How many quarters equal two halves?
5. How many quarters equal one whole?
6. How many eighths equal two quarters?
7. How many eighths equal three quarters?
8. How many eighths equal four quarters?
9. How many eighths equal two halves?

21. e. Play the rhythm pattern given as a test.

22. a. Review skills established in Grade Three, Objective 29. (identifying notes and their equivalents)
b. Sing songs from the text to enhance the following skills:

Feeling the relative duration of the half note, quarter note and eighth note, P. 14, 15, 96

- c. Play the game, Rhythm Strips.
- d. Do a worksheet on relationship between notes by using the relationship chart.
- e. Take test.

22. a. Level of participation in class review.
b. Level of co-operation when playing games.
c. Score on worksheet.
d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

22. Question Ten:

Sample:

10. How many eighths equal one whole?

(I.O. F,G)

23. Given a short-answer test, the child will answer three of the five following questions correctly:

1. What three notes are used most often in $6/8$ meter?
2. In $6/8$ meter, what does the (6) mean?
3. In $6/8$ meter, what does the (8) mean?
4. How many counts does a dotted quarter get?
5. In $6/8$ meter, which beats have the primary and the secondary accents?

(I.O. F,G)

23. a. Review skills established in Grade Four, Objectives 20 and 21.
(identifying the notes and the rhythm of $6/8$ meter)
- b. Talk about time signatures and discover that the top number tells how many beats are in a measure and the bottom tells which note gets one count.
- c. Look at three different songs written in $6/8$ meter and find the three most often repeated note values.
- d. Take worksheet review quiz.
- e. Take test.

23. a. Level of participation in the class review.
- b. Score on worksheet.
- c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

24. Given an identification quiz, the child will correctly identify at least nine out of ten music symbols chosen from those shown below?

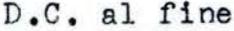
   
treble clef whole note half note quarter note

   
bar line staff measure fermata

  
dotted half note eighth note sharp

    
flat whole rest half rest quarter rest eighth rest

   
repeat sign natural accent

  
tie slur D.C. al fine

(I.O. F,G)

24. a. Review the terms by playing the following games:
I Spy
Seven Cards Up
Board Races
- b. Do worksheet which consists of drawing and identifying symbols.
- c. Add any new terms to the music notebook. (See Grade Three, Objective 38)
- d. Take test.

24. a. Level of participation in the class review.
- b. Level of cooperation when playing games.
- c. Score on worksheet.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

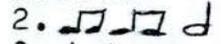
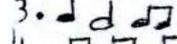
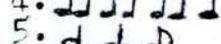
EVALUATION

25. When given a picture, the child will create a simple verse and a rhythmic pattern to describe each line of verse at least once.

(I.O. E,F,G)

26. When given an aural test, the child will notate at least seven of ten rhythmic patterns dictated by the teacher.

Sample Patterns:

1. 
2. 
3. 
4. 
5. 

(I.O. E,F,G)

25. a. See a rhyme placed on the blackboard and notate it with the help of other students.
b. Make up two-line verses and notate them.

Sample Subjects:

Weather
School
Friends
Home

- c. Do picture assignment.

26. a. Review the skills established in Grade Three, Objective 27. (identifying rhythmic patterns from those shown on the board)
b. Do a worksheet which consists of circling identical rhythmic patterns found in a notated song.
c. Take aural test.

25. a. Level of participation in E.A. c.
b. Quality of the picture assignment.

26. a. Level of participation in the class review.
b. Score on worksheet.
c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

27. Given an identification quiz, the child will correctly name at least seven of the ten notes on the lines and spaces of the bass clef.

(I.O. H)

27. a. Review the lines and spaces of the treble clef.
 b. See and hear a teacher-directed lesson on the bass clef.
 c. Hear a student play the bass clef notes on a trombone as the teacher points to them.
 d. Notate the C scale on the bass clef.
 e. Hear the teacher play the scale on the piano and follow along in notation.
 f. Learn GBDFA stands for the lines and ACEG stands for the spaces.
 g. Do a worksheet which consists of naming the lines and space notes on the bass clef.
 h. Participate in Board Races.
 i. Take identification quiz.

27. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Score on test.

28. Given a matching quiz, the child will correctly match at least eight of ten words to their definitions.

Sample Terms:

1. mezzo piano -- mp
2. piano -- p
3. pianissimo -- pp
4. pianississimo -- ppp

(I.O. H)

28. a. Learn the following terms and their definitions:

ppp -- pianississimo -- very, very soft
 pp -- pianissimo -- very soft
 p -- piano -- soft
 mp -- mezzo piano -- medium soft
 mf -- mezzo forte -- medium loud
 f -- forte -- loud
 ff -- fortissimo -- very loud
 fff -- fortississimo -- very, very loud
 crescendo -- gradually get louder
 decrescendo -- gradually get softer

28. a. Level of participation in class games.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>29. Given five rhythm patterns, the child will play at least four of them correctly on an instrument of his choice.</p>	<p>28. b. Play the following games: I Spy Seven Cards Up Flashcard Races</p> <p>c. Take test.</p>	
<p>(I.O. E,F,G,H)</p>	<p>29. a. Review skills established in Grade Three, Objectives 27 and 32. (identifying rhythm patterns heard aurally and playing selected patterns on classroom instruments)</p> <p>b. Practice making up rhythm patterns and notating them on the board with the aid of other students.</p> <p>c. Play the notated rhythm patterns on an instrument in the classroom.</p> <p>d. Take test.</p>	<p>29. a. Level of participation in the class review.</p> <p>b. Score on test.</p>
<p>30. Given a piece of staff paper, the child will take the simple verse and rhythmic pattern that he created in Objective 25 and improvise and notate a simple melody for it on the Glockenspiel at least once.</p>	<p>30. a. Review and play the verse and rhythm pattern made up in Objective 25.</p> <p>b. Review melody-placement skills.</p> <p>c. With the help of the class, make up a simple melody for a nursery rhyme.</p> <p>d. Do assignment on staff paper.</p>	<p>30. a. Level of participation and co-operation when playing the instrument.</p> <p>b. Quality of work done on the melodic assignment.</p>
<p>(I.O. E,F,G,H,I)</p>		

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

31. Given a definition test, the child will define at least 15 out of 20 terms.

Sample List of Terms:

accent	dynamics
beat	fermata
chord	forte
harmony	legato
home tone	major
melody	minor
phrase	mezzo-forte
pitch	mezzo-piano
repeat	piano
rest	root chord
rhythm	tempo
scale	timbre
staff	bass clef
tie	
accidental	
diction	
duration	

(I.O. B,C,D,M)

31. a. Make a list of the terms and help establish their definitions by reviewing what they meant in previously learned experiences.
- b. Study the terms.
- c. Add the terms to the music notebook. (See Grade Three, Objective 38)
- d. Take definition test over terms.

31. a. Level of participation in the class review.
- b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

32. While listening to recorded selections, the child will express his/her sensitivity to the mood of the music by answering at least six of the eight following questions correctly:

1. Is the music exciting or restful?
2. Is the music on the whole fast or slow?
3. Is the music happy or sad?
4. Is the music serious or humorous?
5. Is the music loud or soft?
6. Classify the voice? SATB
7. Name two instruments that you heard.
8. Would you say the form was (A,B) or (A,B,A)?

(I.O. I,J,K)

32. a. Discuss each question and decide what it means.
 b. Listen to recorded music.
 c. Answer the questions for each selection heard.

32. a. Level of participation and co-operation when listening to recorded music.
 b. Quality of the response to the questions.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

33. Given a test on musical history, the child will answer at least seven of the ten questions correctly.

Sample Questions:

1. Name the first instrument to be developed.
2. What did Guido do?
3. Who wrote the Messiah?
4. Where was music first written down?
5. Who wrote the Grand Canyon Suite?

(I.O. J,K)

34. When given a listening quiz, the child will identify at least five of the seven selections.

Example:

Three selections from the Baroque
 Three selections from the Classical
 One selection from other periods

(I.O. J,K)

33. a. Listen to a lecture about the ancient period of music.
 b. Do teacher-directed activities.
 c. See filmstrip on the Ancient Period of music history.
 d. Review and discuss the Baroque Period of music history.
 e. Do teacher-directed activities.
 f. See filmstrip on the Baroque period.
 g. Listen to a lecture about the Classical Period of music history.
 h. Do teacher-directed activities.
 i. Listen to recordings.
 j. See filmstrip on the Classical Period.
 k. Take test.
34. a. Review the music heard in Objective 33.
 b. Put each recording on the listening sheet and answer the questions on the sheet. (See Grade Three, Objective 38)
 c. Take test.

33. a. Level of participation in class discussion.
 b. Quality of work on the teacher-directed activities.
 c. Score on test.
34. a. Level of participation in the class review.
 b. Quality of work done on the teacher-directed activities. (E.A.b)
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

35. Given an objective test, the child will name the orchestral instruments, identify instrumental families, and identify instruments from their pictures, getting a minimum of 70 percent correct.

(I.O. I,K)

36. Given an aural test, the child will be able to correctly identify at least seven of ten instrumental sounds chosen from those that make up the symphony orchestra.

(I.O. I,K)

35. a. Review skills established in Grade Three, Objective 35. (identifying the instruments)
 b. Identify and discuss the remaining instruments of the orchestra.
 c. Participate in the games, Board Races, I-Spy, and flash-card activities.
 d. Listen to recordings of each instrument and discuss the timbre of each.
 e. Play the game, Conn-Quiz.
 f. Take test.

36. a. Review and discuss the timbre of each instrument.
 b. Take aural test.

35. a. Level of participation in the class discussion and review.
 b. Level of co-operation when playing games.
 c. Score on test.

36. a. Level of participation in class discussion.
 b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

37. Given a listening test, the child will classify a musical selection as being American Indian, Mexican, Folk, African, or Calypso, getting at least nine of the ten examples correct.

(I.O. I,J,K,L)

38. Given his/her choice of five ethnic dances, the child will perform specifically learned movements of at least four dances correctly.

(I.O.. L,N)

Suggested Records:

Classroom Materials, Volumes
Two and Three

37. a. Review characteristics and discuss similarities and differences between Indian, Folk, Mexican, and African music.
b. Listen to a lecture and see film on Calypso music.
c. Do a teacher-directed geographical assignment.
d. Listen to Calypso music and discuss characteristics.
e. Take test.
38. a. Review skills and dances established in Grade Three.
b. Learn and perform dance movements of the new songs.
c. Participate in the group performance of at least four dances.

37. a. Level of participation in the class discussion and review.
b. Quality of the work on the geographical assignment.
c. Score on test.

38. a. Level of participation and cooperation when dancing.
b. Quality of performance in the dance activity.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

39. After being assigned various musical experiences and activities, the child will keep a notebook of these experiences throughout the year and present them to the teacher for evaluation at least once.

(I.O. M,N)

39. a. Make a notebook and a table of contents with the following headings:

Section I -- Vocabulary Terms
and Definitions

Section II -- Major Test Papers

Section III -- Listening Activities

A. Listening Sheet

B. Biographical Information on the Composers

C. Geographical and Art Activities

Section IV -- Ethnic Chart
Classification

(Grade Three, Objective
37. E.A. b)

b. Add to the content of the notebook, following the directions of the teacher throughout the year.

c. Turn in notebook for evaluation.

39. a. Level of participation and co-operation with the teacher when doing the assignments.
b. Quality of material presented in the notebook.

Intermediate Goals

Grade Five

The student, upon completing the music curriculum in grade five, should be able to:

- A. Increase his/her song repertoire by singing a variety of songs with full participation in class, including two-part harmonies and descants. (LR I, II)
- B. Demonstrate increasing skill in the following areas of vocal development: improved quality of singing; greater fluency in music reading; and increased use of numbers, syllables, and letter names to reinforce intonation and notation. (LR II,V,VIII)
- C. Continue his/her experiences with harmony and rhythm by exploring a greater variety of music symbols as he/she performs the music, identifies and names by sight the common harmonic intervals in notation, reviews key and meter signatures, and also notates 12 major scales and their primary chords. (LR III, IV, V, VI, VIII)
- D. Recognize and state the following musical concepts: the tonal center in major keys; like, unlike, and similar phrases; simple, compositional form in a notated piece, and also the names of songs from their visual notation. (LR VI,VIII)
- E. Improve and notate rhythm chants, explore further use of conducting patterns, notate basic rhythmic patterns heard aurally, and continue to experiment with rhythmic activities by using the voice, bodily movements, or instruments. (LR III, IV, VIII)
- F. Continue experiences with lines and spaces of the staff and basic dynamic and tempo markings through singing, hearing music dictation, or participating in dance activities. (LR IV,VIII)
- G. Continue the skills begun in the lower grades by expanding his/her musical skills with instruments. (LR VII)

- H. Demonstrate increasing skill in using simple equipment to express musical moods and rhythms. (LR III,IV,V)
- I. Continue to hear good song literature with the emphasis being placed on the Classical and Romantic periods of music history. (LR IX)
- J. Distinguish in good song literature the tools that the composer used to convey his ideas and also recognize and state the difference in timbre of the musical instruments and voices. (LR VII, IX)
- K. Increase his/her skills with ethnic music by recreating the language, dance, instruments, or style of various ethnic groups. (LR IV,X,XI)
- L. Extend his/her musical awareness by continuing to keep a notebook of words, definitions, and accompanying activities experienced in all objectives. (LR I - XII)
- M. Demonstrates creativity by improvising melodies and rhythms and notating them. (LR XII)

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

Upon completing the fifth year, the child should be able to meet the following objectives:

The teacher will present materials and activities in such a way as to enable the child to:

The student's evaluation will be based on:

1. When actively participating in classroom singing, the child will sing, with good quality and diction, a repertoire of at least 25 songs which include:

Dances
 Language and Foreign Text
 Descants
 Hymns and Spirituals
 Improvisations
 Nature and Seasons
 Occupations
 Two-and-Three-Part Singing
 Songs Around the World
 Patriotic
 American Folk
 Special Holidays

(I.O. A,B,K)

1. a. Sing songs from the text. (Making Music Your Own, Grade Five)
 - b. Work related mimeographed sheets.
 - c. Sing songs with the group and also in an individual response.

1. a. Level of participation in class when singing.
 - b. Score on mimeograph sheets.
 - c. Quality of singing and level of performance in class.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

2. When singing during the music period, the child will exhibit proper posture and breathing at least 90 percent of the time.

(I.O. B)

3. When asked to demonstrate his/her vocal register, the child will be able to sing from low G to high E at least once, using the syllable, "la."

(I.O. B)

2. a. Review skills established in Grade Four, Objective Six. (establishing proper breathing and studying phrases)
 b. Choose a song from the text and notate it with breath marks. (·)
 c. Using the skills established in Grades Three and Four, mark the phrases in the song by indicating the ones that are alike, unlike, and the same.
 d. Compare the phrase markings with that of the breath marks and see that they are the same.
 e. Exhibit good posture and proper breathing when singing.

3. a. Review the skills established in Grade Three, Objective Six. (extending the vocal register)
 b. Practice and add more vocal exercises to the song repertoire.
 c. Sing songs from the following foreign-language texts to aid in the formation of letters:
 1. Vowels -- Spanish, Latin
 2. Consonants -- German, French
 d. Participate in the following activities to aid in developing better breathing habits when singing.
 1. Blow out an imaginary candle with short puffs.
 2. Sing, "Battle Hymn" in short puffs.

2. a. Level of participation in class when singing.
 b. Quality of performance on E.A. e.
3. a. Level of participation in class when singing.
 b. Quality of performance when singing foreign-language songs.
 c. Level of co-operation in class.
 d. Quality of tone and the extension of the vocal register as demonstrated in the test performance.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

	<p>3. d. 3. Practice singing in long phrases, breaking only at obvious places.</p> <p>e. Participate in the individual performance test which demonstrates vocal register.</p>	
<p>4. When asked to sing a descant, the child will respond with good quality and diction in at least three of four attempts.</p> <p>(I.O. A,B)</p>	<p>4. a. Define the word "descant."</p> <p>b. Sing and play songs from the text to enhance the following skills:</p> <p>Singing a "sound" descant, P. 100, 148</p> <p>Playing an instrumental descant, P. 29, 90, 169, 92, 139, 202, 106</p> <p>Singing a descant, P. 136, 158, 200, 190,</p> <p>c. Continue to sing familiar songs with a simple descant chant.</p> <p>d. Participate in the group singing and also in an individual performance.</p>	<p>4. a. Level of participation in class when singing.</p> <p>b. Level of performance when playing musical instruments.</p> <p>c. Level of performance when singing with the group or when singing alone.</p>

5. When participating in a group of four children, the child will demonstrate independence when singing two-part harmonies by singing his part correctly at least once.

(I.O. A,B,C)

5. a. Sing notes of a root chord while other members of the class sing the words.
Example:

The musical notation consists of three examples, each with two staves. The first staff of each example shows a root chord with notes on a five-line staff and circles below it. The second staff shows the melody with lyrics. The first song is "To-day is Mon-day", the second is "To-mor-row's Tues-day", and the third is "Gee I wish it were Fri-day".

5. a. Level of participation when singing.
b. Quality of performance when singing two-part harmonies.

- b. Participate alternately when one group sings the C scale and the other group is singing the E major scale.
- c. Discuss the sound of the harmony.
- d. Sing the song, "You Are My Sunshine."
- e. Sing songs from the text to enhance the following skills:

Hearing a harmony part, P. 2,4,5, 6,8,12,22,49,80,82,86,90,92,93, 100,123,102,105

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|--|---|---|
| <p>6. When presented with a familiar song, the child will read the song in syllables, letters, and numbers with complete accuracy at least once.</p> | <p>5. f. Hearing a harmony in a round, P. 26, 37, 87, 99, 123
 Playing a harmony part, P. 29, 72, 73, 90, 92, 107</p> <p>g. Participate alternately in a group of four -- two children sing the melody while the other two sing the harmony and then alternate the parts.</p> <p>6. a. Review and discuss the syllables and numbers of the major scale.
 b. See a familiar song projected on the board.
 c. Discuss the syllables, letters, and numbers of the note progressions.
 d. Do a worksheet which consists of naming the syllables in a song.
 e. Take test.</p> | <p>6. a. Level of participation in class discussion.
 b. Score on worksheet.
 c. Score on test.</p> |
| <p>(I.O. B,C,F)</p> | | |

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|--|--|---|
| <p>7. After a review of dynamic meanings and markings and tempo meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of all attempts.</p> <p>(I.O. F)</p> | <p>7. a. Review and discuss various tempo and dynamic meanings and markings by using the terms from the music notebook.</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p>Being aware of tempo and dynamics, P. 19, 118, 146, 182, 198</p> <p>Choosing appropriate tempo and dynamics to express ideas, P. 41, 80, 164</p> <p>Feeling tempo changes, P. 85, 144</p> <p>c. Choose a song and discuss which dynamic and tempo markings should be used and why.</p> <p>d. Take test over terms and teacher's gestures.</p> <p>e. Participate in a co-operative effort with the group by singing and following the directions of the teacher.</p> | <p>7. a. Level of participation in class when singing.</p> <p>b. Score on identification quiz.</p> <p>c. Quality of performance when following the directions of the teacher.</p> |
| <p>8. Given an identification quiz of ten notated songs, the child will be able to recognize and name the tonal center of major keys in at least seven of ten examples.</p> <p>(I.O. B,D)</p> | <p>8. a. Review the skills established in Grade Four, Objective Nine. (identifying tonal centers)</p> <p>b. Sing songs from the text to enhance the following skills:</p> <p>Finding the tonal center, P. 30, 128</p> <p>Moving away from the center, P. 18</p> <p>c. Take test.</p> | <p>8. a. Level of participation in class when reviewing skills.</p> <p>b. Score on test.</p> |

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

9. Given a six-line notated song, the child will recognize and mark the like and unlike phrases with no more than one error.

(I.O. B,D)

10. Given an aural test, the child will identify the following intervals, in addition to the ones previously learned, with an accuracy of 80 percent:

(I.O. C)

Intervals:

1-2 1-3 1-4 1-5 1-6

1-7

9. a. Review skills established in Grade Four, Objective Four. (identifying like and unlike phrases)
b. Sing songs from the text to enhance the following skills:

Feeling the duration of a phrase,
P. 8, 103
Being aware of phrase length,
P. 17, 26, 131, 180
Identifying sequence, P. 124

c. Take test.

10. a. Review the intervals by listening to each one and assigning ways of identification.
b. Sing songs from the text to enhance the following skills:

Reading a tonal pattern, P. 15,
20, 38
Identifying a sequence, P. 13

c. Practice singing the intervals.
d. Take test.

9. a. Level of participation in the class review.
b. Score on test.

10. a. Level of participation in the class review.
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

11. When observing a song's notation, the student will demonstrate the melodic contour of that song by using correct hand movements with 100 percent accuracy.

(I.O. B,D)

12. Given an identification quiz, the child will recognize and name at least seven of the following ten key signatures.

Sharps: G D A E B'

Flats: F B^b E^b A^b D^b

(I.O. B,C,D,F)

11. a. Review skills established in Grade Four, Objective 11. (showing melodic contour by looking at notation)
b. Sing songs from the text to enhance the following skills:

Outlining the melodic contour, P. 87, 126, 131, 165, 169
Showing contour, P. 13

c. Participate in the individual performance test.

12. a. Review skills established in Grade Four, Objective 13. (naming the key signatures of G,D,A, and F,B^b,E^b).
b. Sing songs from the text to enhance the following skills:

Discovering the function of the key signature, P. 26
Identifying the tonal center from the key signature, P. 30
Reviewing key signatures, P. 46, 49

c. Participate in a game of flashcards and also in board races.
d. Learn the new key signatures.
e. Do worksheet on drawing and naming key signatures.
f. Take test.

11. a. Level of participation in the class review.
b. Score on test.

12. a. Level of participation in the class review.
b. Level of cooperation when playing games.
c. Score on worksheet.
d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

13. Given ten, notated fragments of familiar songs, the child will name at least seven of the melodies correctly.

(I.O. B,C,D)

13. a. Review skills established in Grade Three, Objective 16. (identifying the names of songs from melodic fragments)
- b. Sing songs from the text to enhance the following skills:

Reading a melody at sight, P.
14, 32, 34, 49, 72, 85, 105,
106, 109, 126, 165, 184, 190,
204

Reading a melody from notation,
P. 30

Identifying songs by their notation, P. 150

- c. Participate in the following games taken from a Galaxy of Games:
- Which Tune Is Different, P. 66
 - Which One Do You Hear, P. 66
 - Read My Song, P. 67
 - Scrambled Song Cards, P. 67
- d. Do worksheet which consists of identifying melodies from their melodic fragments.
- e. Take test.

13. a. Level of participation in the class review.
- b. Level of co-operation when playing games.
- c. Score on worksheet.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

14. Given a piece of unfamiliar notated music, the child will answer at least six of eight test questions correctly for each song.

Sample Questions:

1. How many phrases do you see in the song?
2. Name the song.
3. Which phrases are different?
4. Which phrases are the same?
5. Name the key signature.
6. Mark the steps, skips, and repeated notes in line one.
7. What is the form?
8. Circle two repeated rhythm patterns.

(I.O. B,C,D,E,F)

14. a. Review previously learned skills by doing review worksheets.
b. Take test.

14. a. Level of participation in the class review.
b. Score on worksheet.
c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

15. Given an aural test, the child will be able to correctly identify eight of ten chords as being major or minor.

(I.O. C)

16. After studying the following key signatures, the child will construct the scale of each key with at least 70 percent accuracy:

Sharps: G D A E B

Flats: F B^b E^b A^b D^b

(I.O. C,D,F)

15. a. Review the distinguishing characteristics of the major and minor chord.
 b. Listen to pairs of chords played and decide which ones are major and which ones are minor.
 c. Take test.

16. a. Review the skills established in Objective 12. (identifying key signatures)
 b. Sing songs from the text to enhance the following skills:
 Discovering the structure of a major scale, P. 25, 118, 182
 Playing major scales, P. 113
 c. Do worksheet on drawing, notating, and identifying the key signature of each scale.
 d. Take test.

15. a. Level of participation in the class review.
 b. Score on test.
16. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

17. After studying the major keys, the child will construct the I, IV, and V chords for the keys and will correctly notate both scales and chords for at least seven of the ten examples:

Sharps: G D A E B

Flats: F B^b E^b A^b D^b

(I.O. C,D,F)

18. Given an aural test, and upon being told the key in which the test is given, the child will be able to establish the chords played as either the I, IV, or V chord for at least seven of ten examples.

(I.O. C,D,F)

17. a. Review skills established in Grade Four, Objective 17. (constructing the chords on the scale and notating the scales for ten major keys)
 b. Do worksheet on ledger line notes.
 c. Do assignment which consists of drawing scales and placing the I, IV, and V chords on them in their proper positions.
 d. Take test. (draw ten scales and place the chords on them in their proper position)

18. a. Review the skills established in Grade Four, Objective 18. (identifying the I, IV, and V chord by sound)
 b. Sing songs from the text to enhance the following skills:
 Discovering the I, IV, and V chords in the key of C, F, and G, P. 51, 56, 57
 Reviewing the I chord, P. 130, 185
 c. Participate in flashcard game.
 d. Take test.

17. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Score on test.

18. a. Level of participation in the class review.
 b. Level of participation when singing.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

19. Upon hearing songs such as "Three Blind Mice" played in a major key and in a minor key, the child will correctly identify at least seven of ten examples as being in a major or minor key.

(I.O. C)

20. When given a rhythmic dictation, the child will correctly notate a rhythm chant with at least 80 percent accuracy.

Example:



Shoot the Buf-fa-lo



Hi-s-wa-tha sit-ting there.

(I.O. C,E)

- 19. a. Review and identify the difference in sound between the major and minor chord changes.
- b. Take review quiz over major and minor chords.
- c. Listen to music played in a major key and then in a minor key and discuss the difference in sound of each.
- d. Take test.

- 20. a. Review the skills established in Grade Four, Objective 26. (identifying rhythm patterns heard orally and notating them)
- b. Play the following games taken from a Galaxy of Games:
 - Rhythm Bingo, p. 51
 - Rhythm Bee, P. 51
 - Scrambled Song Rhythms, P. 48
 - Clap A-Long, P. 48
- c. Play the game, Rhythm Strips.
- d. Take test.

- 19. a. Level of participation in the class review.
- b. Score on review quiz.
- c. Score on test.

- 20. a. Level of participation in the class review.
- b. Level of co-operation when playing games.
- c. Score on test.

21. Given a test over note and rest values with questions on it such as the following, the child will answer at least seven of ten questions correctly:

Sample Questions:

1. How many eighth notes equal one whole note?
2. How many eighth notes equal three quarters?
3. How many quarter rests equal one whole rest?
4. How many half rests equal one whole rest?

(I.O. E)

22. When given musical symbols such as the treble clef or the eighth rest and a list of terms, the child will match the right name to the symbol at least eight of ten attempts.

(I.O. E,F)

21. a. Review the skills established in Grade Four, Objective 22. (seeing and identifying the two-one relationship between notes)
- b. Draw the rest-value chart and discuss and compare it to the note-value chart.
- c. Take test.

21. a. Level of participation in the class review.
- b. Score on test.

22. a. Review terms and symbols from the music notebook.
- b. Do worksheet consisting of drawing and identifying symbols.
- c. Participate in board races and other flashcard activities.
- d. Take test.

22. a. Level of participation in the class review.
- b. Score on worksheet.
- c. Level of cooperation when playing games.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|--|--|---|
| <p>23. When given a picture, the child will create a simple verse and a rhythmic pattern to describe each line of verse at least once.</p> <p>(I.O. C,E,M)</p> | <p>23. a. Review the skills established in Grade Four, Objectives 25 and 26.
(making up verses for picture assignment and adding rhythmic patterns to fit the verse)</p> <p>b. Make up a rhythm pattern with the help of the group to fit the lyrics of "Hickory Dickory Dock."</p> <p>c. Do picture assignment.</p> | <p>23. a. Level of participation in the class review.</p> <p>b. Quality of work on the picture assignment.</p> |
| <p>24. When given an aural test, the child will be able to notate at least seven of ten rhythmic patterns correctly from those dictated by the teacher.</p> <p>(I.O. C,E)</p> | <p>24. a. Practice listening to rhythm patterns and notating each one on staff paper.</p> <p>b. Do worksheet.</p> <p>c. Take test.</p> | <p>24. a. Level of participation in the class review.</p> <p>b. Score on worksheet.</p> <p>c. Score on test.</p> |
| <p>25. Given an identification quiz, the child will correctly name the notes on the treble and bass clefs including the ledger lines, with an accuracy of at least 80 percent.</p> <p>(I.O. C,F)</p> | <p>25. a. Review the names of the notes by doing a worksheet that consists of notes on the treble and bass clef and above and below each staff.</p> <p>b. Participate in board races and other flashcard activities.</p> <p>c. Take test.</p> | <p>25. a. Level of participation in the class review.</p> <p>b. Level of cooperation when playing games.</p> <p>c. Score on test.</p> |

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

26. Given five rhythm patterns, the child will play at least four of them correctly on an instrument of his choice.

(I.O. E,F,G,H)

26. a. Practice making up rhythm patterns and notating them on the board with the help of other students.
 b. Play the notated rhythm patterns on an instrument in the classroom.
 c. Take test.

26. a. Level of participation in the class practice.
 b. Score on test.

27. Using any combination of sounds, for example finger snapping, a drum, and a bouncing ball, the child will create a percussive tune at least once and notate it.

(I.O. C,E,F,G,H)

27. a. Review the skills needed by making up short rhythm patterns and notating them with the help of the group.
 b. Practice these patterns by playing them on instrument and by using simple equipment in class.
 c. Do the assignment.

27. a. Level of participation in the class review.
 b. Level of accuracy and quality of the work on the assignment.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

- | | | |
|---|---|--|
| <p>28. When given the opportunity to use rhythm instruments or body sounds, the child will improvise a rhythmic accompaniment to at least one familiar song or recording.</p> <p>(I.O. C,E,F,G,H,M)</p> | <p>28. a. Review skills established in Grade Five, Objectives 26 and 27. (playing rhythmic patterns and improvising percussive tunes)</p> <p>b. Practice improvising and accompanying tunes sung or heard in class.</p> <p>c. Participate in the individual performance test.</p> | <p>28. a. Level of participation in the class review.</p> <p>b. Score on performance test.</p> |
| <p>29. Given a piece of staff paper, the child will take the simple verse and rhythmic pattern that he/she created in Objective 23 and improvise and notate a simple melody for it on the Glockenspiel at least once.</p> <p>(I.O. E,F,G,M)</p> | <p>29. a. Review and play the verse and rhythm pattern made up in Objective 23.</p> <p>b. Review melody-placement skills.</p> <p>c. With the help of the class, make up a simple melody for a nursery rhyme.</p> <p>d. Do assignment on staff paper.</p> | <p>29. a. Level of participation in the class review.</p> <p>b. Quality of work on the melodic assignment.</p> |
| <p>30. Given an objective test, the child will name the orchestral instruments, identify instrumental families, and identify instruments from their pictures, getting a minimum of at least 70 percent correct.</p> <p>(I.O. G)</p> | <p>30. a. Identify and discuss the instruments of the orchestra.</p> <p>b. Participate in the games, I-Spy and flashcard activities.</p> <p>c. Play the game, Conn-Quiz.</p> <p>d. Take test.</p> | <p>30. a. Level of participation in the class discussion.</p> <p>b. Level of co-operation when playing games.</p> <p>c. Score on test.</p> |

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

31. Given a multiple choice test over the vocabulary terms in the music notebook, the child will be able to define at least 15 of 20 words correctly.

Sample List:

accent	melody
beat	phrase
chord	pitch
harmony	repeat
home tone	rest
staff	rhythm
tie	scale

(I.O. C,F,G,L)

32. Upon hearing such songs as "Home on the Range" with

- no accompaniment or,
- chordal accompaniment (autoharp, for example) or,
- melodic accompaniment (two voices singing in parts, for example),

the child says which texture he has just heard correctly for at least four of five examples.

(I.O. J)

- Continue to keep and add to a list of vocabulary terms established in Grade Four, Objective 31.
- Periodically review the terms and take short quizzes over them.
- Participate in flashcard activities.
- Take multiple choice test.

- Level of participation in the class review.
- Score on quizzes.
- Score on test.

- Listen to recorded samples.
- Discuss the texture of the samples heard.
- Take test.

- Level of participation in the class discussion.
- Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>33. Given a test on musical history, the child will answer at least seven of the ten questions correctly.</p> <p>(I. O. I,J)</p>	<p>33. a. Discuss the Classical and Romantic Periods of music history. b. Listen to selected recordings from each period. c. Do teacher-directed activities. d. Take test.</p>	<p>33. a. Level of participation in the class discussion. b. Quality of work on the teacher-directed activities. c. Score on test.</p>
<p>34. When hearing recorded selections being played, the child will express his sensitivity to the mood of the music by answering six of the eight following questions:</p> <ol style="list-style-type: none"> 1. Is the music exciting or restful? 2. Is the music, on the whole, fast or slow? 3. Is the music happy or sad? 4. Is the music serious or humorous? 5. Is the music loud or soft? 6. Classify the voices heard as SATB. 7. What is the form? 8. Name three instruments that you heard. <p>(I.O. I,J)</p>	<p>34. a. Listen to recorded music. b. Discuss the questions as to what each one means. c. Listen to recorded music and answer the questions about each piece.</p>	<p>34. a. Level of participation in the class discussion. b. Quality of response to the questions.</p>

35. Given an aural test, the child will identify at least five of the seven selections.

Example:

Three selections from the Classical
Two selections from the Romantic
One selection from the Baroque
One selection from other periods

(I.O. I,J)

35. a. Review the music heard in Objective 33.
b. Discuss distinguishing characteristics of each piece.
c. Do teacher-directed activities.
d. Take test.

35. a. Level of participation in the class discussion.
b. Quality of work on the activities.
c. Score on test.

36. Given a listening test, the child will classify a musical selection as being American Indian, Mexican, Folk, African, Calypso, or Scottish, getting at least nine of the ten examples correct.

(I.O. I,J,K)

36. a. Review characteristics and discuss similarities and differences between Indian, Folk, Mexican, African, Calypso, and Scottish music.
b. Listen to a lecture on Scotland.
c. Do teacher-directed activities for the music notebook.
d. Do a geographical assignment about Scotland.
e. Listen to Scottish music and again discuss the characteristics.
f. Take test.

36. a. Level of participation in the class review.
b. Quality of work on the teacher-directed activities.
c. Quality of work on the geographical assignment.
d. Score on test.

37. Given his/her choice of five ethnic dances, the child will perform specifically learned movements of at least four dances correctly.

(I.O. K,N)

Suggested Records:

Classroom Materials, Volumes
Three and Four

38. After being assigned various musical experiences and activities, the child will keep a notebook of these experiences throughout the year and present them to the teacher for evaluation at least once.

(I.O. L)

37. a. Review steps and movements of previously-learned dances.
b. Learn and perform dance movements of new songs.
c. Participate in a group performance.

38. a. Make a notebook and a table of contents with the following headings:

Section I -- Vocabulary Terms and Definitions
Section II -- Major Test Papers
Section III -- Listening Activities

A. Listening Sheet
B. Biographical Information on the Composers
C. Geographical and Art Activities

Section IV -- Ethnic Chart Classification

b. Add to the content of the notebook, following the directions of the teacher throughout the year.

c. Turn in notebook for evaluation.

37. a. Level of participation and co-operation when dancing.
b. Quality of performance in the dance activity.

38. a. Level of participation and co-operation when doing the assignments.
b. Quality of material presented in the music notebook.

Grade Six

The student, upon completing the music curriculum in grade six, should be able to:

- A. Extend his/her song repertoire by singing a variety of songs with full participation in class, including three-part harmonies. (LR I,II)
- B. Be an independent musician by participating in a music function outside the classroom during the schoolyear. (LR I)
- C. Continue to demonstrate skill in the areas of vocal development, including quality singing, better breath control and posture, greater fluency in music reading, and also in increased use of numbers, syllables, and letter names to reinforce intonation and notation. (LR II,V,VIII)
- D. Increase his/her experiences with harmony and rhythm by improving in those areas suggested for grade five, and also by extending his/her experiences in the areas of key signatures and time signatures. (LR III,IV,V,VI,VIII)
- E. Recognize and state the following: the tonal center in major keys; simple compositional form in a notated piece; the difference between the I,IV,V chords in major keys; and also be able to take melodic and rhythmic dictation. (LR VI,VIII)
- F. Improvise and notate rhythmic chants, explore further use of conducting patterns, notate basic, rhythmic patterns heard aurally, and also continue to improve upon and experiment with rhythmic activities by using the voice, bodily movements, or instruments. (LR III,IV,VIII)
- G. Extend experiences with lines and spaces of the staff and basic dynamic and tempo markings through singing, listening, or dancing activities. (LR IV,VIII)
- H. Improve the skills begun in the lower grades by expanding his/her musical skills when playing instruments. (LR VII)

- I. Demonstrate increasing skill in using simple equipment to express musical moods and rhythms. (LR II,IV,V)
- J. Continue to listen to good song literature, with the emphasis being placed on the Impressionistic and Twentieth-Century periods of music history. (LR IX)
- K. Distinguish in good song literature the tools that the composer used to convey his ideas and also recognize and state the difference in timbre of the various musical instruments and voices. (LR VII,IX)
- L. Increase his/her knowledge of ethnic music by recreating the language, dances, instruments, or style of various ethnic groups. (LR IV,X,XI)
- M. Extend his/her musical awareness by continuing to keep a notebook of words, definitions, and accompanying activities experiences in all objectives. (LR I - XII)

1. When actively participating in classroom singing, the child will sing, with good quality and diction, a repertoire of at least 25 songs which include:

Dances
 Descants
 Hymns and Spirituals
 Improvising
 Nature and Seasons
 Occupations
 Part Singing
 Songs from Around the World
 Patriotic
 American Folk
 Special Holidays
 Review of Songs from
 Grades One Through Six

(I.O. A,C)

1. a. Sing songs from the text.
 (Making Music Your Own, Grade Six)
 b. Work related mimeograph sheets.
 c. Sing songs with the group and also in the individual response.

1. a. Level of participation in class when singing.
 b. Score on mimeograph sheets.
 c. Quality of singing and level of performance in class.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

2. When singing during the music period, the child will exhibit proper posture and breathing at least 95 percent of the time.

(I.O. C)

2. a. Review the concepts of breath control and good posture.
 b. Discuss why each concept is necessary for quality singing.
 c. Exhibit good posture and proper breathing when singing.

2. a. Level of participation in class when singing.
 b. Level of performance and cooperation in E.A.
 c.

3. Following the directions of the teacher, the child, as part of the group, will correctly sing at least two warm-up vocal exercises, changing from legato to staccato style.

(I.O. C)

3. a. Discuss the terms, "legato," and "staccato."
 b. Sing an exercise using legato style.
 c. Sing an exercise using staccato style.
 d. Discuss the difference in sound and how it feels differently to sing in one style and then the other.
 e. Sing warm-up exercises in class with the group, changing from one style to the other at the direction of the teacher.

3. a. Level of participation in class when singing.
 b. Level of cooperation in the class discussion.
 c. Quality of performance with the group.

<p>4. When participating in a group of six children, the child will demonstrate independence when singing three-part harmonies by singing his/her part correctly at least once.</p> <p>(I.O. A,C,D)</p>	<p>4. a. Review the skills established in Grade Five, Objective Five. (singing notes of a root chord while other members of the class sing the words)</p> <p>b. Sing some previously-learned descants and rounds.</p> <p>c. Discuss the "feel" of three-part harmonies.</p> <p>d. Sing songs from the text to enhance the following skills:</p> <p style="padding-left: 40px;">Harmony, rounds, descants, part-singing, Section I, II, III Harmony and chord singing, Section I</p> <p>e. Participate in a small group of six singing one of the songs from the text.</p>	<p>4. a. Level of participation in class when singing.</p> <p>b. Quality of performance in the group of six.</p>
<p>5. When presented with a familiar song, the child will read the song in syllables, letters, and numbers with complete accuracy at least once.</p> <p>(I.O. C,D,E,G)</p>	<p>5. a. Review and discuss the syllables and numbers of the major scale.</p> <p>b. See a familiar song projected on the board.</p> <p>c. Discuss the syllables, letters, and numbers of the note progressions.</p> <p>d. Do a worksheet which consists of naming the syllables in a song.</p> <p>e. Take test.</p>	<p>5. a. Level of participation in the class discussion.</p> <p>b. Score on worksheet.</p> <p>c. Score on test.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

6. After a review of dynamic and tempo meanings and markings, the child will demonstrate his awareness of these markings by using them correctly in his singing in at least 90 percent of all attempts.

(I.C. C,D,E,G)

7. Given ten, notated fragments of familiar songs, the child will name at least seven of the melodies correctly.

(I.O. C,D,E,G)

6. a. Review and discuss various tempo and dynamic meanings and markings by using the terms from the music notebook.
- b. Sing songs from the text to enhance the following skills:
Dynamics, tempo, Section I, II
- c. Choose a song and discuss which dynamic and tempo markings should be used and why.
- d. Take test over terms and teacher's gestures. (identification quiz)
- e. Participate in a co-operative effort with the group by singing and following the directions of the teacher.

7. a. Review the skills by practice identifying songs in class from melodic fragments.
- b. Participate in the following games taken from a Galaxy of Games:
Which Tune Is Different, P. 66
Which One Do You Hear, P. 66
Read My Song, P. 67
Scrambled Song Cards, P. 67
- c. Do worksheet which consists of identifying melodies from their notation.
- d. Take test.

6. a. Level of participation in class when singing.
- b. Score on identification quiz.
- c. Quality of performance when following the directions of the teacher.

7. a. Level of participation in the class review.
- b. Level of co-operation when playing games.
- c. Score on worksheet.
- d. Score on test.

<p>8. Given five songs in which three phrases of each song are notated, the child will sing the original fourth phrase correctly for at least four of the five songs.</p> <p>(I.O. C,E)</p>	<p>8. a. Review the concepts of phrasing by singing songs from the text and pointing out the phrases sung. b. Take a song and mark the phrases by putting in breath marks. (') c. Take test.</p>	<p>8. a. Level of participation in the class review. b. Score on test.</p>
<p>9. Given three songs with a foreign text, the child will sing at least two of them correctly.</p> <p>Suggested Songs:</p> <p>"Dona Nobis Pacem" "La Chapanecas" "Tingo Layo"</p> <p>(I.O. A,L)</p>	<p>9. a. Discuss pronunciations of the songs with the foreign texts. b. Discuss the meaning of the words and proper phrasing. c. Sing the songs, paying attention to concise diction. d. Sing the songs for an individual performance test.</p>	<p>9. a. Level of participation in class when singing. b. Quality of the performance.</p>
<p>10. Given an identification quiz of ten notated songs, the child will recognize and name the tonal center of at least eight.</p> <p>(I.O. C,D,G)</p>	<p>10. a. Sing songs from the text to enhance the following skills: Finding the tonal center, Section I, II, III b. Practice finding the tonal center in songs sung in class. c. Take test.</p>	<p>10. a. Level of participation in class when singing. b. Score on test.</p>

- | | | |
|---|---|--|
| <p>11. When given a starting pitch, the child will be able to sing at least five of the following intervals correctly:</p> <p>1 - 2, 1 - 3, 1 - 4,
1 - 5, 1 - 6, 1 - 7,
1 - 8</p> <p>(I.O. C,D,E,G)</p> | <p>11. a. Review the intervals by practice singing each one in class with the help of the group.
b. Participate in the individual performance test.</p> | <p>11. a. Level of participation in class when singing.
b. Score on the individual performance test.</p> |
| <p>12. Given ten intervals in notated form, the child will be able to identify at least eight of the ten.</p> <p>(I.O. C,D,E,G)</p> | <p>12. a. Review the intervals by singing each one.
b. Do worksheet which consists of identifying intervals from their notation.
c. Take test.</p> | <p>12. a. Level of participation in class when singing.
b. Score on test.</p> |
| <p>13. Given a piece of unfamiliar, notated music, the child will answer at least six of eight test questions correctly for each song.</p> | <p>13. a. Do worksheets on steps, skips, and repeated tones.
b. Discuss the answers.
c. Discuss melodic notation and melodic contour and how the two compare.
d. Take test.</p> | <p>13. a. Level of participation in the class discussion.
b. Score on worksheet.
c. Score on test.</p> |

Sample Questions:

1. How many phrases do you see in the song?
2. Circle the steps and skips.

13.

Sample Questions:

3. What is the lowest pitch you find in the song?
4. What is the highest pitch you find in the song?
5. Which phrases are the same?

14. Given an identification quiz, the child will be able to recognize, notate, and name at least seven of the following ten key signatures:

Sharps: A E B F# C#

Flats: E^b A^b D^b G^b C^b

(I.O. C,D,E,G)

14. a. Review the skills necessary for finding key signatures by playing board races and identifying key signatures from flash-cards.
- b. Sing songs from the text to enhance the following skills:

Finding the key signature,
Section I, II, III

- c. Learn the following sayings as an aid to learning the key signatures:

Go Down And Eat Breakfast F# or C#arol.

Franks B^bought E^bggs A^bnd D^bidn't G^bet C^bandy.

14. a. Level of participation in the class review.
- b. Score on worksheet.
- c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>15. Given five songs heard aurally or seen visually, the child will correctly identify the form of at least four.</p> <p>(I.O. E)</p>	<p>14. d. Learn new key signatures, F[#], C[#], G^b, and C^b.</p> <p>e. Do worksheet.</p> <p>f. Take test.</p> <p>15. a. Review the skills necessary to identify form by practice identifying the form of songs sung in class.</p> <p>b. Listen to recordings and identify the form.</p> <p>c. Take test.</p>	<p>15. a. Level of participation in the class review.</p> <p>b. Score on test.</p>
<p>16. Given an aural test over triads in root position, the child will be able to correctly classify at least eight of ten triads as being major or minor.</p> <p>(I.O. D)</p>	<p>16. a. Review and practice hearing the distinguishing characteristics of the major and minor chord.</p> <p>b. Take test.</p>	<p>16. a. Level of participation in the class review.</p> <p>b. Score on test.</p>

17. After studying the following key signatures, the child will construct the scale of each key with at least 70 percent accuracy:

Sharps: G D A E B
F# C#

Flats: F B^b E^b A^b D^b
G^b C^b

(I.O. C, D, G)

18. After studying the major keys, the child will construct the I, IV, and V chords for the keys and will correctly notate both scales and chords for at least ten of the fourteen examples:

Sharps: G D A E B
F# C#

Flats: F B^b E^b A^b D^b
G^b C^b

(I.O. C,D,G)

17. a. Review the names and notation of the key signatures by doing a worksheet.
b. Do a scale on the blackboard and put in the proper accidentals.
c. See all of the scales in notated form and put in the proper accidentals.
d. Do assignment.

18. a. Review the key signatures by correcting the mistakes, if any, found on Objective 17, E.A. d.
b. Review the I, IV, and V chord concept.
c. Do assignment.

17. a. Level of participation in the class review.
b. Score on worksheet.
c. Score on assignment.
(E.A. d)

18. a. Level of participation in the class review.
b. Score on assignment.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

19. Shown ten flashcards with a key signature and a triad on it, the child will be able to identify the triad as being in the I, IV, or V position in at least seven of the ten attempts.

(I.O. B,D,E,G)

20. Upon hearing five selected recordings, the child will identify each one as being in 2/4, 3/4, 4/4 or 6/8 meter in at least three of the five examples.

(I.O. D,F)

19. a. Review the key signatures and triads by participating in board races and flashcard activities.
b. Take test.

20. a. Practice hearing and identifying the meter of recordings heard in class.
b. Sing songs from the text to enhance the following skills:

Feeling the pulse, Sections I, II, III

- c. Conduct the class when singing songs in various meters.
d. Take test.

19. a. Level of participation in the class review.
b. Score on test.

20. a. Level of participation when singing.
b. Quality of performance when conducting the class.
c. Score on test.

21. When given a rhythmic dictation, the child will correctly notate a rhythm chant with at least 80 percent accuracy.

(I.O. C,E,F)

22. Given a test over note and rest values, the child will answer at least seven of the ten questions correctly.

Sample Questions:

1. How many eighth notes equal one whole note?
2. How many eighth notes equal three quarters?
3. How many quarters equal one whole note?
4. How many eighth rests equal one quarter?

(I.O. D,F)

21. a. Review the necessary skills by listening to rhythm patterns given in class and notating them on the board.
- b. Play the following games taken from a Galaxy of Games:
 Rhythm Bingo, P. 51
 Rhythm Bee, P. 51
 Scrambled Song Rhythm, P. 48
 Clap It Out, P. 48
- c. Play the game, Rhythm Strips.
- d. Take test.

22. a. Review terms and symbols from the music notebook.
- b. Do worksheet consisting of drawing and identifying symbols.
- c. Participate in board races and other flashcard activities.
- d. Take test.

21. a. Level of participation in the class review.
- b. Level of co-operation when playing games.
- c. Score on test.

22. a. Level of participation in the class review.
- b. Score on worksheet.
- c. Level of co-operation when playing games.
- d. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

23. When given musical symbols such as the treble clef or the eighth rest and a list of terms, the child will match the right name to the symbol at least eight of ten attempts.

(I.O. F,G)

24. When given a picture, the child will create a simple verse and a rhythmic pattern to describe each line of verse at least once.

(I.O. F)

25. When given an aural test, the child will be able to notate at least seven of ten rhythmic patterns correctly from those dictated by the teacher.

(I.O. C,E)

23. a. Review terms and symbols from the music notebook.
 b. Do worksheet consisting of drawing and identifying symbols.
 c. Participate in board races and other flashcard activities.
 d. Take test.

24. a. Discuss and make up a rhythm pattern to fit the words of "Humpty Dumpty."
 b. Clap out the different rhythm patterns made up by the class.
 c. See different rhythm patterns notated on the board.
 d. Do picture assignment.

25. a. Practice listening to rhythm patterns and notating each one on staff paper.
 b. Do worksheet.
 c. Take test.

23. a. Level of participation in the class review.
 b. Score on worksheet.
 c. Level of cooperation when playing games.
 d. Score on test.

24. a. Level of participation in the class discussion.
 b. Quality of work on the picture assignment.

25. a. Level of participation in the class review.
 (E.A. a)
 b. Score on worksheet.
 c. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>26. Given an identification quiz, the child will correctly name the notes on the treble and bass clefs including the ledger lines, with an accuracy of at least 80 percent.</p> <p>(I.O. C,G)</p>	<p>26. a. Review the names of the notes by doing a worksheet that consists of notes on the treble and bass clef and above and below each staff.</p> <p>b. Participate in board races and other flashcard activities.</p> <p>c. Take test.</p>	<p>26. a. Level of participation in the class review.</p> <p>b. Level of cooperation when playing games.</p> <p>c. Score on test.</p>
<p>27. Given a melodic line played on the piano, the child will be able to notate it correctly with at least 70 percent accuracy.</p> <p>(I.O. C,G)</p>	<p>27. a. Review concepts of melodic contour and pitch relationships.</p> <p>b. Do activities suggested in the book, <u>Now Hear This</u>.</p> <p>c. Take test.</p>	<p>27. a. Level of participation in the class review.</p> <p>b. Score on activities from the book.</p> <p>c. Score on test.</p>
<p>28. Given five rhythm patterns, the child will play at least four of them correctly on an instrument of his choice.</p> <p>(I.O. C,D,F,G,H)</p>	<p>28. a. Practice making up rhythm patterns and notating them on the board with the help of other students.</p> <p>b. Review the classroom instruments and play selected patterns on them.</p> <p>c. Take test.</p>	<p>28. a. Level of participation in the class review.</p> <p>b. Level of participation in the class practice.</p> <p>c. Score on test.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

<p>29. Using any combination of sounds, for example finger snapping, a drum, and a bouncing ball, the child will create a percussive tune at least once and notate it.</p> <p>(I.O. C,D,G,H,I)</p>	<p>29. a. Review the skills needed by making up short rhythm patterns and notating them with the help of the group.</p> <p>b. Practice these patterns by playing them on instruments or by using simple equipment in class.</p> <p>c. Do the assignment.</p>	<p>29. a. Level of participation in the class review.</p> <p>b. Level of accuracy and quality of the work on the assignment.</p>
<p>30. When given the opportunity to use rhythm instruments or body sounds, the child will improvise a rhythmic accompaniment to at least one familiar song or recording.</p> <p>(I.O. C,F,H,I)</p>	<p>30. a. Play a rhythmic pattern and notate it.</p> <p>b. Practice improvising and accompanying tunes sung or heard in class.</p> <p>c. Participate in the individual performance test.</p>	<p>30. a. Level of participation in the class review. (E.A. b)</p> <p>b. Score on performance test.</p>
<p>31. Given a piece of staff paper, the child will take the simple verse and rhythmic pattern that he/she created in Objective 24 and improvise and notate a simple melody for it on the Glockenspiel at least once.</p> <p>(I.O. C,E,G,H)</p>	<p>31. a. Review and play the verse and rhythm pattern made up in Objective 24.</p> <p>b. Review the melody-placement skills.</p> <p>c. With the help of the class, make up a simple melody for a nursery rhyme.</p> <p>d. Do assignment on staff paper.</p>	<p>31. a. Level of participation in the class review.</p> <p>b. Quality of work on the melodic assignment.</p>

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

32. Given an objective test, the child will name the orchestral instruments, identify instrumental families, and identify instruments from their pictures, getting a minimum of at least 80 percent correct.

(I.O. H)

33. Given a multiple choice test over the vocabulary terms in the music notebook, the child will be able to define at least fifteen of the twenty terms correctly.

(I.O. C,D,E,F,G)

34. Upon hearing five recordings with either no accompaniment, chordal accompaniment, or melodic accompaniment, the child says which texture he has just heard in at least four of five attempts.

(I.O. K)

32. a. Identify and discuss the instruments of the orchestra.
b. Participate in the games, I-Spy and flashcard activities.
c. Play the game, Conn-Quiz.
d. Take test.

33. a. Continue to keep and add to a list of vocabulary terms established in previous grades.
b. Periodically review the terms by taking short quizzes on them.
c. Participate in flashcard activities.
d. Take multiple choice test.

34. a. Listen to recorded samples.
b. Discuss the texture of the samples heard.
c. Take test.

32. a. Level of participation in the class discussion.
b. Level of cooperation when playing games.
c. Score on test.

33. a. Level of participation in the class review.
b. Score on test. (E.A. d)

34. a. Level of participation in the class discussion.
b. Score on test.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

35. Given a test over facts on musical history, the child will be able to answer at least seven of ten questions correctly.

(I.O. J,K)

35. a. Discuss the Impressionist and Twentieth-Century Periods of music history.
 b. See a filmstrip on both periods.
 c. Listen to selected recordings.
 d. Answer questions about the recordings.

Sample Questions:

Do you like the music?
 Why or why not?
 Who wrote it?

- e. Do teacher-directed activities.
 f. Take test.

35. a. Level of participation in the class discussion.
 b. Quality of work on the teacher-directed activities.
 c. Score on test.

36. Given an aural test, the child will be able to correctly identify seven of ten recorded selections heard in class, chosen from the Baroque, Classical, Romantic, Impressionist, and Twentieth-Century Periods of music history.

(I.O. J,K)

36. a. Listen to various recordings and discuss the dynamics, tempo, form, and instrumental backgrounds.
 b. Do teacher-directed activities.
 c. Discuss distinguishing characteristics of pieces heard in class.
 d. Take test.

36. a. Level of participation in the class discussion.
 b. Quality of work on the teacher-directed activities.
 c. Score on test.

37. Given a listening test, the child will classify a musical selection as being American Indian, Mexican, Folk, African, Calypso, Scottish, or German, getting at least nine of the ten examples correct.

(I.O. J,K,L)

38. Given his/her choice of five ethnic dances, the child will perform specifically learned movements of at least four dances correctly.

(I.O. K,L)

Suggested Records:

Classroom Materials, Volumes
Four and Five

37. a. Review characteristics and discuss similarities and differences between the different types of music.
b. Listen to a lecture on Germany.
c. Do teacher-directed activities for the music notebook.
d. Do a geographical assignment about Germany.
e. Listen to German music and again discuss the characteristics.
f. Take test.

38. a. Review steps and movements of previously-learned dances.
b. Learn and perform dance movements of new songs.
c. Participate in a group performance.

37. a. Level of participation in the class review.
b. Quality of work on the teacher-directed activities.
c. Quality of work on the geographical assignment.
d. Score on test.

38. a. Level of participation and co-operation when dancing.
b. Quality of performance on the dance activity.

OBJECTIVE

ENABLING ACTIVITIES

EVALUATION

39. When given the opportunity, the child will participate in at least two of the following out-of-school music activities during the school year:
1. Attend a concert.
 2. Go see a musical or watch one on television.
 3. Participate in a teacher-directed PTO program.
 4. Perform in a talent show.
 5. Sing in the church choir.
 6. Play an instrument in a recital or in another sponsored program.

(I.O. B)

40. After being assigned various musical experiences and activities, the child will keep a notebook of these experiences throughout the year and present them to the teacher for evaluation at least once.

(I.O. M)

39. a. Do at least two extra-curricular activities.
- b. Write up a "feelings' sheet" by answering the following questions:
1. What was the even you participated in?
 2. How did you feel about it before participating?
 3. How did you feel about it after participating?
 4. Would you do it again?
 5. Exactly, what did you contribute to the activity?

40. a. Make a notebook and a table of contents with the following headings:
- Section I -- Vocabularly Terms and Definitions
- Section II -- Major Test Papers
- Section III -- Listening Activities
- A. Listening Sheet
 - B. Biographical Information on the Composers
 - C. Geographical and Art Activities

39. a. Level of participation in the extra-curricular activities.
- b. Quality of individual responses on the "feelings' sheet."
40. a. Level of participation and cooperation when doing the assignments.
- b. Quality of material presented in the notebook.

40. a.

Section IV -- Ethnic Chart
Classificationb. Add to the content of the
notebook, following the
directions of the teacher
throughout the year.c. Turn in notebook for
evaluation.

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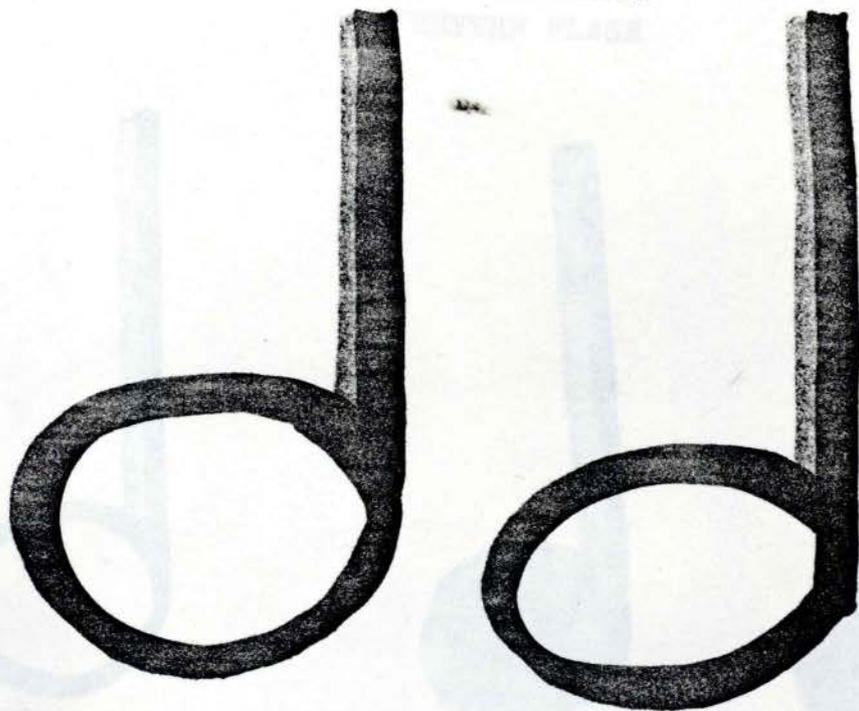
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Appendix Sample of Activity File

The appendix is a sample of the materials included in the activity file to accompany the music curriculum guide. The file was divided into eight categories. Samples of all categories except pictures have been included in the appendix.

The completed file is currently being used in the music department at Null Elementary School in St. Charles, Missouri.

RHYTHM FLASH

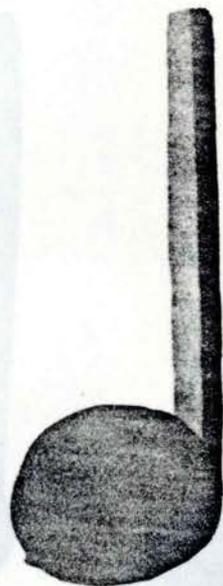
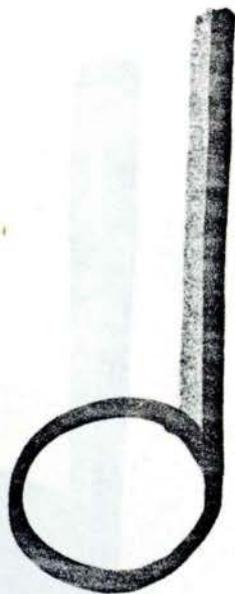


4
4

Samples of Rhythm Flash

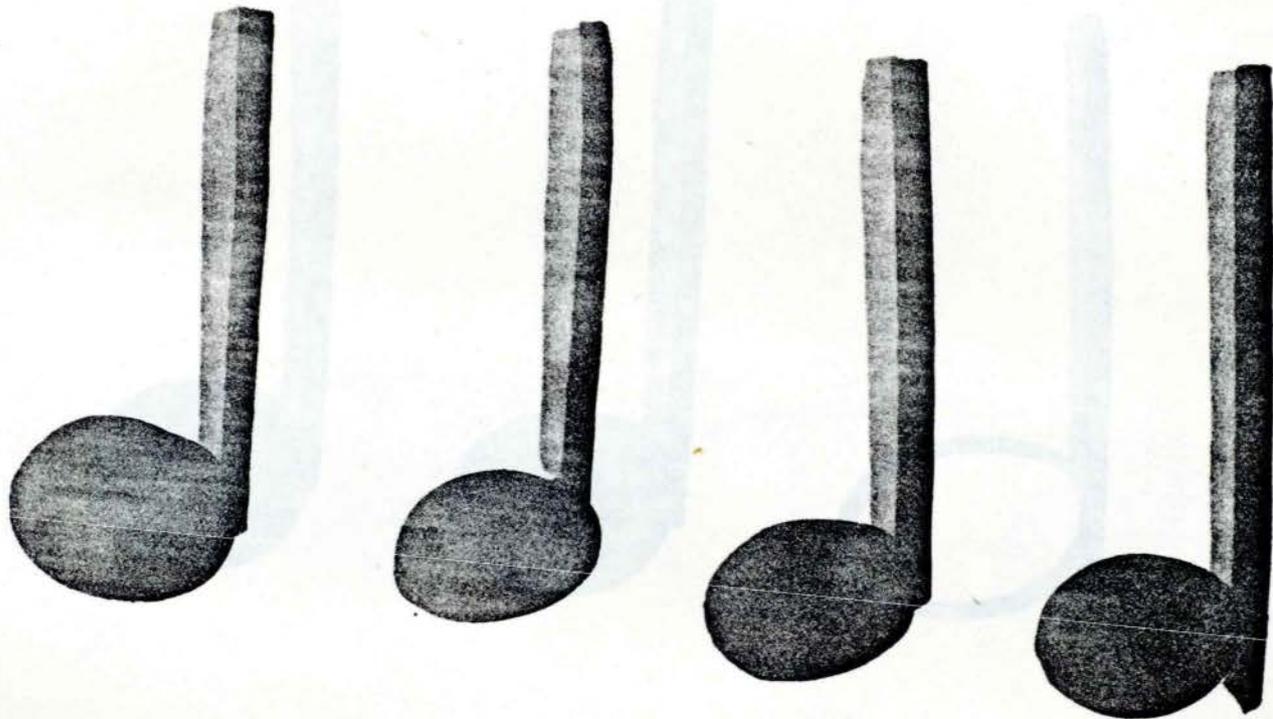
Children clap out the various rhythms shown to
them at random or placed on the board.

RHYTHM FLASH



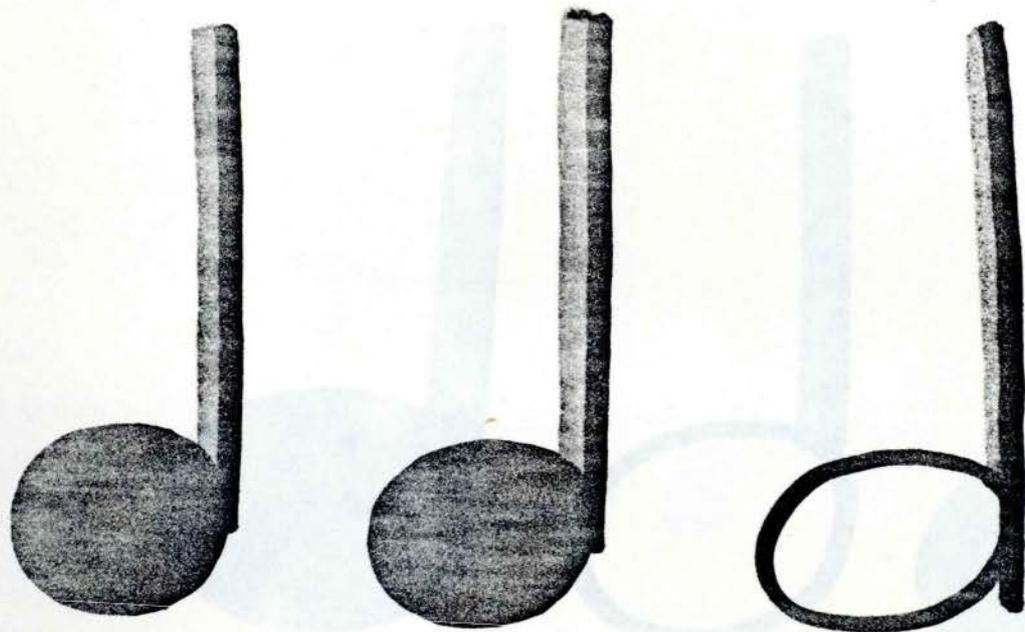
$\frac{4}{4}$

RHYTHM FLASH



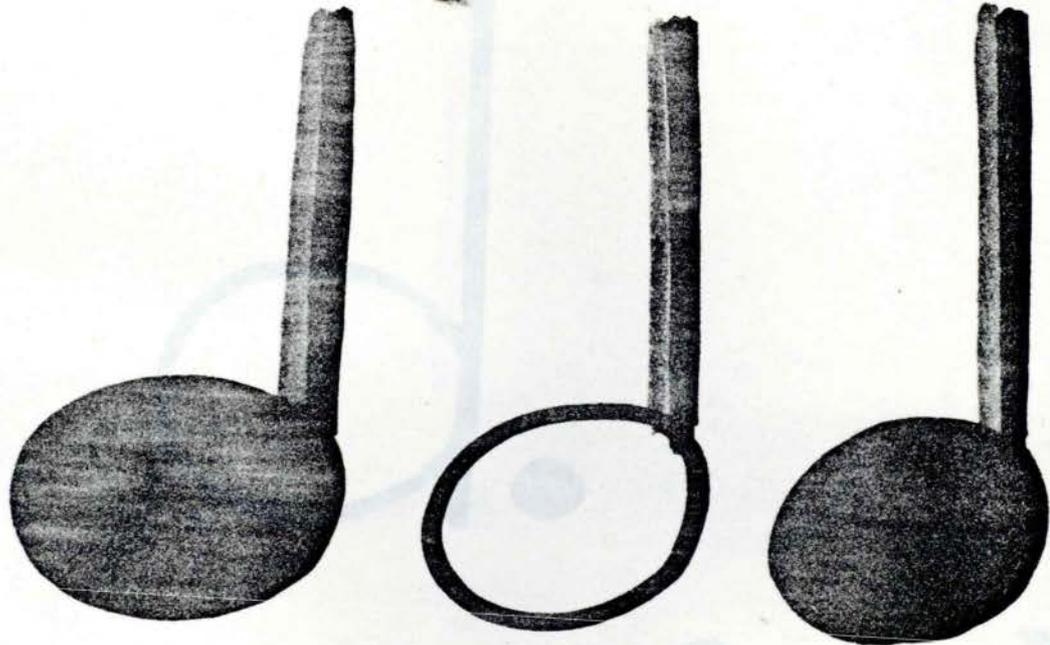
$\frac{4}{4}$

RHYTHM FLASH



4/4

RHYTHM FLASH



$\frac{4}{4}$

How many Counts

RHYTHMIC ARITHMETIC

d.

How many Counts

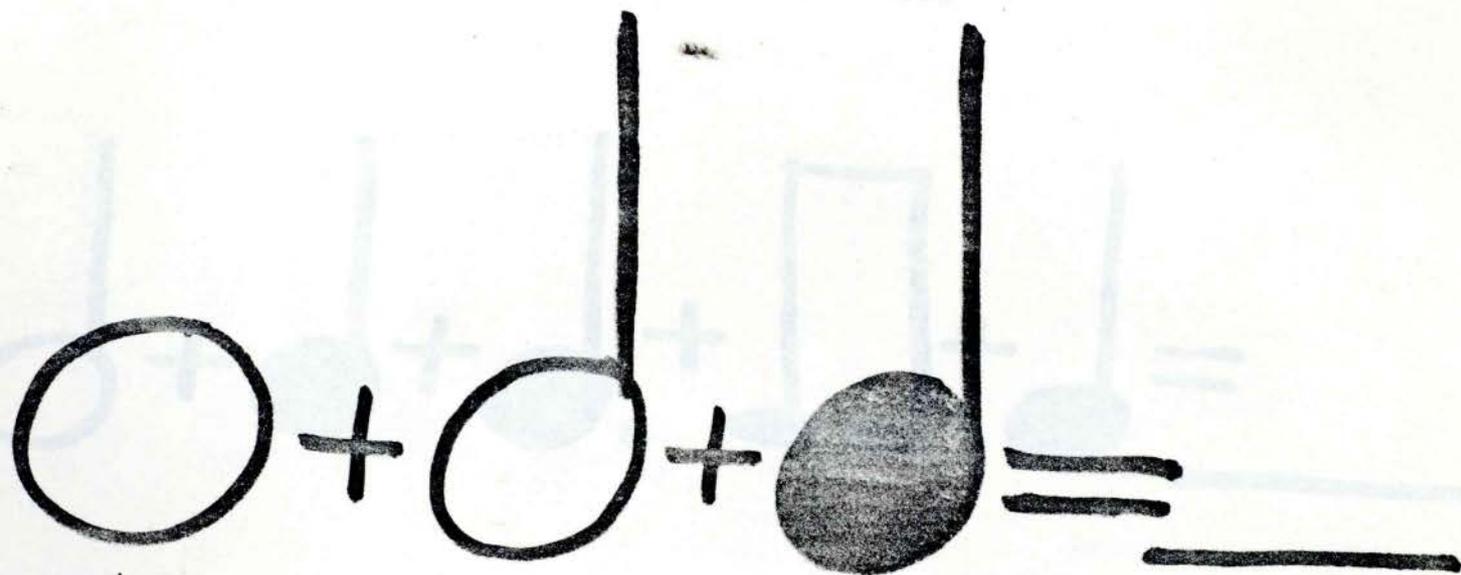
Samples of Rhythmic Arithmetic

Children identify the number of counts of problems shown
to them at random.

RHYTHMIC ARITHMETIC

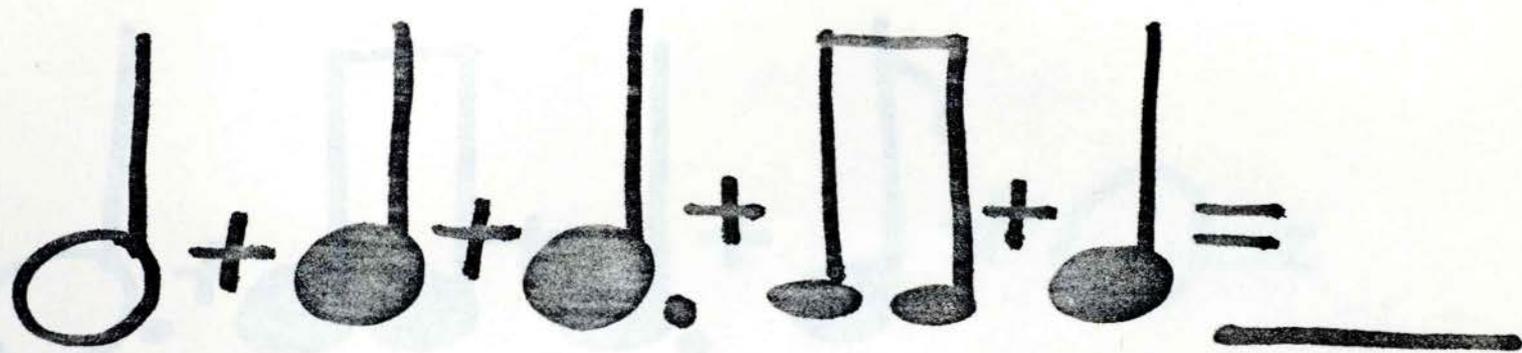
$$d. + d. + 0 = \underline{\quad}$$

RHYTHMIC ARITHMETIC



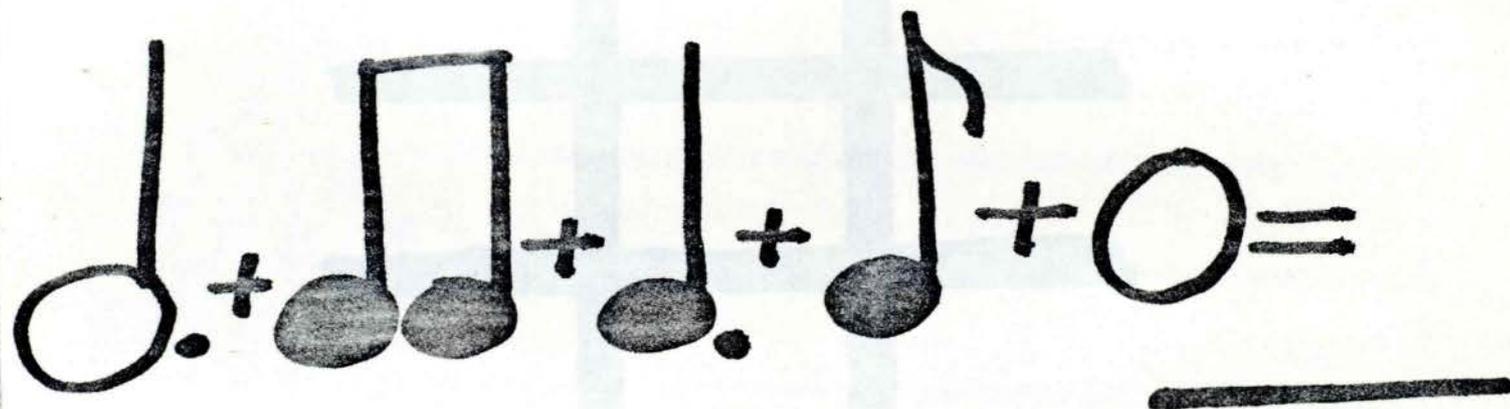
Challenge

RHYTHMIC ARITHMETIC



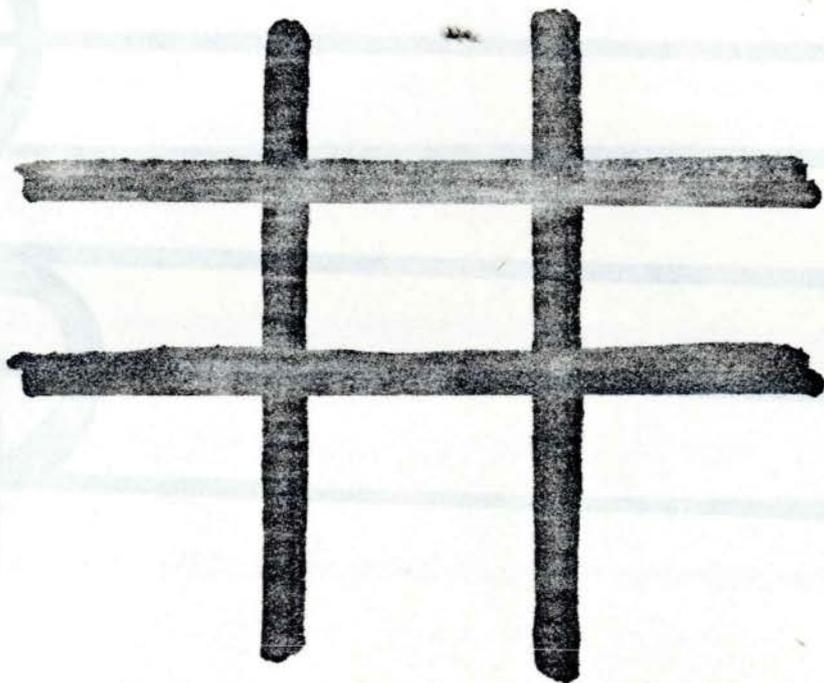
Challenge

RHYTHMIC ARITHMETIC



Challenge

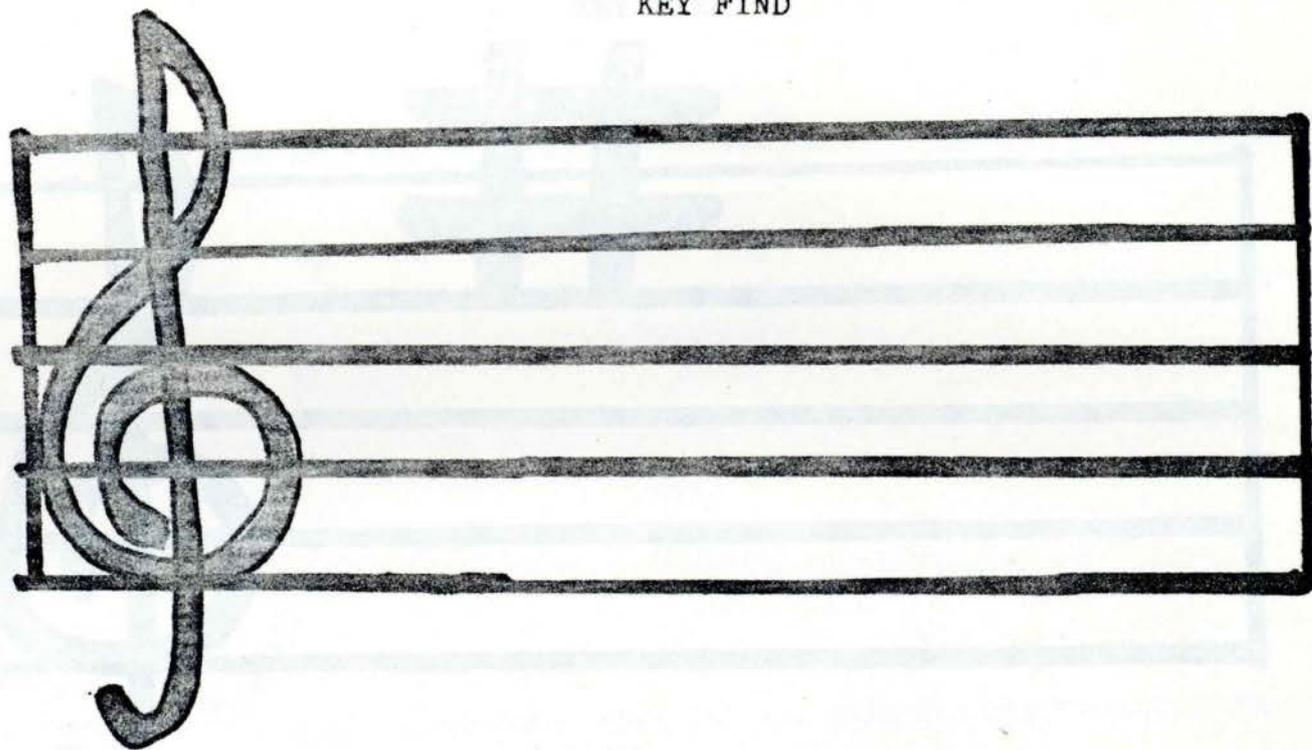
KEY FIND



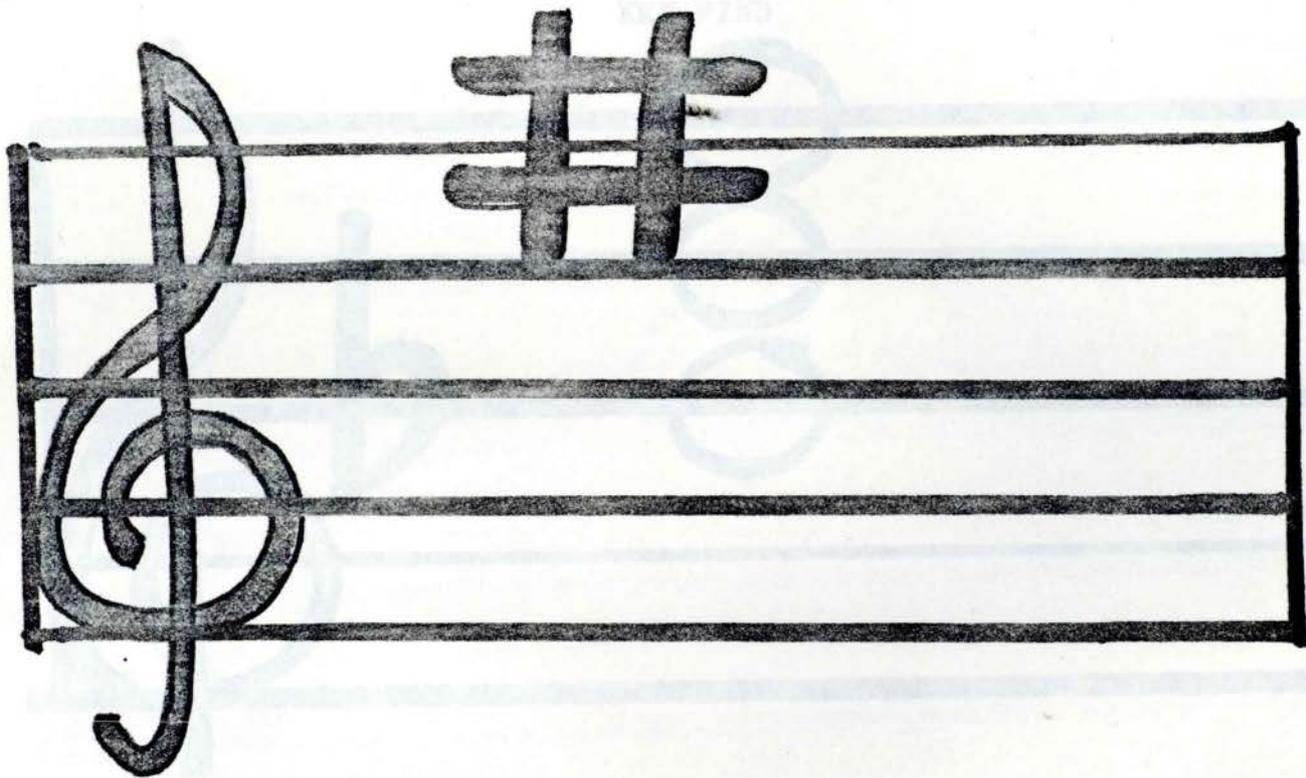
Samples of Key Find

Children identify the keys of samples shown to
them at random.

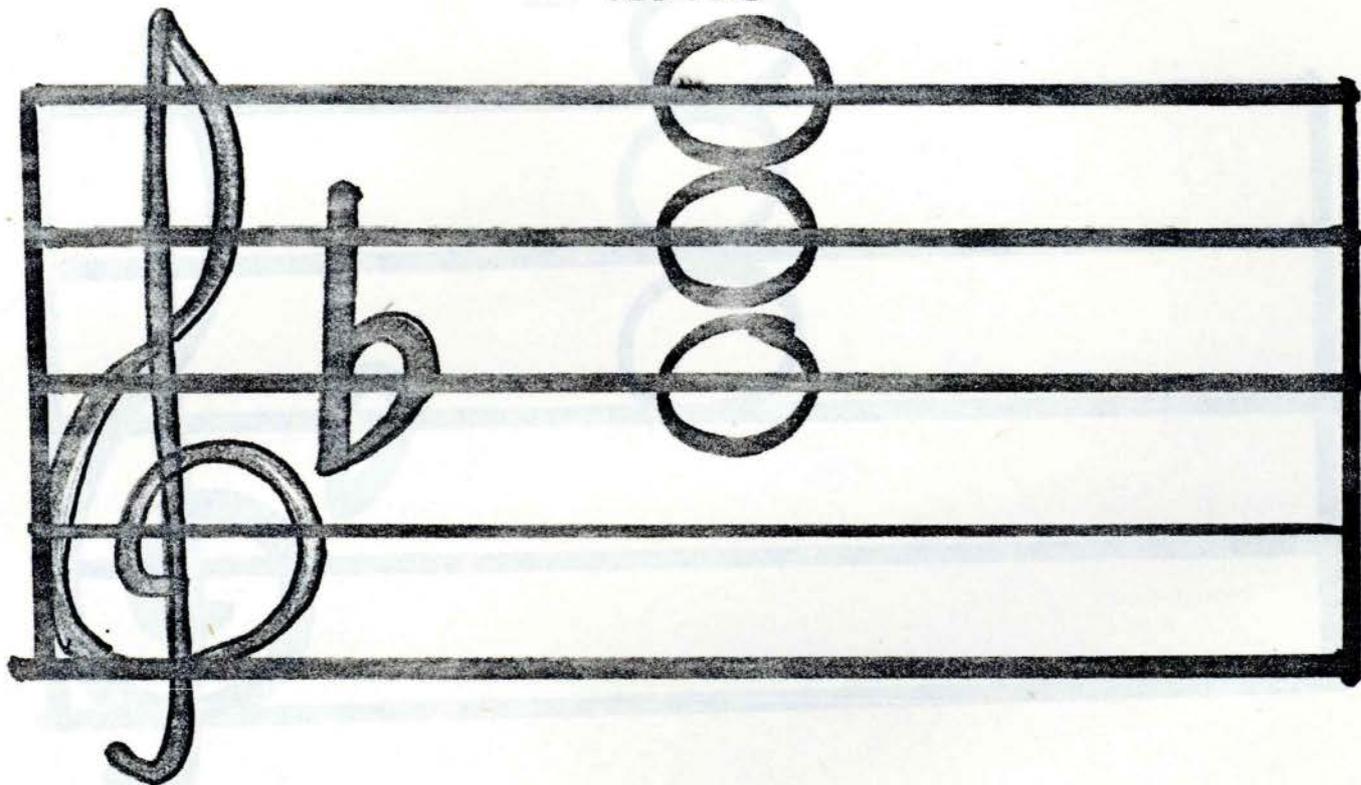
KEY FIND



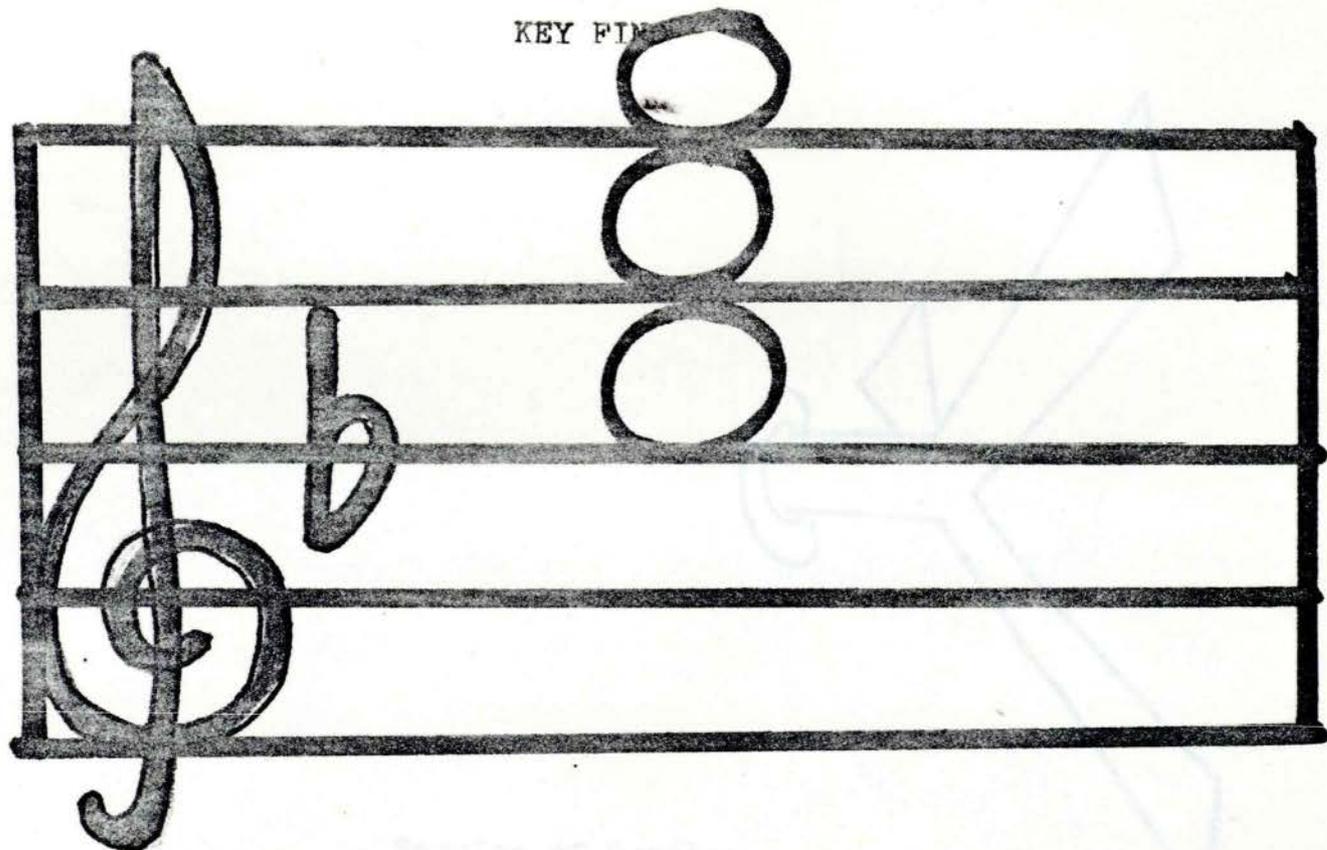
KEY FIND



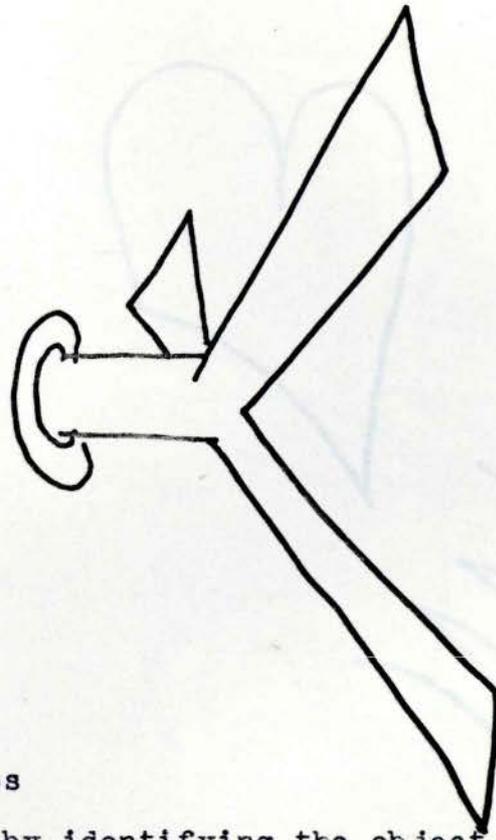
KEY FIND



KEY FIVE



Doodles



Samples of Doodles

Children display creativity by identifying the object on the card shown to them in various positions. For example, this could be a picture of the end of a submarine or of a bird with his whole body stuck in a hole except for his feet and tail. The children tell what they see and then draw it.

Doodles

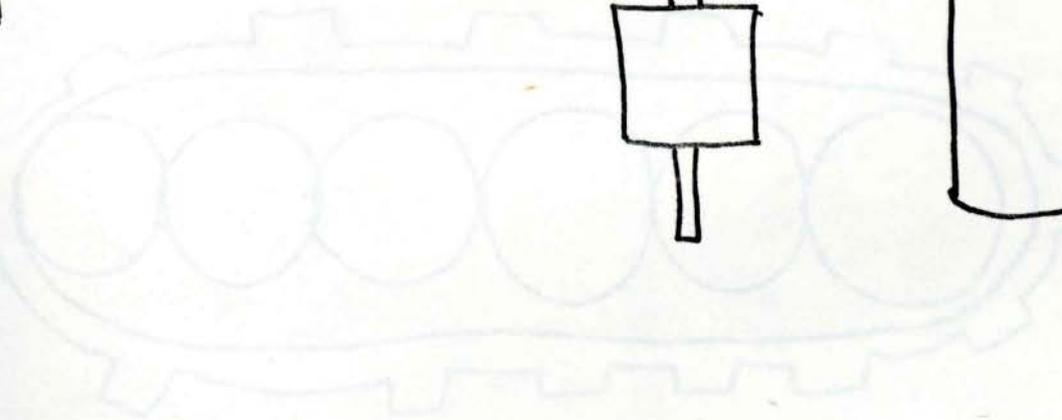
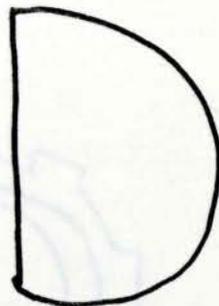
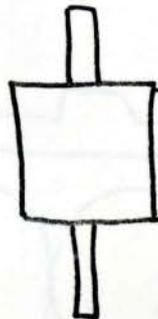
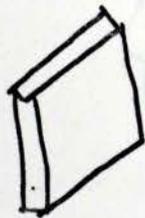


Doodles

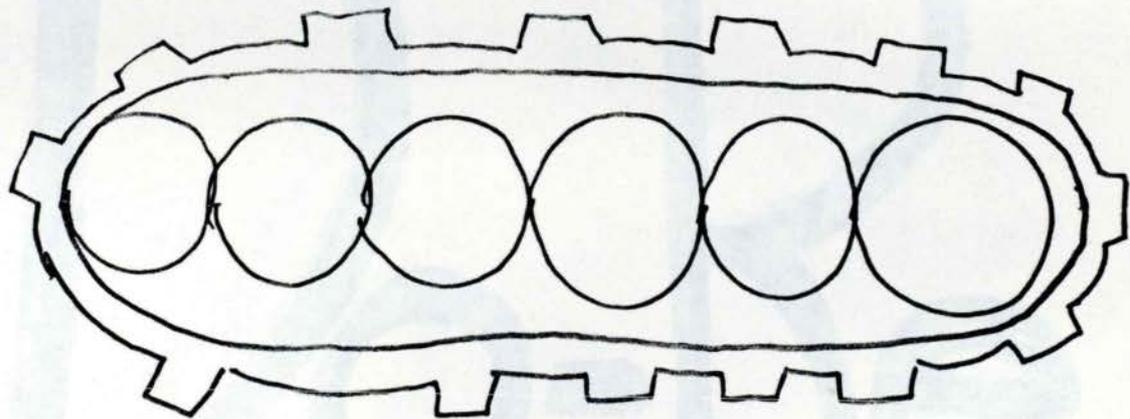
~~Doodles~~



Doodles



Doodles



INTERVAL AWARENESS



Samples of Interval Awareness .

Children sing or identify the various intervals shown to
them at random.

INTERVAL AWARENESS



D S Sol

mi re do

INTERVAL AWARENESS



Mi

Re

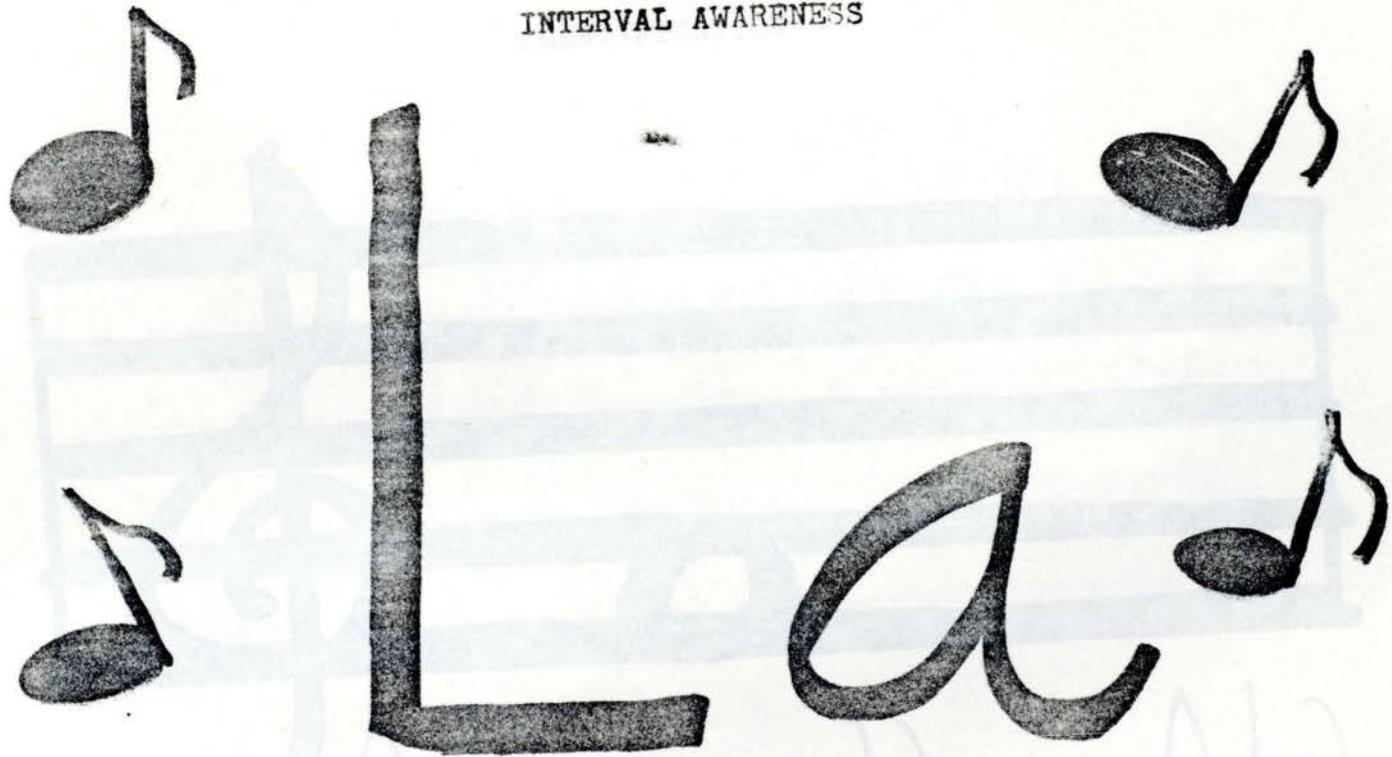
Do

INTERVAL AWARENESS



Do

INTERVAL AWARENESS



Name the Note

Examples of Identification

Directions: Listen to notes or identify the interval between notes.

IDENTIFICATION

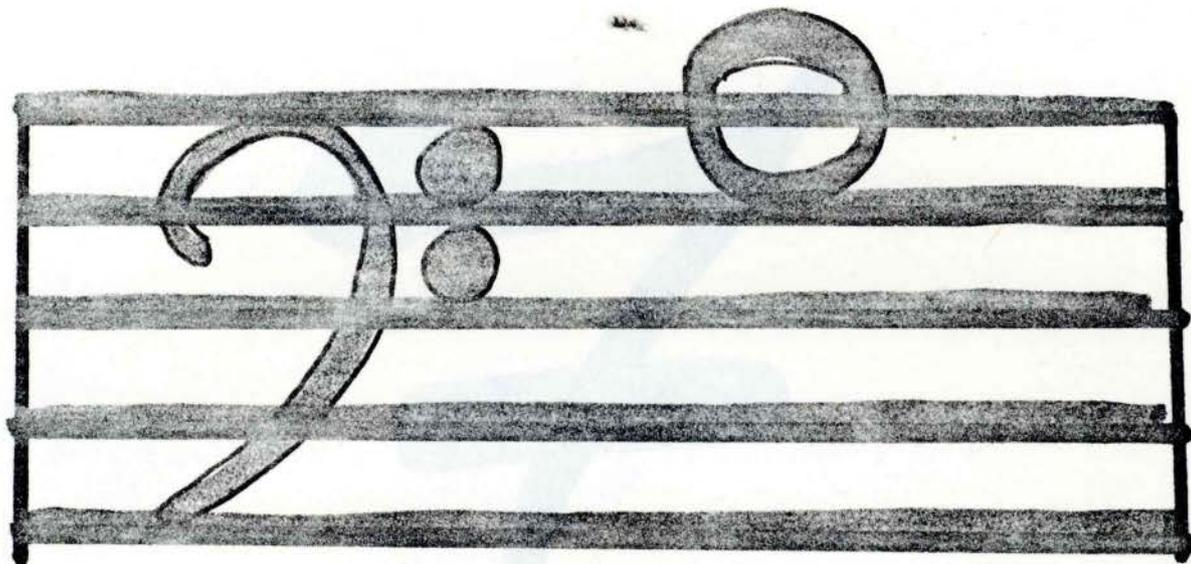


Name the Note

Samples of Identification

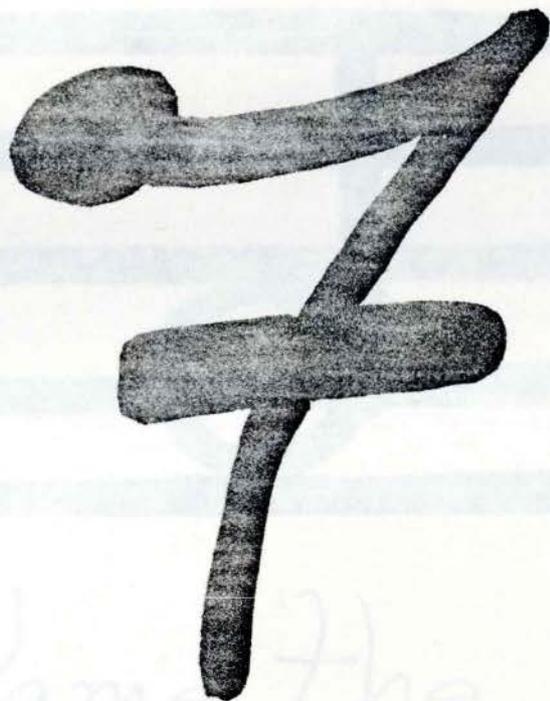
Children play flashcard games or identify the symbol shown to them at random.

IDENTIFICATION



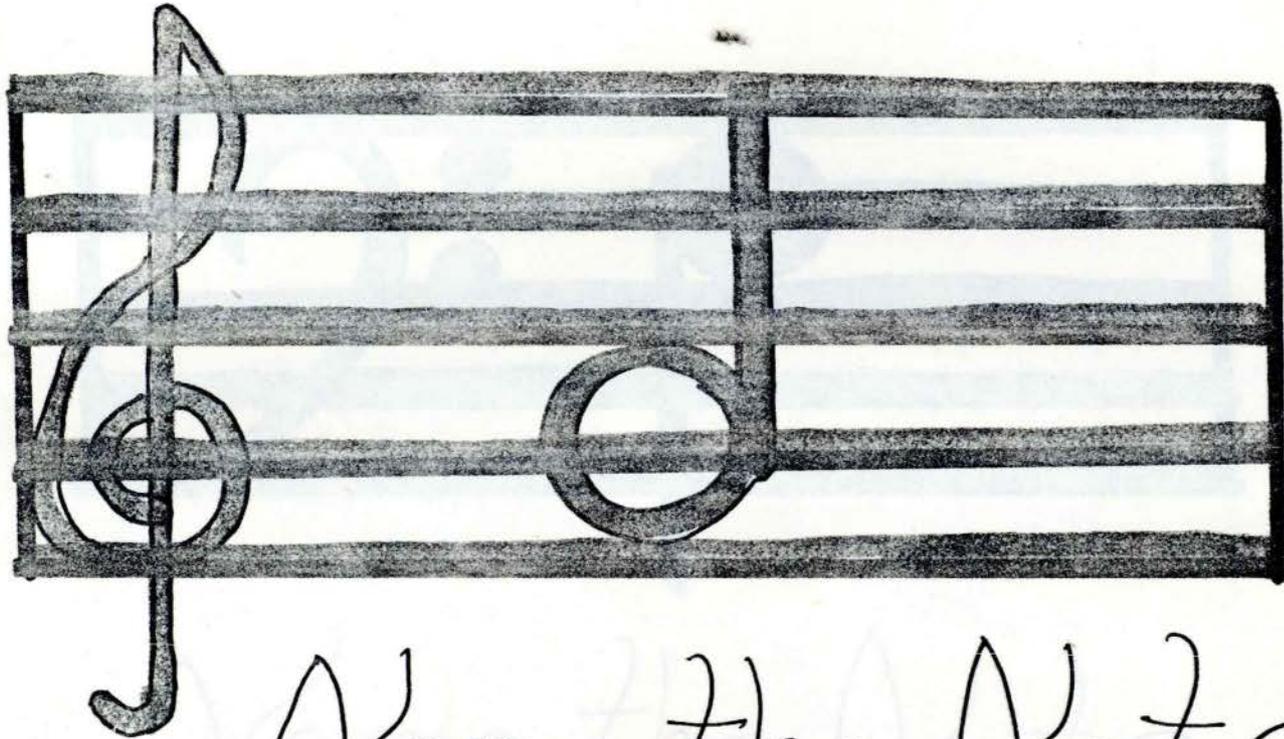
Name the Note

IDENTIFICATION



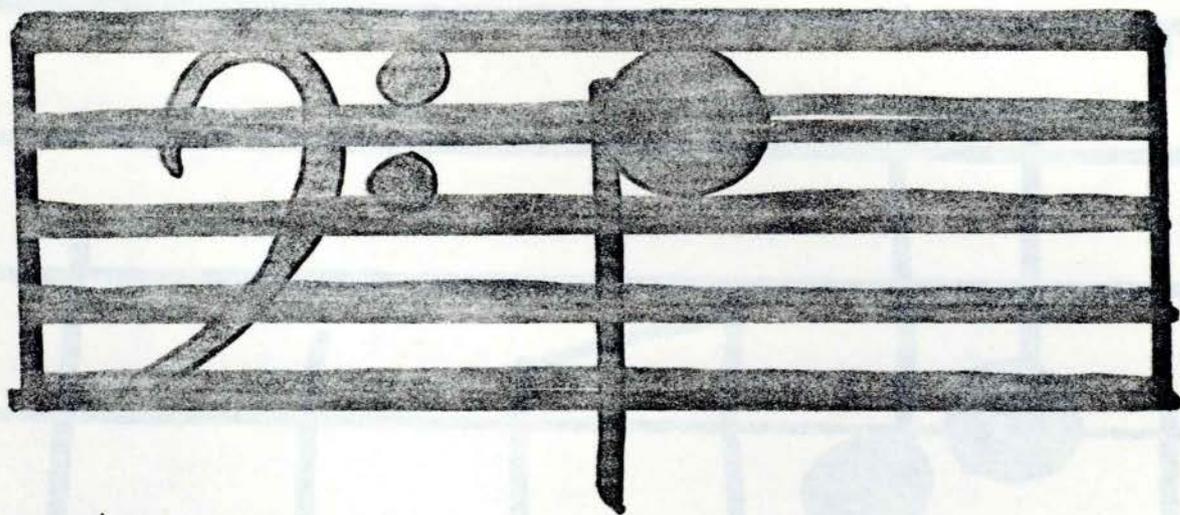
Name the Note

IDENTIFICATION



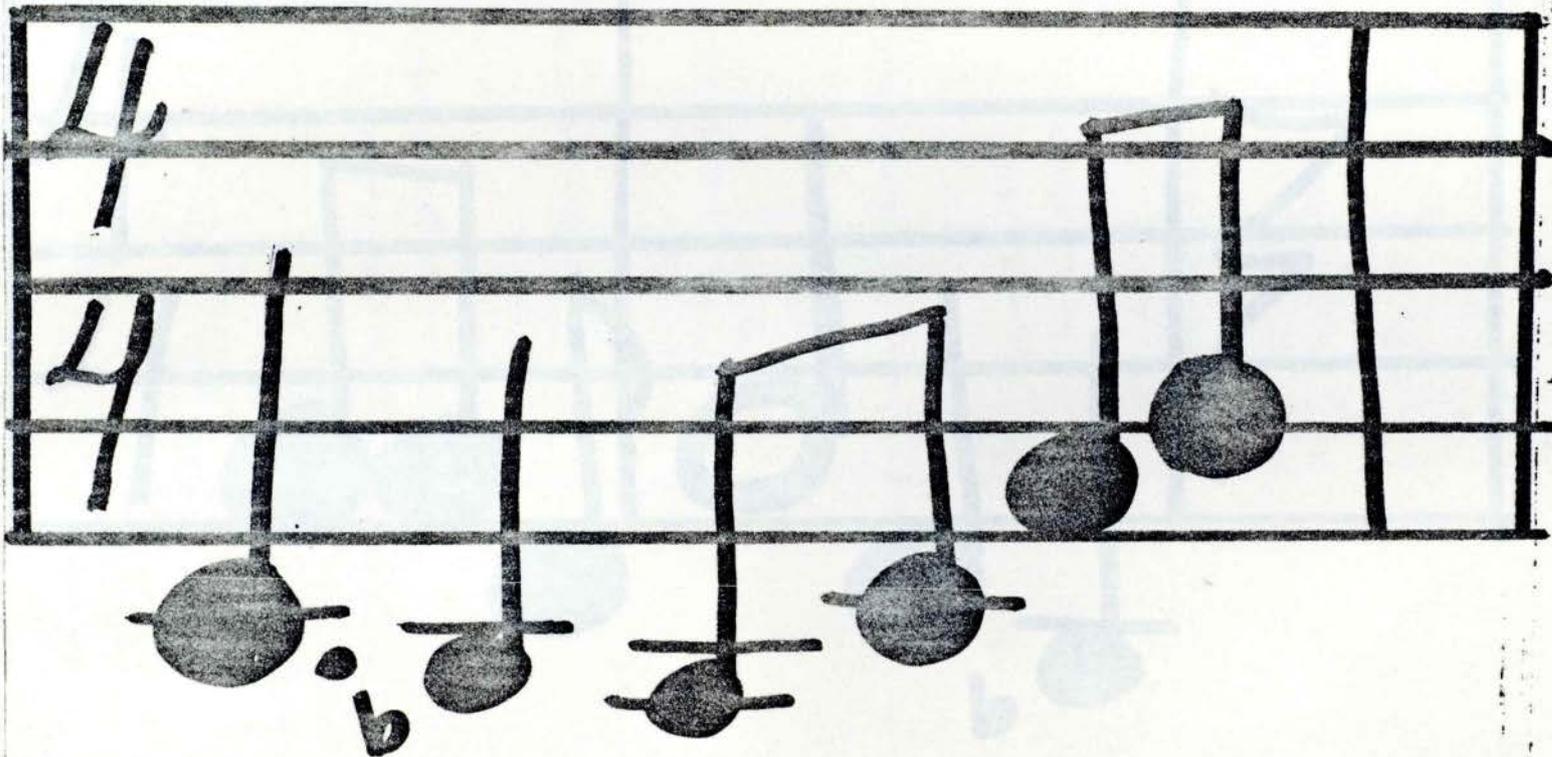
Name the Note

IDENTIFICATION



Name the Note

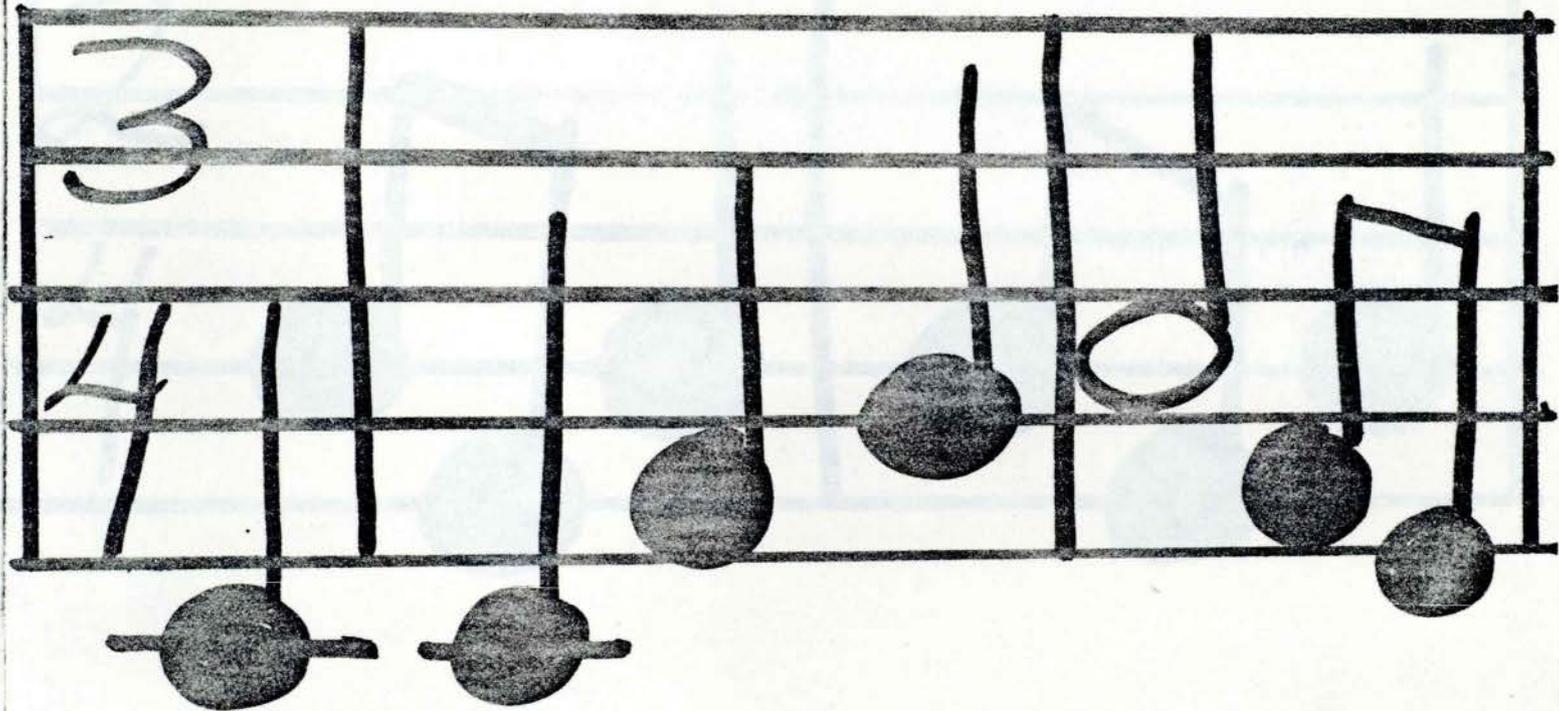
NAME THAT TUNE



Samples of Name That Tune

Children identify the tune in question by looking at the sample.

NAME THAT TUNE



NAME THAT TUNE

