

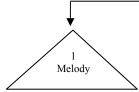
Strand 1: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:

The student will:

1. Identify and/or demonstrate knowledge of the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and form



- High/low
- Higher/lower
- Same/different pitch
- Simple tone matching (1-3 pitches
- Expressive speech/singing
- Sing/play SM, LSM, SMD, MRD
- Steps vs skips (leaps)
- Low LS, High D
- Aural foundation for D and L centered pentatonic, diatonic, SMRD, LSMRD

- 2 Rhythm
- Sound/no sound
- Beat/no beat
- Long/short sound
- Same/ different duration
- 1or 2 sounds to a beat
- · Beat/words
- · Strong beat
- Fast/slow
- Getting faster/ getting slower
- Aural foundation for 6/8
- 2/4, 3/4, 4/4
- Quarter note/rest, eighth notes
- Half note/tied quarter notes
- Repeat sign
- Treble clef
- Barlines
- Same/ different rhythm patterns
- · Accented beat

- 3 Harmony
- One pitch/ many pitches
- Sing/ chant accompanied by pitched instruments
- Vocal ostinati
- 2 part canon (sung)

- 4 Dynamics
- Loud/ soft
- Getting softer/ getting louder
- Forte/ piano
- Crescendo
- Decrescendo

- Tone Color Texture

 Different

 One sound/
- different sounds
 Different voices make different sounds

instruments make

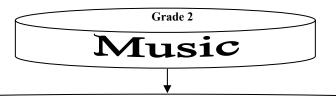
- Speaking/ singing
- Non-pitched instruments: woods, metals, drums, shakers, scrapers
- Pitched instruments:
 Metallophones, xylophones, glockenspiels
- Instrument families: string, woodwind, percussion, brass

- One sound/ many sounds
- Voice only/ instrument only/ both
- Instruments used for story or poem sound effects
- One ostinato
- Rhythmic and vocal canon

- Beginning, middle, end
- Same/ different melody

Form

- Call/ response
- Echo
- Repeat
- Introduction/Coda
- Phrase
- Same/ different phrases: AA vs AB
- Ouestion/answer
- Verse/ refrain
- ABA
- Sections



Strand I: Artistic Foundations

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:

The student will:

- 1. Demonstrate the ability to read and notate music
- 2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument

Read and Notate

- Beat icons
- Rhythm icons
- · Pitch icons
- Melodic contour lines
- Quarter note/ rest
- · Paired eighth notes
- Half note
- p/f, bar lines, fermata, accent, staff, measure, repeat
- SM, LSM
- SMD, MRD

Pedagogy (Tone Production, Articulation, And Intonation)

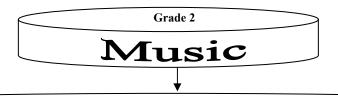
- Model breathing, diction, support, expression
- Sing aloud/ sing inside your head
- Pat beat/ clap word rhythms
- Move on strong beat
- Bi-lateral/ alternate patschen
- Clapping
- Stepping
- · Simple folk dances
- Mirroring, imitation, pantomime
- Mallet skills: identify head, stem, handle; head plays, stem doesn't click on bars, tremolo, glissando
- High, middle, low
- Scale
- Play steady beat with both hands, with one hand
- Play on word cues (star <u>light</u>, star <u>bright</u>)
- Rhythmic/melodic ostinati
- Self space/ classroom space
- Sing/ shout (call)/ whisper/ speak
- Posture
- Register (speak in upper/middle/lower register)
- Sustain pitch
- Tuneful singing with solfege: SMD, MRD

Technology Resources

- Spotlight on Music Series
- Supplementary books, sheet music, DVDs, videos, recorded music, etc.

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- I-tunes
- Garage Band
- Finale
- Smart Music
- Smartboard



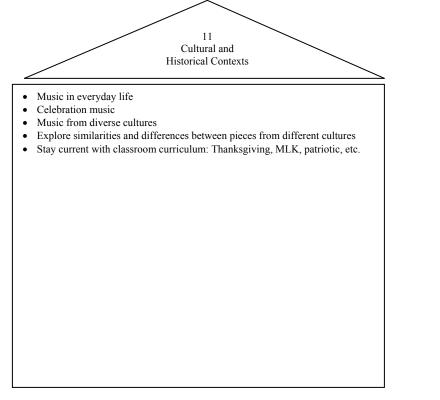
Strand I: Artistic Foundations

Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota Indian tribes and communities.

Benchmarks:

The student will:

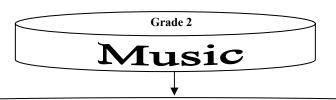
- 1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of the Minnesota Indian tribes and communities.
- 2. Describe the similarities and differences among the arts areas and among disciplines outside the arts areas such as mathematics, science, and history.



Poetry
Dance
Visual Arts
Drama

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Strand II: Create/Make

Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:

The student will:

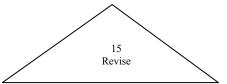
- 1. Express musical ideas using improvisation and composition on classroom instruments.
- 2. Revise a musical creation based on feedback from others.

13 Improvise

- Sound effects for stories and poetry
- Instrumental interludes
- Rhythmic accompaniment
- Melody for a simple rhyme
- LSM melody
- SMD, MRD
- Rhythmic question and answer

14 Compose

- Plan rhythm patterns using icons
- Quarter note/rest
- Paired eighth notes
- Half notes
- Melodic composition using LSM, SMD, MRD and rhythms above

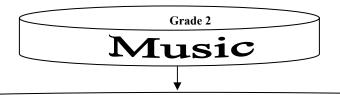


• Group discussion on performance of compositions: Accuracy? Add or change something? **Interest?**

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(Bolded text indicates new material introduced/taught.)



Strand III: Perform/Present

Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:

The student will:

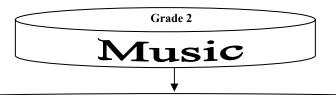
- 1. Sing and play a varied repertoire that includes simple rhythms and melodies.
- 2. Revise performance based on feedback of others.

• Spotlight on Music Series

17 Rehearsal and Performance Feedback

- Music programs
- Audience etiquette: sit still, be quiet, clap
- Solo performer etiquette: announce selection, bow, smile
- Group etiquette: when to watch conductor, when to smile at audience

Northfield Public Schools Final: 11/4/08



Strand 1V: Respond/CritiqueStandard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:

The student will:

1. Describe the characteristics of a variety of musical works and performances.

18 Listening

• Selections from Spotlight on Music Series

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