

Strand 1: Artistic Foundations

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

Benchmarks:

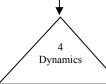
The student will:

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

Melody

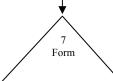
Rhythm

Harmony



Tone Color

Texture



- 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)
- Aural foundation for D and L centered pentatonic, diatonic, SMRD, LSMRD, home
- major/minor

- · Low LS, High D
- tone,
- Sing/play GAB

- Beat/words
- Strong beat
- Fast/slow
- Accelerando
- Aural foundation for 6/8
- 2/4, 3/4, 4/4
- Quarter note/rest, eighth notes
- Half note/rest/tied quarter notes
- Dotted half note
- Whole note/rest
- Sixteenth notes
- Repeat sign
- · Treble clef
- Barlines
- Same/different rhythm patterns
- · Accented beat
- Equal vs unequal • Beat divisions

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

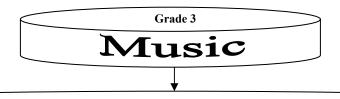
- Loud/soft
- Getting softer/ getting louder
- Forte/ piano
- Crescendo
- Decrescendo
- mf, f, mp, p
- accent

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

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

- Beginning, middle, end
- · Same/different melody
- Call/response
- Echo
- Repeat
- Introduction/Coda
- Phrase
- Same/ different phrases: AA vs
- Question/answer
- Verse/refrain
- ABA
- Sections
- DC al fine
- Theme & var.
- 1st & 2nd endings
- Rondo
- AABA

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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

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Read and Notate

- · Beat icons
- Rhythm icons
- Pitch icons
- Melodic contour lines
- Quarter note/ rest
- · Paired eighth notes
- Half note/rest
- Whole note/rest
- Sixteenth notes
- p/f, bar lines, fermata, accent, staff, measure, repeat
- SM, LSM
- SMD, MRD
- Pentatonic
- Intro to treble clef lines & spaces
- Meter signature
- GAB

9 Pedagogy (Tone Production, Articulation, And Intonation)

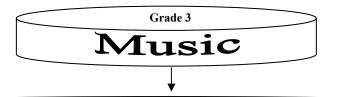
- Model breathing, diction, support, expression
- Sing aloud/ sing inside your head
- Pat beat/ clap word rhythms
- Move on strong beat
- Bi-lateral/ alternate patschen
- Clapping
- Stepping
- Simple folk dances
- Mirroring, imitation, pantomime
- Mallet skills: identify head, stem, handle; head plays, stem doesn't click on bars, tremolo, glissando, **crossover**,

moving bordun

- · High, middle, low
- Scale
- Play steady beat with both hands, with one hand
- Play on word cues (star light, star bright)
- Rhvthmic/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, octaves
- Playing recorder
- Staccato, legato, fermata

Technology Resources

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

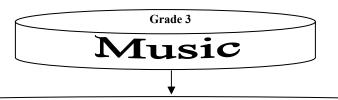


- Music in everyday life
- · Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.



- 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:

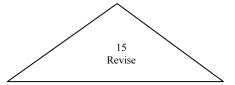
- 1. Express musical ideas using improvisation and composition on classroom instruments.
- 2. Revise a musical creation based on feedback from others.

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 including sixteenth notes
- Melodic question and answer in pentatonic

14 Compose

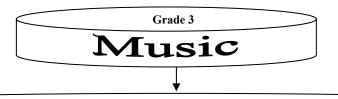
- Plan rhythm patterns using icons
- Quarter note/rest
- · Paired eighth notes
- Half note/rest
- Sixteenth notes
- Whole note/rest
- Melodic composition in pentatonic using rhythms above
- Recorder composition



- Group discussion on performance of compositions: Accuracy? Add or change something? Interest? Ending?
- Partner feedback

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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.

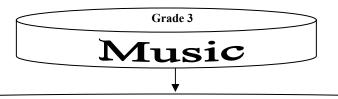
16 Repertoire

• "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

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<u>Strand 1V</u>: Respond/Critique <u>Standard 1</u>: 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