

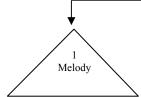
Strand 1: Artistic Foundations

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



- High/low
- Higher/lower
- Same/different pitch
- Tone matching
- Expressive speech/singing
- Sing/play SM, LSM, SMD, MRD
- T, F
- Steps vs skips (leaps)
- Octave
- Low LS, High D
- D and L centered pentatonic, diatonic, SMRD, LSMRD, home tone, major/minor
- Sing/play major scale

Rhythm

- Beat/rhythm
- Tempo
- Fast/slow
- Accelerando
- Meter
- beat
- 2/4, 3/4, 4/4, 6/8
- eighth notes
- dotted half note
- Whole note/rest
- Sixteenth notes
- note/rest
- Syncopation
- Treble clef
- Barlines

- Strong beat

- 3 vs 4 sounds to a
- Quarter note/ rest,
- Half note/rest

- **Dotted quarter**
- Repeat sign
- Accented beat
- Equal vs unequal
- · Beat divisions

Harmony

- One pitch/ many pitches
- Sing/ chant accompanied by pitched instruments
- Vocal ostinati
- 2 and 3 part canon (sung and played)
- I and V chords
- Descants
- Partner songs



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



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

• One sound/ many sounds

Texture

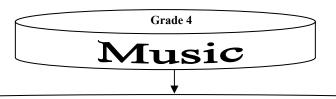
- Voice only/ instrument only/ both
- Instruments used for story or poem sound effects
- One ostinato
- · Rhythmic and vocal canon
- Multi-layered sound
- Bordun

- · Beginning, middle, end
 - Same/ different melody

Form

- · Call/ response
- Echo
- Repeat
- Introduction/Coda
- Phrase
- Same/ different phrases: AA vs AB
- 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

8 Read and Notate

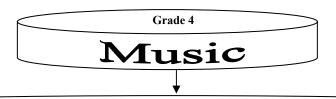
- Beat icons
- Rhythm icons
- Pitch icons
- · Melodic contour lines
- Quarter note/ rest
- · Paired eighth notes
- Half note/rest
- Whole note/rest
- · Sixteenth notes
- Dotted half note/rest
- Dotted quarter note/rest
- Syncopation
- p/f, bar lines, fermata, accent, staff, measure, repeat
- SM, LSM
- SMD, MRD
- T, F
- Pentatonic
- Treble clef lines & spaces
- Meter signature
- Dynamic markings
- Intro to choral score

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)
- 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: SFMRD, octaves
- Playing recorder
- Staccato, legato, fermata, slur
- I/V

10 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.



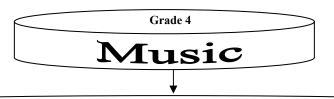
- Music in everyday life
- · Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.



- Poetry
- Dance
- Visual Arts
- Drama

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(Bolded text indicates new material introduced/taught.)



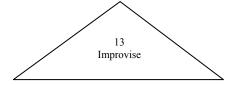
Strand II: Create/Make

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

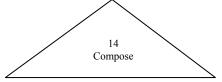
Benchmarks:

The student will:

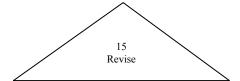
- 1. Express musical ideas using improvisation and composition on classroom instruments.
- 2. Revise a musical creation based on feedback from others.



- 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
- Syncopation
- Dotted quarter + eighth
- Eighth + sixteenth combinations

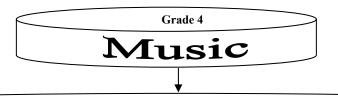


- Plan rhythm patterns using icons
- · Quarter note/rest
- · Paired eighth notes
- Half note/rest
- · Sixteenth notes
- Whole note/rest
- Melodic composition in pentatonic using rhythms above
- Melodic composition using DRMFS
- Recorder composition



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

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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:

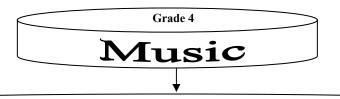
- 1. Sing and play a varied repertoire that includes simple rhythms and melodies.
- 2. Revise performance based on feedback of others.

• "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

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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