

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Music- 4-6 Grade General Music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<p style="text-align: center;"><b>Unit 1</b></p> <p><b>Foundations</b> <b>4 Weeks</b></p>	<p>1. Singing, alone and with others, a varied repertoire of music.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p>	<p>- Count, clap, and play a variety of rhythmic patterns.</p> <p>-Identify and define music notation symbols in literature and on written exams.</p> <p>-Individually perform prepared hand clapping pattern and exercises with appropriate technical accuracy and expression.</p> <p>-Analyze auditory examples of passages from songs and other auditory examples.</p>	<p>Continuous visual and aural assessment of individual, small group, and performance.</p> <p>Written rhythm/notation test.</p>	<p><i>Song Books</i></p> <p>Written rhythm/notation assessments</p> <p>Hand Clapping pattern assessments</p>
<p style="text-align: center;"><b>Unit 2</b></p> <p><b>Introducing Pantomime Techniques</b> <b>4 Weeks</b></p>	<p>1. Singing, alone and with others, a varied repertoire of music.</p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and</p>	<p>- Identify and play up to (but not limited to) 5 different notes (if applicable).</p> <p>-Clap rhythms and identify melodies played.</p> <p>-Analyze how the use of specific musical elements in each song</p>	<p>Individual aural responses to guided questions about the sung examples.</p> <p>Short written notational quizzes.</p> <p>Short rhythm tests bi-weekly</p>	<p><i>Song Books</i></p> <p><i>Xylophones</i></p> <p><i>Rhythm sticks</i></p>

	describing music. 7. Evaluating music and music performances	enhance the effectiveness of the piece.  -Describe the historical and cultural background of each song and its composer.		
<b>Unit 3</b> <b>Introducing Audiation Techniques</b> <b>4 Weeks</b>	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances	- Identify and play up to (but not limited to) 5 different notes (if applicable).  -Clap rhythms and identify melodies played.  -Analyze how the use of specific musical elements in each song enhance the effectiveness of the piece.  -Describe the historical and cultural background of each song and its composer.  -Play learned songs on xylophone	Individual aural responses to guided questions about the sung examples.  Short written notational quizzes.  Short rhythm tests bi-weekly  Perform learned songs for classmates	<i>Song Books</i> <i>Xylophones</i> <i>Rhythm sticks</i>  Self-evaluation response worksheets
<b>Unit 4</b> <b>Rhythm Notation and Literacy Techniques</b> <b>4 Week</b>	5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances.	-Notate performed rhythms of songs learned and patterns demonstrated - identify notes on Treble and Bass Clef	Rhythm/literacy notation packets  Individual aural responses to guided self-evaluation questions after listening to the rhythms performed.	Reflection worksheets and rhythm tests
<b>Unit 5</b> <b>Expansion of Vocal Range</b> <b>4 Weeks</b>	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone	-identify sections of songs needed for 'head voice' -perform pantomimes for selected songs	Rhythmic echo quizzes as well as performances of pantomimes and vocal	Song Books Rhythm sticks

	<p>and with others, a varied repertoire of music.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances</p>	<p>-create own pantomimes for learned songs</p> <p>-perform created pantomimes</p> <p>-‘grade/observe’ classmate pantomimes</p>	<p>demonstrations of learned songs</p>	
<p><b>Unit 6</b> <b>Identification of Sounds</b></p> <p><b>5 Weeks</b></p>	<p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>	<p>-Identify instruments through listening to audio examples</p> <p>-identify aspects of the recordings....(date of composition, ‘reason’ of composition, lyrical meanings, genre, other qualifying characteristics.</p> <p>-identify the mentioned above qualities of songs/score soundtrack songs within an appropriate movie setting.</p>	<p>Written assignments found within specified handouts and listening assignments to take place outside of class time.</p>	<p><i>Audio examples</i></p> <p><i>Assessment Packet</i></p> <p><i>Movie</i></p> <p><i>Historical music reference books/materials</i></p>
<p><b>Unit 8</b> <b>Rhythm Matrix Reading &amp; Composing</b></p> <p><b>5 Weeks</b></p>	<p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p>	<p>-Objectively self-evaluate individual and group performance of matrix composition.</p> <p>-Create and respond to specific criteria for evaluating the performance.</p> <p>-Read and Notate own matrix as</p>	<p>Written self-evaluation response sheets</p> <p>Individual aural responses to the other student performance/compositions</p> <p>Individual aural responses to guided self-evaluation</p>	<p>Digital Recorder</p> <p>Copies of Compositions</p> <p>Self-evaluation response worksheets</p> <p>Rhythm Sticks &amp; unconventional</p>

		well as other compositions	questions after listening to the recording of class compositions	instruments
<b>Unit 8 Year End Review 4 Weeks</b>	<p>1. Singing, alone and with others, a varied repertoire of music.</p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p>	<p>-Review yearlong goals and songs studied/sung</p> <p>-Identify all notes learned throughout the year, including treble and bass clef</p> <p>-Define terminology (such as forte, piano, crescendo...etc.)</p> <p>-Evaluate student understanding of selected content through multiple activities</p>	<p>Written vocabulary, notation, rhythmic quizzes.</p> <p>Jeopardy, group work/activities, review sheets etc...</p>	<p>Lyric papers</p> <p>Rhythm review sheets</p> <p>Blank matrix documents</p> <p>xylophones</p> <p>Jeopardy questions</p>