

Grades 4-6: Instrumental Music Curriculum

Unit: Music Reading Skills	Time: Throughout the school year	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do I read musical notation, both melodic and rhythmic? • What are the different clefs, time signatures, and key signatures? • How do I interpret musical signs and markings? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can name notes on the treble, bass, and/or alto clef staves, including notes with accidentals. • I can read rhythms from printed musical notation. • I can correctly interpret musical signs including key signatures, time signatures, and repeat markings. 	<p>1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble</p> <p>1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ☐ SWBAT identify the note names of the lines and spaces of treble, bass, and/or alto clef staves- with or without accidentals 1.3C.12nov.Pr4b ☐ SWBAT demonstrate knowledge of rhythmic notation up to and including sixteenth notes and rests by practicing & performing various songs and exercises 1.3C.12nov.Pr4b ☐ SWBAT identify and state the key signature and time signature of a piece and demonstrate understanding by correctly playing the piece. 1.3C.12nov.Pr4b 		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Concert Performances ✓ Music Lessons <p>Materials</p> <ul style="list-style-type: none"> • Knowlton Elementary School Instrumental Music Library • Standard of Excellence Book 1

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- SWBAT interpret and verbally explain musical signs of a piece including repeat, D.C., D.S., Coda, Fine, and 1st and 2nd endings, and demonstrate understanding by correctly playing the piece. **1.3C.12nov.Pr4b**

SUGGESTED ACTIVITIES

- Name the notes of a method book song, and then play it; or, name the notes of the song while you play.
- Tap and count aloud the rhythm of a piece; then play the piece.
- Perform and echo rhythm patterns by rote, and then view the printed notation of the patterns.
- Play a scale in rhythmic variations.
- Write down the rhythmic or melodic notation of an aural dictation.
- Play musical examples that include musical signs such as repeat, D.C., D.S., Coda, Fine, and 1st and 2nd endings.
- Visually follow a printed page of music that includes musical signs such as repeat, D.C., D.S., Coda, Fine, and 1st and 2nd endings while listening to a recording of the selected piece.
- Use your music reading knowledge to sight read a brand new piece.

REINFORCEMENT

- Sight read a piece and then listen to the recording of that piece to assess your accuracy.
- Listen to peer performances to see if their reading of a specific musical example matches your own.
- Complete music reading worksheets which are included incrementally on our progress chart of songs to supplement student playing.

ENRICHMENT

- Students are given opportunities to test their music reading skills by sight reading both individually and corporately in a large group rehearsal setting, thereby also providing a means for self, peer, and teacher assessment.

Suggested Websites

- Opusmusicworksheets.com
- Colorinmypiano.com
- education.com/worksheets/the-arts-music/

Suggested Materials

- Supplemental music literacy worksheets- listed on the progress chart.

Cross-Curricular Connections

CR/LL/KS:

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

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9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Compose and notate your own melody, and then play it.

Technology: Musition and Auralia music literacy apps which allow you to practice your music reading skills can be found at risingsoftware.com/apps/ for a very low cost.