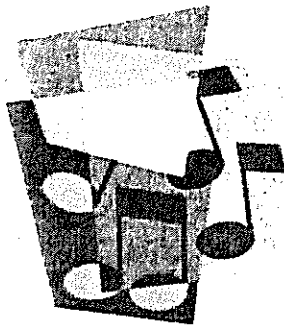


Burbank Unified School District

# Elementary Music Curriculum



## Grades 2-5

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# BUSD Music Content Standards

## Grades 2<sup>nd</sup> - 5<sup>th</sup>

### *Read and Notate Music*

*2<sup>nd</sup>* 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests. 1.2 Read, write, and perform simple patterns of pitch, using solfège.

*3<sup>rd</sup>* 1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests. 1.2 Read, write, and perform pentatonic patterns, using solfège.

*4<sup>th</sup>* 1.1 Read, write, and perform melodic notation for simple songs using pentatonic scale and solfège. 1.3 Identify and recognize rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

*5<sup>th</sup>* 1.1 Read, write, and perform simple melodic notation in treble clef in major. 1.2 Read, write, and perform major and minor scales. 1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

### *Listen to, Analyze, and Describe Music*

*2<sup>nd</sup>* 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music. 1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA. 1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

*3<sup>rd</sup>* 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally. 1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices. 1.5 Describe the way in which sound is produced on various instruments. 1.6 Identify simple musical forms (e.g., AABA, AABB, round).

*4<sup>th</sup>* 1.4 Describe music according to its elements, using the terminology of music. 1.6 Recognize and describe aural examples of musical forms, including rondo.

*5<sup>th</sup>* 1.4 Analyze the use of music elements in aural examples from various genres and cultures. 1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone). Identify vocal and instrumental ensembles from a variety of genres and cultures. 1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

### ***Apply Vocal and Instrumental Skills***

**2<sup>nd</sup>** 2.1 Sing with accuracy in a developmentally appropriate range. 2.2 Sing age-appropriate songs from memory. 2.3 Play rhythmic ostinatos on classroom instruments.

**3<sup>rd</sup>** 2.1 Sing with accuracy in a developmentally appropriate range. 2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos. 2.3 Play rhythmic and melodic ostinatos on classroom instruments.

**4<sup>th</sup>** 2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others. 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

**5<sup>th</sup>** 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others. 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

### ***Compose, Arrange, and Improvise***

**2<sup>nd</sup>** 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

**3<sup>rd</sup>** 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

**4<sup>th</sup>** 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

**5<sup>th</sup>** 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

### ***Role of Music***

**2<sup>nd</sup>** 3.1 Identify the uses of specific music in daily or special events.

**3<sup>rd</sup>** 3.1 Identify the uses of music in various cultures and time periods. 3.4 Identify differences and commonalities in music from various cultures.

**4<sup>th</sup>** 3.1 Explain the relationship between music and events in history.

**5<sup>th</sup>** 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

### ***Diversity of Music***

**2<sup>nd</sup>** 3.2 Sing simple songs and play singing games from various cultures. 3.3 Describe music from various cultures.

**3<sup>rd</sup>** 3.2 Sing memorized songs from diverse cultures. 3.3 Play memorized songs from diverse cultures.

**4<sup>th</sup>** 3.2 Identify music from diverse cultures and time periods. 3.3 Sing and play music from diverse cultures and time periods. 3.4 Compare musical styles from two or more cultures. 3.5 Recognize the influence of various cultures on music in California.

**5<sup>th</sup>** 3.2 Identify different or similar uses of musical elements in music from diverse cultures. 3.3 Sing and play music from diverse cultures and time periods. 3.4 Describe the influence of various cultures and historical events on musical forms and styles. 3.5 Describe the influences of various cultures on the music of the United States.

### ***Analyze and Critically Assess***

**2<sup>nd</sup>** 4.1 Use the terminology of music in discussing individual preferences for specific music.

**3<sup>rd</sup>** 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

**4<sup>th</sup>** 4.1 Use specific criteria when judging the relative quality of musical performances.

**5<sup>th</sup>** 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

### ***Derive Meaning***

**2<sup>nd</sup>** 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music. 4.3 Identify how musical elements communicate ideas or moods. 4.4 Respond to a live performance with appropriate audience behavior.

**3<sup>rd</sup>** 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics. 4.3 Describe how specific musical elements communicate particular ideas or moods in music.

**4<sup>th</sup>** 4.2 Describe the characteristics that make a performance a work of art.

**5<sup>th</sup>** 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

### ***Connections and Applications***

**2<sup>nd</sup>** 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

**3<sup>rd</sup>** 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

**4<sup>th</sup>** 5.1 Identify and interpret expressive characteristics in works of art and music. 5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well organized presentation or performance. 5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

**5<sup>th</sup>** 5.1 Explain the role of music in community events. 5.2 Identify ways in which the music professions are similar to or different from one another. **60**

### ***Careers and Career-Related Skills***

**2<sup>nd</sup>** 5.2 Identify and discuss who composes and performs music.

**3<sup>rd</sup>** 5.2 Identify what musicians and composers do to create music.

**4<sup>th</sup>** 5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

**5<sup>th</sup>** 5.2 Identify ways in which the music professions are similar to or different from one another.

## A Standards Crosswalk Between Common Core and Music

(NYSSMA - New York State School Music Association created initial document)

Adapted by Steve Hollis for music curriculum

This crosswalk documents the alignment between selected learning goals from the Common Core State Standards (CCSS) for English Language Arts (ELA), and Mathematics. As the state of **California** has also adopted these standards, it presents us with a new and dynamic opportunity to demonstrate alignment between the learning described in the standards, and the concepts commonly taught in the music classroom.

This is not an exhaustive document, but rather a beginning. The reader is encouraged to continue to build the crosswalk with additional connections from classroom experiences. This should be treated as a living document for curriculum construction in the best interest of our music students learning.

Strand	Core Curriculum standard	Music
Reading for Literature	<p>Recount stories, fables, etc.                      Words/phrases describe rhythm &amp; meaning                      Overall structure of story                      Different points of view of characters                      Identify who is telling story                      Compare/contrast 2 or more versions of story                      Determine theme and analyze it's development                      Compare/contrast written work to media version                      Make connections between written text and other perspectives</p>	<p>Folk songs, program music                      Rhythms, patterns, repetition, form                      Form                      Texture &amp; balance                      Timbre (melody/harmony)/orchestral instruments                      Theme &amp; variations, transcriptions, orchestration                      Motivic development                      Programmatic composition                      Cultural connections to music</p>
Reading for Information	<p>Questions re: details of text                      Know/use text features                      Meaning of domain specific words                      Describe overall structure of events, ideas, concepts or info                      Distinguish own point of view                      Engage in group reading w/purpose &amp; understanding</p>	<p>Critical listening, artistic text interpretation                      Expressive markings in music                      Music specific vocabulary                      Form                      React to music, improvisation                      Sing and play instruments with others</p>
Reading Foundational Skills	<p>Print concepts                      Phonological awareness                      Phonics &amp; word recognition                      Fluency</p>	<p>Read music notation, follow own part                      Sound production (vowels), diction, articulation,                      Lyrics, vowel production, rhythm, note reading                      Music reading, practice for fluency, sight-singing</p>
Writing	<p>Write opinion supporting point of view                      Draw evidence from text for analysis                      Write information/explanatory texts                      Production and distribution of writing                      Short research projects                      Write to support analysis of topics or text                      Create text in response to literary work</p>	<p>Critical responses, written critiques                      Reflection, improvement plan                      Program notes                      Program notes                      Short music research projects                      Music critiques                      Vocal music composition</p>
Speaking & Listening	<p>Ask/answer questions to clarify comprehension                      Create multimedia presentation of stories or poems                      Engage in collaborative discussions                      Initiate and participate effectively in collaborative work</p>	<p>Critical listening for performance in ensemble                      Create audio/visual recording of performance                      Rehearsals, peer evaluation, group composition                      Student-led chamber ensemble(s)</p>



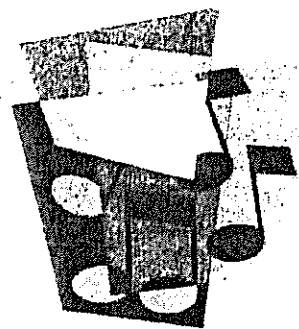
	<p>Evaluate speaker's point of view          Include multimedia components to clarify information          Make strategic use of digital media</p>	<p>Analyze music composition or performance          Use music/visual software/tech in composition          Enhance composition/performance through media</p>
<p>Language</p>	<p>Identify connections between words &amp; their use          Correct use for frequently confused words          Use knowledge of language to write, speak, read, listen          Use nuances in word meanings          Distinguish shades of meanings          Acquire &amp; use domain-specific words and phrases          Demonstrate command of conventions of standard English</p>	<p>Musical vocabulary          Clarify misused vocabulary (hi/low, soft/loud)          Use music vocabulary to describe music          Expressive quality of lyrics          Various tempi/expressive markings          Write or speak about music          Phrasing, articulation, expression markings</p>

~ Math ~

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Math problems using note values Performance of rhythmic/tonal patterns Musical form (tone row, matrix composition)
Number & Operations- Fractions	Understand fractions as numbers  Understand fraction equivalents	Rhythmic values of notes & rests Duple/ triple meter Measures Sub-division Rhythm pyramid (whole, half, quarter, etc.)
Measurement & Data	Classify objects & count number of objects Work with time  Measure lengths Describe & compare measurable attributes Represent and interpret data	Time signature Organize sound or silence over time (rhythmic aspect) Tempo Intervals Science of sound (frequency, amplitude, etc. of sound waves)
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form Melodic contour Timbral and pitch qualities of instruments (size of inst; string length; overtone series, acoustics)
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	Linear arrangement of rhythmic relationships (melodic and harmonic construction- augmentation, diminution etc.) Vertical arrangement of rhythmic relationships (rhythms lining up between parts)

Burbank Unified School District

# Elementary Music Curriculum



# Grade 2

Burbank Unified School District  
Elementary General Music Curriculum  
GRADE 2

Priority Standards	Objective(s)	Activities	Assessment Guidelines	Suggested Time	Materials/ Equipment/ Resources
<b>1.0 Artistic Perception</b>					
1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.	Students will move and identify beat through movement.  Students will identify quarter notes, quarter rests, and eighth notes.  Students will read and play quarter notes, quarter rests, and eighth notes.	Unit 1, Lesson 1  Unit 1, Lesson 3  Unit 1, Lesson 5	Teacher observation of students: keeping a steady beat.  matching written rhythms to animal sounds on page 15.  reading and playing rhythms on page 25 with or without ballet music.	30 minutes  30 minutes  30 minutes	Pages 6-9 Spotlight on Music (SOM) CD1, class set of rhythm sticks  Pages 14-17 SOM CD1  Pages 22-25 SOM, CD's 1 and 2, assorted rhythm instruments
1.2 Read, write, and perform simple patterns of pitch, using solfege.	Students will read, notate, and improvise using solfege: so and mi (an introduction to Orff instruments).  Students will sing a song with mi, so, and la.  Students will read and improvise with mi, so, and la.	Unit 1, Lesson 7  Unit 2, Lesson 2  Unit 2, Lesson 4	singing so/mi pattern in "Lemonade" song, page 32.  singing the "Mill Song", page 52, from memory with pitch syllables.  identifying mi/so/la pattern in a listening example. (see resource master 2.8)	30 minutes  30 minutes  30 minutes	Pages 30-33 SOM, CD's 1 and 2, pitched instruments  Pages 50-53 SOM, CD 3, listening map transparency #4, pitched instruments  Pages 58-61 SOM, CD 3, pitched instruments, optional: resource master

<p>1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p>	<p>Students will aurally and visually identify brass instruments through tone color in a selection of listening examples.</p> <p>Students will learn about a student flute player and the string quartet.</p>	<p>Unit 2, Lesson 7</p> <p>Unit 3, Music News</p>	<p>signify when trumpets are played in a listening example.</p> <p>identify flute and string instruments in a listening example.</p>	<p>30 minutes</p> <p>30 minutes</p>	<p>Pages 70-73 SOM, CD's 3, 4, and 20</p> <p>Pages 120-121, CD 6</p>
<p><b>2.0 Creative Expression</b></p>	<p>Students will learn and perform two songs with half notes.</p> <p>Students will identify a descending pattern with re.</p> <p>Students will move to and sing a song from memory.</p> <p>Students will read and play an ostinato in 2/4 meter.</p>	<p>Unit 3, opener and Lesson 1</p> <p>Unit 4, Lesson 2</p> <p>Unit 6, Lesson 3</p> <p>Unit 5, Lesson 1</p>	<p>performing one of the two songs in small groups.</p> <p>singing the second song as a dialogue in two groups with accuracy.</p> <p>performing an American folk song.</p> <p>playing the ostinato pattern with the poem on page 169.</p>	<p>30 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>30 minutes</p>	<p>Pages 82-87 SOM, CD's 4 and 5</p> <p>Pages 130-133, CD 7</p> <p>Pages 214-215, CD 10 and 11</p> <p>Pages 166-169, CD 8, resource master 5.4</p>
<p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play rhythmic ostinatos on classroom instruments.</p>					

3.0 History and Cultural Context					
3.2 Sing simple songs and play singing games from various cultures.	Students will sing a song in German and play a traditional game.	Unit 4, Lesson 5	enjoying singing and playing this game from Germany.	30 minutes	Pages 142-143, CD 7
3.3 Describe music from various cultures.	Students will identify the actions in this American folk song and learn to play the game. Students will learn about music from Louisiana and Mexico.	Unit 5, Lesson 8 Unit 5, Lesson 4	singing a song and playing the traditional game. comparing and contrasting these two songs from two different cultures.	30 minutes 30 minutes	Pages 194-195, CD 10 Pages 178-181, CD 9

4.0 Aesthetic Valuing	4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.	Unit 6, Lesson 8	moving with a traditional African song.	30 minutes	Pages 234-235, CD 12
4.4 Respond to a live performance with appropriate audience behavior.	Students will listen to two different performances and respond with appropriate audience behavior.	Unit 5, Music News	describing and evaluating two different pieces of music.	30 minutes	Pages 200-201, CD 10

<p><b>5.0 Connections, Relationships, Applications</b></p> <p>5.2 Identify and discuss who composes and performs music.</p>	<p>Students will compose and perform rhythm patterns on found instruments.</p>	<p>Unit 1, Lesson 8</p>	<p>performing original rhythms on found instruments.</p>	<p>30 minutes</p>	<p>Pages 34-37 SOM, CD 2, and student-gathered found instruments</p>
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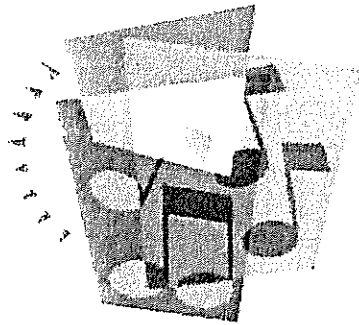
**Burbank Unified School District  
Elementary General Music Curriculum  
SECOND GRADE  
Cross Curriculum Links**

<b>Unit/Lesson</b>	<b>Curriculum Link</b>	<b>Page</b>	<b>Materials</b>
Unit 1, Lesson 3	Science: propagation of plants	17	Drawing paper and pencil
Unit 1, Lesson 5	Art: line usage in music and art	24	Optional: Degas artwork
Unit 1, Lesson 5	Language arts: compare and contrast	24	Paper and pencil
Unit 2, Lesson 2	Art: Baroque period creative project	52	Dark paper and colored chalk
Unit 2, Lesson 7	Science: explore brass instrument sounds	73	Cardboard tubes, scissors, straws
Unit 3, Lesson 1	Social studies: history of the American flag	87	Flag to look at
Unit 4, Lesson 2	Math: adding	132	Optional: paper and pencil
Unit 4, Lesson 5	Art: masks (Halloween or Mardi Gras)	144	Creative materials for masks
Unit 5, Lesson 4	Language arts: poem	179	Teacher-charted poem
Unit 5, Lesson 8	Language arts: poetry compare and contrast	194	Teacher-charted poems
Unit 6, Lesson 3	Art: patterns	215	Paper and crayons
Unit 6, Lesson 8	Reading: poetry	236	Teacher-charted poems



Burbank Unified School District

# Elementary Music Curriculum



# Grade 3

Burbank Unified School District  
Elementary General Music Curriculum  
GRADE 3

Priority Standards	Objective(s)	Activities	Assessment Guidelines	Suggested Time	Materials/ Equipment/ Resources
<b>1.0 Artistic Perception</b>  1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.	Students will read a rhythm pattern consisting of quarter notes, eighth notes, and quarter rests.	Unit 1, Lesson 3	Teacher observation of students: speaking "pie" and "chicken" to the rhythm of the song and gestures for the rests.	30 minutes	Pages 14-17, CD 1, pitched instruments
	Students will sing a do/re/me melody using pitch syllables	Unit 1, Lesson 4	playing pitched instruments with rhythm patterns.	30 minutes	Pages 18-21, CD 1, pitched instruments
	Students will perform eight-beat rhythm patterns consisting of quarter notes, eighth notes, and quarter rests.	Unit 1, Lesson 8	performing their patterns on rhythm instruments.	30 minutes	Pages 34-37, CD 1, various rhythm instruments
1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.	Students will listen to three listening examples and identify the instruments.	Unit 1, Music News	identifying instruments from the listening examples.	30 minutes	Pages 40-41, CD 2
	Students will analyze pictures on page 86 and listen to the CD to determine how sound is being produced.	Unit 3, Lesson 1	explaining how sound is produced based on aural and visual examples.	30 minutes	Pages 86-87, CD 4
1.5 Describe the way in which sound is produced on various instruments.					

<b>2.0 Creative Expression</b>						
2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.	Students will learn to sing a song from memory as a two-part round.	Unit 4, Lesson 4	performing a two-part round as a class.	30 minutes	Page 141, CD 6, pitched instruments	
2.3 Play rhythmic and melodic ostinatos on classroom instruments.	Students will explore vocal ostinatos as an accompaniment to a song. Students will demonstrate knowledge of ostinatos by playing on both rhythm and pitched instruments.	Unit 4, Lesson 3 Unit 4, Lesson 2	singing a song with a vocal ostinato in two groups. performing their rhythmic ostinatos on rhythm instruments and melodic ostinatos on pitched instruments.	30 minutes 30 minutes	Page 129, pages 136-137, CD 6 Pages 130-133, CD 6, rhythm instruments, pitched instruments	
<b>3.0 Historical and Cultural Context</b>						
3.1 Identify the uses of music in various cultures and time periods.	Students will create and perform answers to rhythmic questions. Students will create a piece of music in rondo form.	Unit 4, Lesson 7 Unit 4, Lesson 8	singing question and answer phrases on American folk songs. playing their rondo on rhythm instruments.	30 minutes 30 minutes	Pages 150-153, CD 7, rhythm instruments Pages 154-157, CD 7, listening map transparency #11, rhythm instruments	
3.2 Sing memorized songs from diverse cultures.	Students will memorize a song in Spanish and English. Students will memorize a song in Nigerian.	Unit 5, Lesson 1 Unit 2, Lesson 4	singing their bilingual song from memory. singing from memory and clapping rhythms.	30 minutes 30 minutes	Pages 166-167, CD 7 Pages 58-59, CD 3, optional rhythm or pitched instruments	

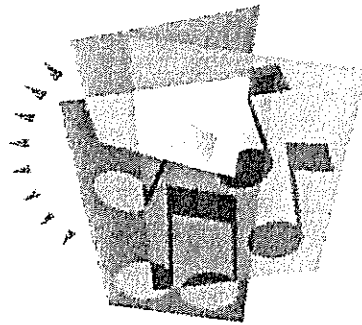
<b>4.0 Aesthetic Valuing</b>					
4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.	Students will move to show recognition of staccato and legato articulations.	Unit 6, Lesson 6	moving to demonstrate knowledge of staccato and legato articulations.	30 minutes	Pages 226-229, CD 10, listening map transparency #15
<b>5.0 Connections, Relationships, Applications</b>					
5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).	Students will make connections between patterns in music, nature, and art forms.  Students will respond to a listening example through tracing the shape of the melody.	Unit 3, Lesson 8  Unit 2, Music Reading Enrichment	reading and matching patterns created by arranging patterns which include low so and low la.  performing an improvised melody and determining melodic shape.	30 minutes  30 minutes	Pages 114-117, CD 5, resource master 3.10  Pages 250-251, CD 11, resource master 5, optional pitched instruments
5.2 Identify what musicians and composers do to create music.	Students will compare equal and unequal rhythms in daily life as inspiration for composition.	Unit 3, Music Reading Enrichment	sharing their original compositions.	30 minutes	Pages 262-263, CD 11, resource master 11, pitched and rhythm instruments

**Burbank Unified School District  
Elementary General Music Curriculum  
THIRD GRADE  
Cross Curriculum Links**

<b>Unit/Lesson</b>	<b>Curriculum Link</b>	<b>Page</b>	<b>Materials</b>
Unit 1, Lesson 3	Language arts: two-syllable words	15	Paper and pencil
Unit 1, Lesson 4	Health: hiking	20	(discussion)
Unit 1, Lesson 8	Social Studies: South Africa	36	Library or computer lab
Unit 3, Lesson 1	Language Arts: using music to tell stories	88	Pencil and paper
Unit 4, Lesson 4	Social studies: Jewish music history	141	(discussion)
Unit 4, Lesson 3	Science: wind power	136	(discussion)
Unit 4, Lesson 2	Art: depicting their daily lives	130	Paper, paint, brushes
Unit 4, Lesson 7	Language Arts: questions and answers	151	(discussion)
Unit 4, Lesson 8	Math: adding	156	Optional: paper and pencil
Unit 5, Lesson 1	Reading: Dickinson poem's meaning	167	(discussion)
Unit 2, Lesson 4	Science/Art: causes of sunsets	60	Paper and colored chalk
Unit 6, Lesson 6	Health: desserts	227	(discussion)
Unit 3, Lesson 8	Art: patterns	115	Paper and colored pencils

Burbank Unified School District

# Elementary Music Curriculum



# Grade 4

-Burbank Unified School District  
Elementary General Music Curriculum  
GRADE 4

Priority Standards	Objective/s	Activities	Assessment Guidelines	Suggested Time	Materials/ Equipment/ Resources
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Grade 4

1.0 Artistic Perception

1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.

Unit 1 Lesson 1  
Read and notate music

Define, identify and mirror teacher conduct the beat

Teacher observation of students conducting 4/4 beat pattern to the song "My Town, My World"

45 minutes

Pg 6-7 SOM CDI, pencils (to use as batons)

Unit 1 Lesson 2  
Read and notate music

Imitate melodic contours; define pitch and melody and demonstrate by movement; sing "somos el barco"

Teacher observation of students singing the song and imitating and mirroring teacher shaping melody by physical hand movements

45 minutes

Pg 10-11 SOM, CDI

Unit 1 Lesson 5  
Read and notate music

Define phrase; identify phrases in "Morning Has Broken", and use movement to illustrate phrases

Teacher observation of students identifying phrases in "Morning Has Broken"

45 minutes

Pg 22-23 SOM, CDI



Grade 4

<p>1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p>	<p>Unit 2 Lesson 8 Read and notate music; perform created 8-beat rhythm patterns</p> <p>Unit 4 Lesson 1 Read and notate music; recognize octave leaps</p> <p>Unit 3 Music Reading Enrichment Read and move to 6/8 rhythms</p>	<p>Conduct a 2/4 pattern. Clap the rhythm of "Fro Went A-Courtin" Students create and play rhythm patterns with sixteenth notes</p> <p>Listen and sing "Over the Rainbow". Have students mirror/follow teacher in demonstration of melodic contour with body movements</p> <p>Listen and sing "Heave-Ho, Me Laddies". Identify a tie (curved line that connects two notes of the same pitch and means that the sound is held for the length of the two notes</p>	<p>Teacher observation of students conducting a 2/4 pattern and creating/performing rhythmic patterns</p> <p>Teacher observation of students identifying octave leaps in the music</p> <p>Students identify ties in printed music. Teacher observation of students clapping dotted 6/8 rhythmic patterns</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pg 74-75 SOM CD 3:7 and CD 4:23</p> <p>Pg 126-127 SOM CD 7:1</p> <p>Pg 258 SOM CD 13:27</p>
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<p>1.4 Describe music according to its elements, using the terminology of music.</p>	<p>Unit 2 Lesson 2 Identify tonal center of a melody containing pitches below <i>do</i></p> <p>Unit 3 Lesson 2 Move to show where repeated notes, steps, skips, and leaps occur in the melody.</p> <p>Unit 4 Lesson 5 Move to show chord changes in a I-IV-V harmonic pattern</p>	<p>Identify tonal center of the song "Cedar Swamp"; sing song; pat and clap 2/4 percussive pattern while singing song; dancing in a longways set (Formation, Verse, Refrain) with appropriate body movement</p> <p>Sing "Water Come A Me Eye". Students will trace shape of melody with their finger and they sing. Identify repeated notes, steps, skips and leaps within music</p> <p>Sing "Sandy McNab". Introduce the word <i>harmony</i>. Have students identify position and names of chords in the song. Place students in groups based on the the three chords and have them stand when their chord is played.</p>	<p>Teacher observation of students identifying tonal centers from select musical works.</p> <p>Through appropriate body movement, students will demonstrate when the <i>formation, verse and refrain</i> occur in the song.</p> <p>Students doing patterned movement to illustrate repeated notes, steps, skips, and leaps</p> <p>Teacher observation of students identifying chords from the song notation.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pg 50-51 SOM CD 3:13</p> <p>Pg 90-91 SOM CD 5:17</p> <p>Pg 142-143 SOM CD 7:23</p>
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Grade 4

2.0 Creative Expression

2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

Read and perform rhythms containing sixteenth notes

Signal to show chord changes in a I-V harmony

Perform improvised pentatonic response phrases

Unit 2 Lesson 4

Unit 3 Lesson 7

Unit 2 Lesson 7

Students accurately notating the 8-beat rhythm on an index card

Students will be placed in groups; they will play their piece twice, and that the first 8 beats should have dynamics that contrast with the second 8 beats. They will practice with pitched and un-pitched instruments using dynamics they choose.

Teacher observes:  
Teacher or student sets up mallet instruments for G, A, C, D, and E. Then, have students improvise new melodies for those rhythms using *low so*, *low la*, *do*, *re* and *mi* in the key of C. Ask students to listen for the home tone at the end of each player's improvisation

45 minutes

45 minutes

45 minutes

Pg 58-59 SOM  
CD 4:1

Pg 110-111 SOM  
CD 6:15

Pg 70-71 SOM  
CD 4:18

<p>2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p>	<p>Perform eight-beat rhythm patterns including dotted quarter, quarter and eighth, and eighth note combinations.</p> <p>Play a I-IV-V accompaniment</p> <p>Create a pentatonic melody to a given rhythm</p>	<p>Unit 3 Lesson 8</p> <p>Unit 4 Lesson 6</p> <p>Unit 4 Lesson 7</p>	<p>Students will be placed into groups where they will perform their limerick and their rhythmic interlude as follows: Group performs their rhythm/melody twice</p> <p>Teacher observation of students sing the refrain without the recording, adding body percussion on the downbeats to reflect the chord changes indicated, clapping on the yellow(IV), patting on the green (I) and snapping on the pink (V)</p> <p>Teacher observation of students using an octave and the pitches in between to create their own songs</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pg 114-115 SOM CD 6:22</p> <p>Pg 146-147 SOM CD 7:28</p> <p>Pg. 150-151 SOM CD 7:31</p>
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<p><b>3.0 Historical and Cultural Context</b></p> <p>3.3 Sing and play music from diverse cultures and time periods.</p>	<p>Read and sing a pentatonic melody using pitch-syllable names <i>do re mi so la</i>.</p>	<p>Unit 1 Lesson 4</p>	<p>Teacher observation of students demonstrating melodic contour with use of hands; students sing pentatonic scale using <i>do re mi so la</i> accurately.</p>	<p>45 minutes</p>	<p>Pg 18-19 SOM CD 1:27</p>
	<p>Indicate contrasting sections while singing</p>	<p>Unit 2 Lesson 6</p>	<p>Teacher observation of students singing the song, standing for the A sections, sitting for the B sections</p>	<p>45 minutes</p>	<p>Pg 66-67 SOM CD 4:13</p>
	<p>Create and perform 8-beat rhythm patterns that include eighth-quarter-eighth pattern</p>	<p>Unit4 Lesson 8</p>	<p>Teacher observation of students locating the descant in the song notation; forming of two student groups (one pat to the beat, while the other claps the descant); and students finding the syncopated pattern in the descant</p>	<p>45 minutes</p>	<p>Pg 154-155 SOM CD 8:1</p>

Grade 4

<p>3.5 Recognize the influence of various cultures on music in California.</p>	<p>Clap a phrase that includes the short-long-short phrase</p>	<p>Unit 4 Lesson 2</p>	<p>Students should be able to clap rhythm of the words as they sing the song; divide into two groups and have on group pat with the beat while the other claps the rhythm of the words</p>	<p>45 minutes</p>	<p>Pg 130-131 SOM CD 7:5</p>
<p>Perform a hand-clapping game with beats in groups of three</p>	<p>Unit 5 Lesson 5</p>	<p>Teacher observation of students performing a pat-tap-tap beat pattern.</p>	<p>45 minutes</p>	<p>Pg 182-183 SOM CD 9:8</p>	
<p>Perform original compositions that included dotted rhythm</p>	<p>Unit 5 Lesson 8</p>	<p>Students working in pairs to compose an eight-measure rhythm pattern; students will play their patterns for the class</p>	<p>45 minutes</p>	<p>Pg. 194-197 SOM CD 9:28</p>	

5.0 Connections, Relationships and Applications					
5.4 Evaluate improvement in personal musical performances after practice or rehearsal.	Analyze the appropriateness of performances with regard to expression and dynamics	Unit 2 Opener	Self assessment consisting of students working on the Creative Unit Project using the Resource Masters 2-13 and 2-14 as guides.	45 minutes	Pg 42-45 SOM CD 3:4
	Read a song based on the major scale and listen to a choir perform the song	Unit 5 Music Reading Enrichment	Have students think about the lyrics of the song and decide what the effect should be. Then have them listen to the listening selection and discuss whether or not the mood created by this performance effectively communicated the meaning of the lyrics	45 minutes	Pg 277 SOM CD 15:26,29
	Understand and sing triad chords. Perform syncopated rhythms accurately.	Theme 1 Performance	Students are divided into groups and are to perform. Groups will be evaluated with constructive critique by Teacher.	45 minutes	Pg 306-307 SOM CD 17:16



## 1.0 Artistic Perception

1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.

Lesson	Page Number
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Unit 1 Lesson 1	Pg 6-7
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Unit 1 Lesson 2	Pg 10-11
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Unit 1 Lesson 5	Pg 22-23
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1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation



Lesson	Page Number
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Unit 2 Lesson 8	Pg 74-75
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Unit 4 Lesson 1	Pg 126-127
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1.4 Describe music according to its elements, using the terminology of music.

Lesson	Page Number
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Unit 2 Lesson2	Pg 50-51
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Unit 3 Lesson 2

Pg 90-91

Unit 4 Lesson 5

Pg 142-143



Curriculum Link

Page 7 Language Arts: Letter to the Editor; have students pick a cause they support and write such a letter.

Page 11 Art: Boats; Have each student select his or her favorite way of illustrating a boat's movement and draw it.

Page 23 Reading: In the morning; Have students read the stanza from "The Inward Morning" by Thoreau; *Lo, when the sun streams through...* Ask the class to compare and contrast the feeling in this poem with the words of "Morning has Broken."

Curriculum Link

Page 74 Social Studies: The Appalachians; As a class, make a large map of the southern Appalachian region.

Page 127 Science: Rainbow; Ask students to draw a scene containing a rainbow. Have them include the rainbow's colors in correct order.

Curriculum Link

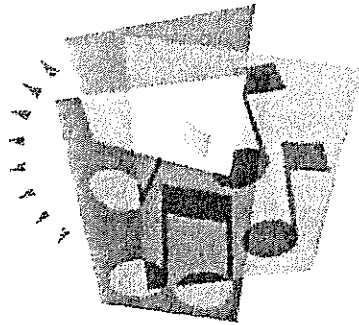
Page 52 Science: explain to the students the properties of a diamond.

Page 93 Social Studies: Uruguay; Have students research facts about this country from books or the Internet.

Page 142 Health: Shellfish Safety; Research how clams and other various shellfish catch their food. What would be the possible issues (ie. Contaminants and pollutants)

Burbank Unified School District

# Elementary Music Curriculum



# Grade 5

Burbank Unified School District  
Elementary General Music Curriculum  
GRADE 5

Priority Standards	Objective/s	Activities	Assessment Guidelines	Suggested Time	Materials/ Equipment/ Resources
<b>1.0 Artistic Perception</b> 1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.	Sing an F-pentatonic melody with pitch syllables and pitch letter names after transposing it from G pentatonic.	Unit 2, Lesson 4	Students sing "Arirang" in F Pentatonic using pitch syllables and pitch letter names, following their transposed score.	45 minutes	Pages 58-61 SOM, CD 4 Instruments: resonator bells, barred instruments, recorder
	Describe ways in which a popular Italian song and an operatic aria are the same and different.	Unit 2, Lesson 5	Have students identify similarities and differences by raising their left hand for "Nessun dorma," their right hand for "Funiculi, Funicula, and both hands for both songs.	45 minutes	Pages 62-65 SOM, CD 4
	Identify and sing pitches of a melody that includes all the pitches of the major scale.	Unit 3, Lesson 2	Have students sing the countermelody for "Mango Walk" with pitch syllables.	45 minutes	Pages 90-93 SOM, CD 5, 6

<p>1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p>	<p>Identify rhythm combinations that use quarter notes, eighth notes, and quarter rests.</p>	<p>Unit 1, Lesson 1</p>	<p>As you clap the rhythm patterns in random order, have students signal the number of the rhythm pattern in the book.</p>	<p>45 minutes</p>	<p>Pages 6-9 SOM, CD 1 Instruments: drums, unpitched and pitched sustaining instruments</p>
	<p>Read and perform rhythm patterns using quarter and eighth notes and quarter rests.</p>	<p>Unit 1, Lesson 3</p>	<p>Students form groups to read and clap or clap-slide one of the rhythm patterns as they listen to "Cumbia del sol." One group should clap for four or eight measures, followed by the next group, and so on.</p>	<p>45 minutes</p>	<p>Pages 14-17 SOM, CD 1</p>
	<p>Perform dotted quarter, eighth-note patterns.</p>	<p>Unit 2, Lesson 1</p>	<p>Students clap or play on a drum the dotted quarter, eighth-note pattern in "Maggie in the Wood." Teacher observation of students playing or clapping the pattern consistently and accurately.</p>	<p>45 minutes</p>	<p>Pages 46-49 SOM, CD 3 Instruments: recorder, keyboard, frame drums or hand drums with two-headed mallets or classroom equivalents</p>

<p><b>2.0 Creative Expression</b></p> <p>2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p>	<p>Identify tone colors of fiddle and mandolin in bluegrass music through movement.</p>	<p>Unit 1, Lesson 5</p>	<p>Students identify the tone colors of fiddle and mandolin in "Blue Moon of Kentucky" through movement. Tap heels to the beat when they hear the fiddle and pats the beat when they hear the mandolin.</p>	<p>45 minutes</p>	<p>Pages 22-25 SOM, CD 2</p>
	<p>Show recognition of A A B A form through movement.</p>	<p>Unit 1, Lesson 7</p>	<p>Students perform swing dance with a partner for another couple during "Sing, Sing, Sing." Switch roles. Class discussion on how pairs showed the A A B A form through movement.</p>	<p>45 minutes</p>	<p>Pages 30-33 SOM , CD 2</p>
	<p>Perform and describe music with thinner and thicker textures.</p>	<p>Unit 2, Lesson 8</p>	<p>Students form three groups. Each group performs a verse of "Singabambayo" in unison, in unison with percussion, in parts, or in parts with percussion. Students listen to each group and describe the texture by holding palms closer together for thinner and holding palms farther apart for thicker.</p>	<p>45 minutes</p>	<p>Pages 74-77 SOM, CD 4 Instruments: hand drums, bongos, shakers/maracas, conga drum, or substitutes</p>

<p>2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p>	<p>Create and perform a six/eight rhythm ostinato while singing a song.</p> <p>Describe style characteristics of different arrangements of the same tune.</p> <p>Clap or play on a drum an ostinato with sixteenth notes</p>	<p>Unit 3, Lesson 3</p> <p>Unit 3, Lesson 5</p> <p>Unit 4, Lesson 1</p>	<p>Students perform their two-measure ostinato while singing one of the songs.</p> <p>Groups identify music styles using tree maps to classify the information.</p> <p>Groups of students play on drums or clap the ostinato with sixteenth notes as others do the dance, then switch roles.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pages 94-97 SOM, CD 6 Instruments: drums or found objects to serve as drums</p> <p>Pages 102-105 SOM, CD 6 Chart paper, markers</p> <p>Pages 126-129, CD 7</p>
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<p><b>3.0 Historical and Cultural Context</b></p> <p>3.3 Sing and play music from diverse cultures and time periods.</p>	<p>Identify difference in texture between two pieces of Native American music.</p> <p>Aurally differentiate major and minor scales.</p> <p>Identify 12-bar blues progression in two keys.</p>	<p>Unit 1, Lesson 6</p> <p>Unit 4, Lesson 2</p> <p>Unit 5, Lesson 4</p>	<p>Students signal to identify difference in texture between “Athabaskan Song” and “Eda Muda” by raising an index finger for thinner texture and an open hand for thicker texture.</p> <p>Students identify major and minor scales using hand signals they have designated.</p> <p>Students identify 12-bar blues progression on resonator bells, Orff instruments, or keyboard naming the chord numbers as they are played.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pages 26-29 SMO, CD 2 Instruments: drums and rattles/shakers</p> <p>Pages 130-133 SMO, CD7 Instruments: Pitched instruments</p> <p>Pages 178-182 SMO, CD 10 Instruments: resonator bells, Orff instruments or keyboard</p>
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<p>3.5 Describe the influences of various cultures on the music of the United States.</p>	<p>Students will learn about several songs with different musical styles that have added at America's history and culture.</p> <p>Students will learn about songs that represent different regions of the United States.</p> <p>Students will learn about how songs can spread a message.</p>	<p>In the Spotlight</p>	<p>Students work in teams to list examples of different musical styles and how they influenced America's history and culture.</p> <p>Students work in teams to explain how the lyrics of the song describe the photo on page p. C.</p> <p>Students work in teams to list other art forms that can be used in getting a message across.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Page A - B - teacher's edition SOM , CD 1, 2, 3</p> <p>Page C - D - teacher's edition SOM , CD 4, 5, 6</p> <p>Page E - F - teacher's edition SOM , CD 7, 8, 9</p>
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<p><b>4.0 Aesthetic Valuing</b></p> <p>4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p>	<p>Students will describe variations and differences between two patriotic songs.</p> <p>Students will respond accurately to dynamic symbols.</p> <p>Students will identify and demonstrate understanding of dynamic and tempo indicators in musical notation.</p>	<p>Unit 1 – Americans Sing!</p> <p>Unit 1, Lesson 8</p> <p>Theme 3: Rhythms of Life</p>	<p>Students will count the number of times the theme of “American Salute” is repeated and tell the number of variations along with the differences within the variations.</p> <p>Students sing or play percussion parts for “The Caissons Go Rolling Along”, responding to dynamic symbols when pointed to.</p> <p>Students will perform expressive dynamics and varied tempos, sing with a feeling of forward movement to the long phrase line, and express, through their voices, the feeling and meaning of the text.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pages 2-5 SMO, CD 1 - 2</p> <p>Pages 34 – 37, CD 1 – 2 Instruments: percussion instruments</p> <p>Pages 342-344 SOM, CD20</p>
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<p><b>5.0 Connections, Relationships, Applications</b></p> <p>5.2 Identify ways in which the music professions are similar to or different from one another.</p>	<p>Students will compare musical artists who play different instruments and learn their individual stories.</p> <p>Students will compare musical artists who play different instruments and learn their individual stories.</p> <p>Students will learn about the careers of Composer and Record Producer Luther Vandross and Composer Benjamin Britten.</p>	<p>Music News</p> <p>Music News</p> <p>Unit 6, Lesson 6</p>	<p>Students will create a double bubble map to compare and contrast themselves with a young musician.</p> <p>Students will create a double bubble map to compare and contrast themselves with a young musician.</p> <p>Students will create a double bubble map to compare and contrast Vandross and Britten.</p>	<p>45 minutes</p> <p>45 minutes</p> <p>45 minutes</p>	<p>Pages 40-41 SOM, CD 2-3</p> <p>Pages 200-201 SOM, CD 11</p> <p>Pages 226-229 SOM, CD 11 &amp; 13</p>
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