



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Grade: 3-5

Teacher: Bushway

Description: Music is a fundamental learning experience that includes singing, moving, listening, composing, improvising, and reading/writing. Students in 3-5 continue to build on the musical foundation established in the K-2 program.

Create artistic ideas and work. (Imagine, Plan, Make)

Perform with appropriate expression a varied repertoire of music and styles. (Select, Evaluate, Refine, Present)

Connect music with other subjects and everyday life experiences. (Synthesize, Relate)

Respond by evaluating and interpreting music and musical performances. (Interpret, Analyze)

Anchor Texts or Major Curriculum:

- MusicPlay Online
- Essential Elements Music Class
- MusicWill

Course Outline (major units of study):

3-5 Music

Unit Title

Essential Question

Elements of Music: Pitch

- Can sing, read, and write notes on the treble staff.
- Round, Theme & Variation
- Can improvise short melodies.

Elements of Music: Beat and Rhythm

- Read rhythms in simple time signatures
- Read rhythms, including syncopation and sixteenth notes
- Can improvise using body percussion using rhythm patterns.

Elements of Music: Timbre

- Identify classroom and orchestra instruments
- Identify and play recorder, ukulele, piano, and world percussion

Create

How do musicians generate creative ideas?
How do musicians make creative decisions?
How do musicians improve the quality of their creative work?
When is creative work ready to share?

Perform

How do performers select repertoire?
How does understanding the structure and context of musical works inform performance?
How do performers interpret musical works?
How do musicians improve the quality of their performance?
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Respond

<ul style="list-style-type: none"> • Sound effects and accompaniments for stories 	<p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?</p> <p style="text-align: center;">Connect</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>
<p>Elements of Music: Expression</p> <ul style="list-style-type: none"> • Dynamics • Tempo • Articulation • Tell how music makes them feel 	
<p>Elements of Music: Form</p> <ul style="list-style-type: none"> • Show phrases • Tell if phrases are the same • Identify forms: AB, ABA, rondo • Can listen to music and tell about where it's from, style, and other context. 	

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.