

Long Range Plans

Music 3/4/5

General Course Objectives

(Elementary Music Program of Studies, Alberta Learning)

The systematic development of musical skills, knowledge and perception is fundamental to the total development of the individual.

Music education should begin at an early age and should continue to encourage creative expression through performance, listening and composition.

As students become sensitive to the expressive elements of music, they develop insight into human feelings.

The sense of meaning in music can be developed by the student as:

Performer: *Performance is an active process involving the development and application of musical skills, knowledge and perceptions.*

Listener, evaluator, consumer, historian:

These experiences develop an understanding of music and musicians of the past and present.

Composer: *The organization of the elements of music into an intrinsically satisfying composition generates aesthetic creativity and perception.*

Through the elementary music program, students will develop:

1. Enjoyment of music
2. Awareness and appreciation of a variety of music, including music of the many cultures represented in Canada
3. Insights into music through meaningful musical activities.
4. Self-expression and creativity
5. Musical skills and knowledge.

Tentative Schedule

Concept/Skill	Resources	Dates	Topics
<p style="text-align: center;">Rhythm Melody Playing Instruments</p>	<p>-rhythm flash cards -music/singing games -keyboard -manuscript paper -SMART Board and notebook for recorder (Denis Gagne)</p>	<p>September -November (term 1)</p>	<ul style="list-style-type: none"> ➤ Beat duration (tie, fermata) ➤ Beat Groupings (2s, 3s, 4s) ➤ Unsteady beat ➤ Time signature ➤ Notation (sixteenth notes, dotted notes) ➤ Rhythm is created by combining beat, tempo, patterns, metre and duration ➤ Intervals ➤ Major scales (C, G, F) ➤ Melody changes when rhythm changes ➤ Build tone and read music with the recorder

<p>Harmony Form Listening Moving</p>	<p>-music CD -Keyboard -recorders -music symbol flashcards -You tube videos of operatic performances -instrument families worksheets</p>	<p>December- January (term 2)</p>	<ul style="list-style-type: none"> ➤ Two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants ➤ I, V7, IV, V chords accompany melodies ➤ Instruments and voices combine to create harmony ➤ Musical phrases (short or long) ➤ Ostinato ➤ Rondo ➤ First & second endings ➤ Improvisation and repetition ➤ Major/minor chords ➤ Tempo/timbre/dynamics ➤ Binary/ternary forms ➤ Musical families ➤ Human voice categories (soprano, alto, contralto, tenor, bass) ➤ Rhythm games ➤ Dancing ➤ Movement to represent contour
<p>Expression Singing Playing Instruments</p>	<p>-music flashcards -SmartBoard lessons -sheet music -keyboard -manuscript paper -instruments (drums)</p>	<p>February- April (term 3)</p>	<ul style="list-style-type: none"> ➤ Dynamic changes add effect ➤ Ways to play instruments (blown, plucked etc.) ➤ Terms such as ritardando, accelerando, allegro and andante refer to tempo ➤ Legato and staccato ➤ Family groups according to tone ➤ Creating new sounds/instruments ➤ Vocal timbres ➤ Different musical styles ➤ Solfege (low "la", "so", high "do") ➤ Hand signals (fa, ti) ➤ Expression, enunciation & phrasing ➤ Solo and instrument accompaniments ➤ Textual meanings of songs ➤ play tone-matching games, conversational games and pentatonic (5-tone) accompaniments. ➤ Drums/ Latin instrumentation
<p>Reading Writing Creating</p>	<p>-instrumental & vocal scores -symbol flashcards -songs -music CDs</p>	<p>May-June (term 4)</p>	<ul style="list-style-type: none"> ➤ Notation (eighth rest, dotted half, fermata) ➤ Phrase symbol ➤ Instrumental scores ➤ Recognize notation (sixteenth) ➤ Rhythm symbols ➤ Read parts while singing ➤ Create ostinato, rhythmic

			patterns, new music in known forms, notate and perform & create new melodies to old descant
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Evaluation

Evaluation for this program will be done using a checklist assessment of skills and concepts. There will also be assessments made while a student is demonstrating the skill/concept in a group setting (ie. Singing game).

Evaluation will be made on the following scale:

4= **thorough** understanding of concept or skill

3= **solid** understanding of concept or skill

2= **basic** understanding of concept or skill

1= **limited** understanding of concept or skill

Teaching Methods

A variety of auditory, visual, and kinesthetic instructional strategies will be used in order to target different learning styles and to successfully deliver curricular content. Direct instruction will include rote techniques where concepts are taught and students demonstrate their understanding immediately. Students will also engage in authentic individual, small group, and whole group activities including playing instruments and singing games, creating words and pictures for musical books, drawing what they hear, singing with the keyboard, and various rhythm activities.

ICT outcomes will be met in this course with the use of the SMART board. Many SMART notebook music lessons include interactive symbols and websites for students to use. Also the use of music CD's and videos will be utilized to enhance learning.

Resources

- **Main resource:** Denise Gagne's Musicplay. It is a binder full of resources for Alberta music teachers at every grade level.
- Music CD's
- SMART Board lessons. Some taken from SMART Exchange.
- Videos about composers and musical concepts. Some borrowed from IMC.