PHILOSOPHY

We believe that every student should have an opportunity to express his/her own concepts, ideas, and emotions through music. Music study involves and develops cognitive, affective and psychomotor learning. Music learning must be cumulative and reinforcing from kindergarten through grade twelve is aesthetic sensitivity and music knowledge are to be achieved. Music education enables students to appreciate the importance of music in expressing and enhancing human experiences. Historically, personal beliefs and sorital values have influenced music forms and styles and conversely music has influenced beliefs and values.

Human beings must feel as well as think. They must create as well as discover or learn. As educators, we must cultivate in the child a sensitivity to the world of sound, form color and emotion through programs and activities that build a vital musical culture and enlightened musical public.

PROGRAM GOALS

The fundamental purpose of studying music in the schools is to develop in each student, as fully as possible, the ability to perform, to create, and to understand music. Instruction in music should lead to specific skills and knowledge. The elementary and secondary music program should be designed to produce individuals who:

are able to make music, alone and with others;
are able to improvise and create music;
are able to use the vocabulary and notation of music;
are able to respond to music aesthetically, intellectually and emotionally;
are acquainted with a wide variety of music, including diverse musical styles and genres;
understand the role music has played and continues to play in the lives of human beings;
are able to make aesthetic judgments based on critical listening and analysis;
have developed a commitment to music;
support the musical life of the community and encourage others to do so; and
are able to continue their musical learning independently.

EVALUATION

The program is evaluated by assessing student progress through the use of various methods. Evaluations may include, but are not limited to, written tests on subject-oriented matter, written evaluation by student to music courses, auditory recognition of musical elements, and demonstrated mastery of reading music notation through instrumental and vocal performance.

PROGRAM SCHEDULING DESCRIPTION

BASIC MUSIC: The music program provides a variety of musical experiences for each child. Kindergarten students receive one half-hour of music per week. Grades 1-4 receive two half-hour periods of music per week. Grades 3-4 receive recorder/keyboard instruction as an enrichment within the basic music class curriculum.

CHORAL MUSIC: Grades 5-8 may elect a 5-6 chorus or a 7-8 chorus which meets twice weekly during X-Periods. Seventh and Eighth Grade Chambers Singers meet once during X-Period and once weekly after school. Regular curriculum offerings are often enhanced through additional activities outside of the regular school day, such as musical theater production. Eighth Grade Chamber Singers meet once weekly after school hours.

INSTRUMENTAL MUSIC: See page 39 for Instrumental Music Program.

See page 41 for Suzuki Violin and Cello Program (K-3).

See page 51 for Middle School String Program (4-8).

See page 60 for Middle School Band (Wind and Percussion) Program Description.

Revised Summer 1995

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
GENERAL SKILLS	•Begins directed music listening •Begins discrimination in music listening •Increases listening attention span •Is introduced to repetition in music listening •Listens to a variety of music literature. (see style/repertoire chart) •Responds emotionally and aesthetically to music listening.	------SINGING------ •Explores vocal production •Sings a variety of songs according to style/repertoire chart •Sings individually and in groups ------PLAYING------ •Explores pitched and non-pitched percussion instruments ------MOVING------ •Moves body to the music •Begins to develop a vocabulary of fundamental movements.	•Improvises sound and movement in response to music	•Begins pre-music reading activities (picture notation)	Pat Clap Walk Run Hop Crawl Jump Voice Speaking Singing Piano Guitar Percussion Repeat Song Instrument	**Observation of Performance:** •Student will provide appropriate verbal, physical and instrumental responses when listening to and performing music •Student will create individual sounds and movement in response to music •Student will respond musically to visual cues **Questioning:** •Student begins to verbalize emotional and aesthetic responses to music listening

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
MELODY	•Is introduced to concept of melodic direction through listening •Is introduced to concept of melodic theme and repetition through listening	------SINGING------ •Attempts to match pitch within limited range •Reproduces simple melodies through rote singing ------PLAYING------ •Reproduces short melodic patterns on a variety of pitched instruments •Demonstrates melodic direction through playing (kazoo, bells, etc) ------MOVING------ •Moves body in response to melodic direction		•Uses picture charts for melodic contour	Up Down High Low	**Observation of Performance:** •Student will identify melodic direction through singing, playing and moving **Questioning**

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
RHYTHM	•Is introduced to sound and silence in music •Is introduced to steady beat •Is introduced to duration (long/ short) in music	------SINGING------ •Reproduces simple rhythms through rote singing ------PLAYING------ •Reproduces simple rhythms on pitched and non-pitched percussion •Begins to develop ability to keep steady beat on pitched and non-pitched percussion ------MOVING------- •Reproduces short rhythmic patterns using body movements such as clapping, stamping, patschen •Begins to develop ability to keep steady beat using body movements		•Is introduced to concepts of steady beat, long and short, and silence in music through picture notation	Long Short Sound Silence Rest Beat Steady beat	**Observation of Performance:** •Student will differentiate between sound and silence through singing, playing and moving •Student will demonstrate steady beat through modeling of teacher movement and playing •Student will echo rhythmic patterns containing long and short sounds through singing, playing, and moving **Questioning**

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
RHYTHM	•Becomes aware of steady beat or pulse in music. •Continues to develop concepts of duration (long/short) in music. •Is introduced to accented beat. •Is introduced to rhythmic repetition. •Is introduced to melodic rhythm.	------SINGING------ •Reproduces more complex rhythms through rote singing. ------PLAYING------ •Reproduces more complex rhythms on pitched and non-pitched percussion. •Continues to develop ability to keep steady beat on pitched and non-pitched percussion. •Is introduced to the playing of accented beat. •Reproduces melodic rhythm on non-pitched percussion. ------MOVING------- •Reproduces longer rhythmic patterns using body movements. •Continues to develop ability to keep steady beat using body movements. •Is introduced to accented beat through movement. •Reproduces melodic rhythm through body movements such as clapping, patschen.	•Creates individual body movements in response to steady beat.	•Is introduced to quarter note, eighth note, and quarter rest using Kodaly terms (ta, ti, ta rest) •Reads like and unlike rhythmic patterns. •Transfers knowledge of notes and rhythm patterns from unlined to lined notation.	= ti = ta = ta rest	**Observation of Performance:** •Student will demonstrate steady beat, accented beat, and melodic rhythm through movement and playing independent of teacher. •Student will sing, play, move and write rhythmic patterns using Kodaly terms and notation, such as; **Questioning:** •Student identify like and unlike rhythmic patterns. **Portfolio Work:** •Student will identify rhythms using Kodaly terms. •Student will take rhythmic dictation ( ).

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
HARMONY/ TEXTURE	•Listens to simple melodies with and without accompaniment	------SINGING------ •Sings with simple accompaniment -- guitar, piano, autoharp ------PLAYING------ •Plays simple accompaniments on bells				**Observation of Performance:** •Student will perform simple songs with accompaniment through singing and limited playing **Questioning:** •Student will identify songs with and without accompaniment.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
FORM	•Listens to simple songs with several verses •Listens to simple songs with verse-refrain structure	------SINGING------ •Sings songs with several verses •Sings songs with a refrain ------MOVING------- •Responds to teacher directed changes in body movement between verse/verse and verse/refrain				Observation of Performance Questioning

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TEMPO AND DYNAMICS	•Listens to musical examples of loud/soft, fast/slow	------SINGING------ •Sings with loud and soft dynamics •Sings with fast and slow tempos ------PLAYING------ •Plays loud and soft dynamics on pitched and non-pitched percussion •Plays fast and slow tempos on pitched and non-pitched percussion ------MOVING------- •Moves to fast and slow tempi •Moves to loud and soft dynamics	•Dramatizes tempo and dynamics	•Reads pictorial representations of tempo and dynamics	Fast Slow Loud Soft	Observation of Performance Questioning

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Kindergarten

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TONE COLOR/ TIMBRE	•Listens to a variety of classroom instruments •Listens to both vocal and instrumental music •Listens to sounds from the environment	------SINGING------ •Uses singing and speaking voice •Sings with a variety of accompanimental instruments ------PLAYING------ •Plays a variety of classroom instruments in different combinations with and without voices			Names of classroom instruments (i.e. piano, guitar tambourine, drum, etc.)	Observation of Performance Questioning: •Student will identify by sound, various classroom instruments •Student will differentiate between singing and speaking voice

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MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
GENERAL SKILLS	•Continues directed music listening. •Improves ability to listen with discrimination. •Continues to increase listening attention span. •Is introduced to more detail in musical repetition. •Increase repertoire of music literature (see style/repertoire chart) •Continues to respond emotionally and aesthetically to music listening	------SINGING------ •Continues to explore vocal production. •Increases vocal range. •Expands repertoire of songs according to style/repertoire chart. •Extends complexity of solo and group singing. -----PLAYING------- •Explores a greater variety of pitched and non-pitched percussion. •Begins to play simple accompaniments. •Plays individually and in groups. ------MOVING------- •Moves body in a more organized way. •Increases vocabulary of fundamental movements.	•Improvises a greater variety of sound and movement in response to music. •Creates non-notated sound effect compositions. •Improvises simple accompaniments. •Creates original verbal responses. for songs. •Improvises dramatization to music.	•Is introduced to notated music. •Begins to acquire ability to associate symbols of musical notation with musical concepts. •Begins to use notation as an aid to listening, performing and creating.	Skip Note Staff Lines Spaces Rhythm Pattern Melody Tune Autoharp/Omnichord Kazoo Bells Pitched percussion Non-pitched percussion Male voice Female voice Children's voices Instrumental families	**Observation of Performances:** •Student continues to provide appropriate verbal, physical and instrumental responses when listening to, performing and reading music. •Student will create individual and group sounds, movement and visual art in response to music. **Questioning:** •Student continues to verbalize and express emotional and aesthetic responses to music listening. **Portfolio Work**

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
MELODY	•Continues to develop concept of melodic direction. •Is introduced to more complex melodic themes and repetition.	------SINGING------ •Is introduced to Kodaly hand signs and solfeggio (sol, mi). •Sings the interval sol-mi (descending minor 3rd). •Matches pitch with more accuracy within a limited range. ------PLAYING------ •Plays simple melodies to demonstrate melodic direction. ------MOVING------- •Demonstrates melodic contour through movement.		•Associates line notation with melodic contour. •Plays simple melodies using various types of notation (number, color coding, solfeggio, letters).	Sol Mi Phrase Shape (contour)	**Observation of Performance:** •Student will demonstrate melodic contour through singing, playing, moving with and without notation. **Questioning** **Portfolio Work:** •Student will identify sol-mi patterns. •Student will take sol-mi pattern dictation. •Student will identify melodic contour. •Student will create visual representations of melodic contour.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
HARMONY/ TEXTURE	•Listens to more complex melodies with and without accompaniment. •Listens to single and multiple sounds on accompaniment instruments. •Begins to listen to multi-part vocal and choral music.	------SINGING------ •Continues to sing with simple accompaniment instruments. •Sings simple two-part rounds and canons. -------PLAYING------ •Begins to develop awareness of multiple sounds through playing rhythmic and melodic accompaniments on pitched percussion.	•Experiments with autoharp and pitched percussion.		Harmony Solo Accompaniment Round Canon	**Observation of Performance:** •Student will sing with simple accompaniment. •Student will provide simple accompaniment to selected song repertoire. **Questioning:** •Student will identify single or multiple notes on piano, guitar and autoharp. •Student will recognize accompaniment instruments - piano, guitar, autoharp, Orff instruments.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
FORM	•Listens to music in AB and ABA form.	------SINGING------ •Sings simple AB and ABA form songs. ------PLAYING------ •Plays simple AB and ABA forms. ------MOVING------- •Responds to AB and ABA forms through body movements.	•Creates individual patterns using contrasting material (A and B) through playing and moving.	•Reads symbols (A and B) from text.	Verse Refrain AB form ABA form	**Observation of Performance:** •Student will recognize simple AB and ABA forms through listening, singing, playing, moving and reading. **Questioning:** •Student will identify AB and ABA form. **Portfolio Work:** •Student will identify AB ABA form through picture notation.

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K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TEMPO AND DYNAMICS	•Listens to musical examples with changes in tempo and dynamics.	------SINGING------ •Sings songs with varying dynamic and tempo changes. ------PLAYING------ •Plays songs with varying dynamic and tempo changes. ------MOVING------- •Moves to music with varying dynamic and tempo changes.	•Creates individual dynamic responses to text with non-pitched percussion and voice (sound effects). •Student creates individual body responses to tempo and dynamics.	•Continues to read pictorial representations of tempo and dynamics.		**Observation of Performance:** •Student will sing, play and move with appropriate dynamics. **Questioning** **Portfolio Work:** •Student will identify correct tempo or dynamics being played.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL First

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TONE COLOR/TIMBRE	•Listens to an expanded repertoire of classroom instruments. •Listens to male, female and children's voices. •Listens to orchestral music. •Listens to families of the orchestra.	------SINGING------ •Continues to sing and differentiate between singing and speaking voice. •Sings and plays songs & games that feature peer vocal identification. ------PLAYING------ •Explores the tone colors of individual ready-made and original instruments.	•Creates sound effects to poems and stories.		Families of the Orchestra: Percussion Brass String Woodwind	**Observation of Performance:** •Student will choose appropriate sounds to correlate with texts. **Questioning:** •Student will differentiate among male, female and children's voices. •Student will differentiate among the families of the orchestra. **Portfolio Work:** •Student will identify a variety of classroom instruments and voices by sound and from pictures.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

Revised Summer 1995

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
GENERAL SKILLS	•Continues directed music listening. •Improves ability to listen with greater discrimination. •Listens to longer and more complex music. •Is introduced to unity and variety in music. •Increases repertoire (see Style/Repertoire Chart) •Continues to respond emotionally and aesthetically to music listening with more sophistication.	------SINGING------ •Begins to sing with expression and interpretation. •Continues to increase vocal range. •Expands repertoire according to Style/Repertoire Chart. •Begins two-part singing (rounds and canons). •Extends complexity of solo and group singing. ------PLAYING------ •Plays with greater proficiency a variety of pitched and non-pitched instruments. •Continues to play simple accompaniments. •Begins to play simple ostinati. •Plays music of greater complexity individually and in groups. ------MOVING------ •Moves body in patterns of greater complexity. •Increases vocabulary of fundamental movements. •Begins organized dancing.	•Improvises a greater variety of sound and movement in response to music. •Creates more complex non-notated sound effect compositions. •Improvises simple accompaniments. •Creates original verbal responses for songs. •Improvises dramatization to music. •Responds emotionally and intellectually to music using various media.	•Continues to acquire ability to associate symbols of musical notation with musical concepts. •Continues to use notation as an aid to listening, performing and creating.	Snap Gallop Orchestra Recorder Conductor Composer Band Chorus/Choir Clef	**Observation of Performances:** •Student continues to provide appropriate verbal, physical and instrumental responses when listening to, performing and reading music. •Student will create individual and group sounds, movement and visual art in response to music. **Questioning:** •Student continues to verbalize and express emotional and aesthetic responses to music listening. **Portfolio Work**

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
MELODY	•Listens to more sophisticated melodic contours. •Begins to recognize steps, skips and repetition within melodic contour.	------SINGING------ •Expands Kodaly signs to include la. •Is introduced to the interval sol-la. •Matches pitch with greater accuracy within an expanding range. ------PLAYING------ •Plays more complex intervals, melodies, and melodic fragments with an emphasis on step, skip and repeat. ------MOVING------- •Demonstrates melodic contour through movement with an emphasis on step, skip and repeat.	•Creates short, melodic patterns using sol, mi and la. •Creates drawings that reveal an awareness of melodic contour.	•Reads steps, skips and repetition from line notation. •Expands ability to associate melodic concepts with line notation.	La Step Skip Pitch	**Observation of Performance:** •Student will demonstrate step, skip and repetition by singing, playing, moving with and without notation. **Questioning** **Portfolio Work:** •Student will identify sol-mi-la patterns. •Student will take sol-mi-la pattern dictation. •Student will create visual representations of melodic contour.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
RHYTHM	•Continues to develop concept of steady beat or pulse in music. •Listens for gradations of long and short sounds. •Becomes aware of accented beat. •Continues to develop concept of rhythmic repetition and variation. •Continues to develop concepts of melodic rhythm. •Listens to music in duple and triple meter. •Is introduced to concept of meter through listening.	------SINGING------ •Continues to reproduce more complex rhythms through rote singing. ------PLAYING------ •Continues to reproduce longer and more complex rhythms on pitched and non-pitched percussion. •Plays steady beat on pitched and non-pitched percussion. •Plays accented beat in duple and triple meter music on pitched and non-pitched percussion. •Continues to reproduce melodic rhythm on non-pitched percussion. ---- MOVING ---- •Continues to reproduce longer and more complex rhythmic patterns using body movement. •Keeps steady beat using body movements. •Continues to reproduce melodic rhythm through body movement-clapping, patschen. •Shows accented and unaccented beats in duple and triple meter throug body movmeents.	•Creates body movements in response to steady beat, melodic rhythm, accented and unaccented beat. •Creates rhythmic patterns using through movement, playing and notation.	•Is introduced to half note, whole note and eighth rest using Kodaly terms (ta-a, ta-a-a-a, ti-rest). ti, ta rest) •Reads rhythm patterns using •Is introduced to longer and more complex rhythmic patterns. •Becomes aware of rhythmic repetition in notation. •Continues to transfer knowledge of rhythm patterns from unlined to lined notation.	Accent = ti rest = ta-a = ta-a-a-a	**Observation of Performance:** •Student will continue to demonstrate steady beat, accented beat and melodic rhythm through movement and playing independent of teacher. •Student will sing, play move and write rhythmic patterns using Kodaly terms and notation. **Questioning:** •Student will identify steady beat when listening. •Student will identify rhythmic repetition and variation. **Portfolio Work:** •Student will identify rhythms using Kodaly terms. •Student will take rhythmic dication (adding).

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
HARMONY/ TEXTURE	•Listens for chordal and harmonic change. •Listens for appropriate chordal and harmonic change. •Listens to instrumental and vocal music with a variety of textures.	------SINGING------ •Sings simple two- and three-part rounds and canons. •Sings songs with vocal descant. ------PLAYING------ •Plays chordal accompaniments on autoharp and pitched percussion.	•Improvises simple accompaniments on pitched percussion.	•Reads chord symbols used for playing autoharp.	Chord Duet	**Observation of Performance:** •Student will perform two- and three-part rounds and canons. •Student will play appropriate chords in simple accompaniment. **Questioning:** •Student will identify chordal and harmonic change. •Student will identify appropriate chordal change. •Student will identify orchestral and choral music.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
FORM	•Listens to music in terms of phrase structure, the phrase as a unit, and like/unlike phrases. •Continues to develop awareness of AB and ABA form.	------SINGING------ •Sings songs with an awareness of phrase structure. •Sings songs with more complex AB and ABA forms. ------PLAYING------ •Plays simple introductions. •Continues to play AB and ABA forms. ------MOVING------- •Continues to respond to AB and ABA forms through body movements.	•Continues to create own patterns using A and B through playing and moving.	•Continues to read symbols (A and B) from text. •Reads repeat signs. •Reads like/unlike phrases from notation	(repeat signs) Introduction	**Observation of Performance:** •Student will recognize the phrase as a musical unit. •Student will identify like/unlike phrases through listening, singing and reading. •Student will continue to recognize simple AB and ABA forms through listening, singing, playing, moving and reading. **Questioning:** •Student will continue to identify AB and ABA form. **Portfolio Work:** •Student will identify AB and ABA form through picture and letter notation.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TEMPO AND DYNAMICS	•Listens to music with more dynamic and tempo gradations.	------SINGING------ •Sings with a greater variety of dynamic and tempo changes. ------PLAYING------ •Expresses dynamic and tempo changes on pitched and non-pitched percussion. ------MOVING------- •Becomes more proficient in changing body movement to dynamic and tempo changes.	•Continues to create individual dynamic responses to text with instruments and voice. •Continues to create individual body responses to tempo and dynamic changes	•Reads p (piano) and f (forte) in notation.	Piano - P Forte - F	**Observation of Performance:** •Student will respond to tempo and dynamic cues from conductor **Questioning:** •Student will identify loud and soft dynamics and fast and slow tempi. **Portfolio Work:** •Student will identify correct tempo or dynamics being played.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Second

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TONE COLOR/TIMBRE	•Listens to a variety of individual classroom and orchestral instruments. •Listens to a variety of ensembles (i.e. band, orchestra, folk).	------SINGING------ •Continues to sing songs/games featuring peer vocal identification. •Sings chorally and individually. ------PLAYING------ •Continues to explore tone colors of ready-made and original instruments. •Explores sound production on ready-made and original instruments.	•Creates appropriate and varied sound effects to poems and stories.		Names of individual Orchestra instruments (i.e. flute, violin, trumpet etc.). Frequency Vibration Soundwave	**Observation of Performance:** •Student will continue to choose appropriate sounds to correlate with texts. **Questioning:** •Student will identify a variety of individual orchestral instruments. •Student will demonstrate understanding of basic principles of sound production. **Portfolio Work:** •Student will identify individual orchestral instruments by sound and from pictures.

Revised Summer 1995

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
GENERAL SKILLS	•Continues directed music listening. •Continues to improve ability to listen with discrimination. •Continues to listen to longer and more complex music. •Continues to explore unity and variety in music. •Increases repertoire (see style/repertoire chart). •Continues to respond emotionally and aesthetically to music listening with more sophistication.	------SINGING------ •Sings with greater expression and interpretation. •Continues to increase vocal range with greater flexibility. •Expands repertoire according to style/repertoire chart. •Continues two-part singing to include partner songs&descants •Extends complexity of solo and group singing. ------PLAYING------ •Plays with greater proficiency a variety of pitched/non-pitched instruments •Recorder is introduced. •Continues to play simple accompaniments. •Continues to play simple ostinati. •Continues to play music of greater complexity individually and in groups	•Improvises with greater complexity a variety of sound and movement in response to music. •Creates simple, notated (traditional & non-traditional notation) compositions. •Continues to improvise simple accompaniments. •Continues to improvise dramatization to music. •Continues to respond emotionally and intellectually to music using various media.	•Continues to acquire ability to associate a greater variety of symbols of musical notation with musical concepts. •Continues to use more complex notation as an aid to listening, performing and creating.	Recorder Lyrics Style Form Tempo Dynamics Meter Time Signature Sharp Flat Key Signature Measure Bar Line Double Bar Line Leger Line Fine Fermata	**Observation of Performance:** •Student continues to provide appropriate verbal, physical and instrumental responses when listening to, performing and reading music. •Student will create individual and group notated and non-notated sounds, movement and visual art in response to music. **Questioning:** •Student continues to verbalize and express emotional and aesthetic responses to music listening. **Portfolio Work**
		------MOVING------ •Moves body in patterns with greater proficiency. •Uses vocabulary of fundamental movements with increasing proficiency. •Continues organized dancing.				

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
MELODY	•Continues to recognize steps, skips, direction, and repetition within melodic contour.	------SINGING------ •Expands Kodaly signs to include whole scale. •Is introduced to the intervals 5th and octave. •Matches pitch with greater accuracy within an expanding range. •Sings more complex melodies. ------PLAYING------ •Continues to play more complex intervals, melodies and melodic fragments with an emphasis on step, skip and repeat.	•Creates short melodic patterns using sol, mi, la, do, re.	•Continues to read steps, skips, direction and repetition from line notation with and without letter names. •Begins to read letter names of lines and spaces on the staff (treble clef only).	Do Re Fa Ti Octave Scale Letter names of lines and spaces on the staff Treble clef "G" clef	**Observation of Performance:** •Student will demonstrate step, skip, direction and repetition by singing and playing with notation. **Questioning:** •Student will identify letter names of lines and spaces on the staff. **Portfolio Work:** •Worksheets identifying letter names of lines and spaces on the staff.

MANSFIELD PUBLIC SCHOOLS
K-4 MUSIC CURRICULUM

GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
RHYTHM	•Continues to listen for gradations of long and short sounds. •Continues to listen to music in duple and triple meter with an awareness of accents and groupings. •Continues to develop concept of rhythmic repetition and variation. •Differentiates between melodic rhythm and the beat in music listening. •Begins to listen for rhythmic motives in large-scale pieces.	------SINGING------ •Continues to reproduce more complex rhythms through singing both by rote and from notation. ------PLAYING------ •Continues to reproduce longer and more complex rhythms on pitched and non-pitched percussion and melodic instruments. •Continues to play accented beat with awareness of groupings and meter on melodic and non-pitched instruments •Differentiates between melodic rhythm and the beat through playing on melodic and non-pitched instruments --------MOVING-------- •Continues to reproduce longer and more complex rhythmic patterns using body movements. (e.g. clapping, patschen) •Continues to reproduce melodic rhythm body movements (e.g. clapping, patschen) •Continues to show accented and unaccented beats in duple and triple meter through body movements and dance.	•Continues to create body movements in response to steady beat, melodic rhythm, accented and unaccented beat •Creates appropriate body movements in response to rhythmic patterns of songs or listening. •Creates rhythm patterns using with and without time signatures and divisions into measures.	•Continues to read with Kodaly syllables. •Is introduced to traditional musical terms for notes and rests (see vocabulary). •Is introduced to traditional counting for notes and rests •Is introduced to Kodaly syllables for eighth rest (ti), half rest (ta-a), whole rest (ta-a-a-a). •Reads rhythm patterns using •Focuses on the transfer of knowledge of rhythm patterns from unlined to lined notation.	= ti rest = ta-a rest = ta-a-a-a rest Traditional note names: - eighth note and rest - quarter note and rest - half note and rest - whole note and rest	**Observation of Performance:** •Student will continue to demonstrate steady beat, accented beat, and melodic rhythm through movement and playing. •Student will sing, play and write rhythmic patterns using both Kodaly and traditional terms and notation. **Questioning:** •Student will identify, using Kodaly and traditional terms, the following notes and rests: **Portfolio Work:** •Worksheets identifying notes and rests (see above). •Rhythmic Dictation •Worksheets identifying time signatures, meters, and groupings by measures. •Student rhythmic compositions.

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K-4 MUSIC CURRICULUM

GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
HARMONY/ TEXTURE	•Continues to be aware of chordal and harmonic changes. •Continues to listen to instrumental and vocal music with a variety of textures. •Listens with an awareness of consonance and dissonance.	------SINGING-------- •Sings more complex rounds and canons. •Sings songs with vocal descant. •Introduce partner songs. •Begins singing in 2 parts. ------PLAYING-------- •Continues to play choral accompaniments on autoharp and pitched percussion. •Plays 2 part rounds and songs on recorder. •Plays songs on recorder with piano accompaniment.	•Continues to improvise simple accompaniments on pitched percussion.	•Continues to read chord symbols used for playing the autoharp.	Descant Texture Consonance Dissonance	**Observation of Performance:** •Student will perform two-and three-part rounds, canons, partner songs, descants, and two-part songs. •Some students will play 2-part rounds and songs on recorder. **Questioning:** •Students will identify 2-part harmony from written notation. •Students will recognize gradations in instrumental and choral texture. **Portfolio Work:** •Includes song and work sheets in 2-part harmony.

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GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
FORM	•Begins to listen to music in terms of larger musical structures or units. •Begins to develop an awareness of expanded forms (i.e. rondo, theme and variations).	------SINGING------ •Sings songs with an awareness of larger musical structures or units. •Sings songs with greater formal complexity. ------PLAYING------ •Continues to play AB and ABA forms and expanded forms (i.e. ABBA, rondo). ------MOVING------- •Responds to larger musical structures or units through organized dance.	•Creates original compositions using A and B sections.	•Recognizes AB form from notation.	Rondo Theme and Variation	**Observation of Performance:** •Student will continue to recognize simple AB and ABA forms through listening, singing, playing, moving and reading. •Student will recognize expanded forms using A and B sections through listening, singing, playing and moving. **Questioning:** •Student will continue to identify AB and ABA form. •Student will identify expanded forms using A and B sections, rondo, theme and variations. **Portfolio Work:** •Student will identify through picture and letter notation, forms using A and B sections, rondo, theme and variations. •Student compositions.

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GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TEMPO AND DYNAMICS	•Listens to music with more sophisticated tempo and dynamic gradations.	------SINGING------ •Continues to sing songs with a variety of tempo and dynamic gradations. ------PLAYING------ •Continues to express tempo and dynamic changes and gradations on pitched and non-pitched percussion. •Chooses appropriate instruments to enhance dynamic properties of song repertoire. ------MOVING------- •Continues to become more proficient in changing body movement to dynamic and tempo changes and gradations.	•Continues to create individual dynamic and tempo responses to text with instruments and voice. •Continues to create individual body responses to tempo and dynamic changes and gradations. •Incorporates tempi and dynamics into student compositions.	•Reads from notation: Mezzo Piano (mp) Mezzo Forte (mf) Crescendo (<) Decrescendo (>) Presto Largo Moderato	Crescendo (<) Decrescendo (>) Mezzo Piano (mp) Mezzo Forte (mf) Presto Largo Moderato	**Observation of Performance:** •Student will respond to tempo and dynamic cues from conductor and from notation. **Questioning:** •Student will identify loud, soft, fast, slow and gradations of tempo and dynamics. **Portfolio Work:** •Student compositions which incorporate tempi and dynamics.

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GRADE LEVEL Third

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TONE COLOR/TIMBRE	•Listens to a variety of individual class-room, orchestral, folk & non-Western instruments. •Continues to listen to a variety of ensemples (i.e. band, folk orchestra).	------SINGING------ •Continues to sing chorally and individually. ------PLAYING------ •Continues to explore tone colors of ready-made and original instruments •Continues to explore sound production on ready-made and original instruments. •Chooses appropriate instruments and playing methods with regard to tone color to enhance song repertoire.	•Creates appropriate and varied tone colors to enhance poems, stories, lyrics and original compositions.		Names of individual Folk & Non-Western instruments (i.e. dulcimer, mandolin, mbira [thumb piano] sitar, talking drum, etc.). Tone Color	**Observation of Performance:** •Student will continue to choose appropriate sounds to correlate with texts and student compositions. **Questioning:** •Student will identify a variety of individual orchestral, folk and non-Western instruments. •Student will demonstrate understanding of basic principles of sound production. **Portfolio Work:** •Student will identify individual orchestral, folk, and non-Western instruments by sound and from pictures.

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Revised Summer 1995

GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
GENERAL SKILLS	•Continues directed music listening. •Continues to improve ability to listen with discrimination. •Continues to listen to longer and more complex music. •Continues to explore unity and variety in music. •Increases repertoire (see style/repertoire chart). •Continues to respond emotionally and aesthetically to music listening with more sophistication.	------SINGING------ •Singing begins to reflect individual expressive & interpretive choices. •Continues to increase vocal range with greater flexibility. •Expands repertoire according to style/repertoire chart. •Continues two-part singing with greater complexity. •Extends complexity of solo and group singing. ------PLAYING------ •Plays with greater proficiency a variety of pitched/non-pitched instruments •Keyboard is introduced. •Continues to play simple accompaniments. •Continues to play simple ostinati. •Continues to play music of greater complexity individually and in groups ------MOVING------ •Moves body in patterns with greater greater proficiency. •Uses vocabulary of fundamental movements with increasing proficiency. •Continues organized dancing of greater complexity.	•Improvises with greater complexity a variety of sound and movement in response to music. •Creates simple, notated (traditional & non-traditional notation) compositions. •Continues to improvise simple accompaniments. •Continues to improvise dramatization to music. •Continues to respond emotionally and intellectually to music using various media.	•Continues to acquire ability to associate a greater variety of symbols of musical notation with musical concepts. •Continues to use more complex notation as an aid to listening, performing and creating.	Score Keyboard Natural Ritard (rit.)	**Observation of Performances:** •Student continues to provide appropriate verbal, physical and instrumental responses when listening to, performing and reading music. •Student will create individual and group notated and non-notated sounds, movement and visual art in response to music. **Questioning:** •Student continues to verbalize and express emotional and aesthetic responses to music listening. **Portfolio Work**

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GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
MELODY	•Continues to recognize steps, skips, direction, and repetition within melodic contour of greater complexity.	------SINGING------ •Continues to sing using Kodaly signs. •Continues to match pitch with greater accuracy within an expanding range. •Continues to sing more complex melodies. ------PLAYING------ •Continues to play more complex intervals, melodies and melodic fragments with an emphasis on reading from notation.	•Creates short melodic compositions using the entire scale.	•Continues to read steps, skips, direction, and repetition from line notation with and without letter names. •Continues to read letter names of lines and spaces on the staff (treble clef only). •Is introduced to the grand staff (treble and bass clefs). •Reads notation with leger lines.	Grand Staff	**Observation of Performance:** •Student will play and sing simple melodies from notation. **Questioning:** •Student will identify letter names of lines and spaces on the staff. **Portfolio Work:** •Worksheets identifying letter names of lines and spaces on the staff.

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CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
RHYTHM	•Continues to listen for gradations of long and short sounds in music with greater rhythmic variety and complexity. •Continues to develop concept of rhythmic repetition and variation, and rhythmic motive in music of greater rhythmic complexity •Listens for meter in music in duple and triple meter.	------SINGING------ •Continues to reproduce more complex rhythms through singing both by rote and from notation. ------PLAYING------ •Continues to reproduce longer and more complex rhythms on pitched and non-pitched percussion and melodic instruments. •Continues to play accented beat with awareness of groupings and meter on melodic and non-pitched instruments. ----MOVING---- •Continues to reproduce longer and more complex rhythmic patterns using body movements. (e.g. clapping, patschen) •Continues to reproduce melodic rhythm through body movements. (e.g. clapping, patschen) •Continues to show accented and unaccented beats in duple and triple meter through body movements and dance.	.Creates rhythm patterns using with and without time signatures and divisions into measures.	.Continues to read with Kodaly syllables. .Continues to use traditional musical terms for notes and rests. .Continues to use traditional counting for notes and rests. .Continues to read rhythms using .Is introduced to dotted rhythms ( ). .Continues to focus on the transfer of knowledge of rhythm patterns from unlined to lined notation.	dotted eigth and sixteenth dotted quarter note	**Observation of Performance:** •Student will sing, play, and write rhythmic patterns using both Kodaly and traditional terms and notation. **Questioning:** •Student will identify, using Kodaly and traditional terms, the following notes and rests: **Portfolio Work:** •Worksheets identifying notes and rests (see above). •Rhythmic Dictation •Worksheets identifying time signatures, meters, and groupings by measure. •Student rhythmic compositions.

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GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
HARMONY/ TEXTURE	•Continues to be aware of chordal and harmonic changes within more complex music. •Continues to listen to instrumental and vocal music with a greater complexity of textures.	-----SINGING------- •Continues to sing more complex partner and 2-part songs. ------PLAYING------ •Plays 2-part rounds and songs on keyboard. •Plays songs on keyboard with piano accompaniment.	•Creates own simple melodic composition for keyboard; teacher accompanies with simple I,IV,V chords.	•Follows 1 part within a multi-part composition.		**Observation of Performance:** •Student will perform two-and three-part rounds, canons, partner songs, descants, and two part songs. •Students will play 2-part rounds and songs on keyboard. **Questioning:** •Students will identify 2-part harmony from written notation. •Students will recognize gradations in instrumental and choral texture **Portfolio Work:** •Includes song and work sheets in 2-part harmony.

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GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
FORM	•Continues to listen to music in terms of larger musical structures or units. •Continues to develop awareness of expanded forms (i.e. rondo, theme and variations).	------SINGING------ •Continues to sing songs with an awareness of larger musical structures or units. •Continues to sing songs with greater formal complexity. ------PLAYING------ •Plays simple codas and interludes as appropriate in song accompaniment. •Continues to play AB and ABA forms and expanded forms (i.e. ABBA, rondo). ------MOVING------ •Continues to respond to larger musical structures or units through organized dance.	•Creates original compositions using A and B sections of greater length and complexity.	•Recognizes ABA form from notation.	Coda Interlude D.C. al fine	**Observation of Performance:** •Student will continue to recognize simple AB and ABA forms through listening, singing, playing, moving and reading. •Student will recognize expanded forms using A and B sections through listening, singing, playing and moving. **Questioning:** •Student will continue to identify AB and ABA form. •Student will identify expanded forms using A and B sections, rondo, theme and variations. **Portfolio Work:** •Student will identify through picture and letter notation, forms using A and B sections, rondo, theme and variations. •Student compositions.

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GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TEMPO AND DYNAMICS	•Listens to music with more sophisticated tempo and dynamic gradations.	------SINGING------ •Continues to sing songs with a variety of tempo & dynamic gradations. ------PLAYING------ •Continues to express tempo and dynamic changes and gradations on pitched and non-pitched percussion. •Continues to choose appropriate instruments to enhance dynamic properties of song repertoire. •Plays rhythm patterns in various tempi according to metronome settings or tempo markings. ------MOVING------ •Continues to become more proficient in changing body movement to dynamic and tempo changes and gradations.	•Continues to create individual dynamic and tempo responses to text with instruments & voice. •Continues to create individual body responses to tempo and dynamic changes and gradations. •Continues to incorporate tempi and dynamics into student compositions.	•Reads from notation: Pianissimo (pp), Fortissimo (ff), Allegro Andante	Pianissimo (pp) Fortissimo (ff) Allegro Andante Metronome	**Observation of Performance:** •Student will respond to tempo and dynamic cues from conductor and from notation. **Questioning:** •Student will identify loud, soft, fast, slow and gradations of tempo and dynamics. **Portfolio Work:** •Student compositions which incorporate tempi and dynamics.

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GRADE LEVEL Fourth

CONCEPT OBJECTIVES	SKILL DEVELOPMENT				ACQUIRED MUSIC VOCABULARY AND SYMBOLS	EVALUATION
	LISTENING	PERFORMING	CREATING	READING		
TONE COLOR/TIMBRE	•Continues to listen to a variety of individual class-room, orchestral, folk & non-Western instruments. •Continues to listen to variety of ensembles. (i.e. band, folk, orchestra).	------SINGING------ •Contiues to sing chorally and indi-vidually. ------PLAYING------ •Continues to ex-plore tone colors of ready-made and original instru-ments. •Continues to choose appropriate instru-ments and playing methods with regard to tone color to enhance song repertoire.	•Continues to create appropriate and varied tone colors to enhance poems, stories, lyrics, and original compositions.			**Observation of Performance:** •Student will continue to choose appropriate sounds to correlate with texts and student compositions. **Questioning:** •Student will identify a variety of individual orch-estral, folk and non-Western instruments. **Portfolio Work:** •Student will identify indiv-idual orchestral, folk and non-Western instruments by sound and from pictures.