

First Grade

Monthly Music Curriculum

Katie Traxler, PS 51

Musical Element	September	October	November	December
Hello Song of the Month	<ul style="list-style-type: none"> -Welcome Music Friends- singing and learning names -Synsoro- good-bye song -Ready for the Mail- line-up song 	<ul style="list-style-type: none"> -Hello to All the Children of the World- singing in different languages -Synsoro- good-bye song -Ready for the Mail- line-up song 	<ul style="list-style-type: none"> -Hey There, Friend- partner hand clap game/mixer -You are My Family- good-bye song -Ready for the Mail- line-up song 	<ul style="list-style-type: none"> -Bonjour, Mes Amis- partner dance, singing in a different language -You are My Family- good-bye song -Ready for the Mail- line-up song
Songs/Rhymes for Teaching Content and Skills	<ul style="list-style-type: none"> -Who Stole the Cookies?- chant to learn names, literacy, composition -Jump Jim Joe- singing and movement -Twinkle Twinkle Little Star and Star Light Star Bright- singing, movement, literacy, playing instruments and improvisation -Rig a Jig Jig- singing and movement, changing meters -Dancing Feet- literacy connection and movement 	<ul style="list-style-type: none"> -Peas Porridge Hot- singing, literacy, playing instruments, AB form -Pumpkin Patch- ABA form, literacy, instrument playing, composition -Pick-a-Pick-a Pumpkin- singing and passing game -In the Pumpkin Patch- singing, movement, dramatic play, minor -Carnival of the Animals- review orchestral instruments, bio, Royal March of the Lions, Hens and Roosters- movement 	<ul style="list-style-type: none"> -Fish of the Sea- composition -Carnival of the Animals- Aquarium, Kangaroos, Cuckoo (Fossils if time allows)- movement and listening -The Little Old Lady Who Was Not Afraid of Anything- literacy connection, playing instruments, sequencing, improvisation -Leaves are Falling- singing and movement -Round the Oak Tree- singing and moving in canon 	<ul style="list-style-type: none"> -Burn Little Candles with We Are Little Candles- singing, playing instruments, literacy, and AB form -March from The Nutcracker- listening, movement -Nutcracker- read 1st half of story and watch Act 1 on DVD, new ballet vocabulary
Music Literacy (Reading and Writing Music, Theory)	<ul style="list-style-type: none"> -Who Stole the Cookies?- match sounds in name to cookie jar rhythm, identify patterns, review quarter note, quarter rest, and paired eighth notes -Star Light, Star Bright with Twinkle- review SM and MRD (pitch only), quarter and eighth note pairs (rhythm only) 	<ul style="list-style-type: none"> -Peas Porridge Hot- reading quarter note, quarter rest, eighth notes on a two-line staff (rhythm and pitch) -Pumpkin Notation- notation game with SM, create MRD pumpkin songs 	<ul style="list-style-type: none"> -Carnival listening maps- following a "graphic/picture score," sound to symbol representation, introduce whole note in Aquarium 	<ul style="list-style-type: none"> -Burn Little Candles- analyzing melodic contour on the staff for 5-note stepwise pattern ascending and descending (8d8m/mrd1f) -We are Little Candles- scale, stepwise motion on the staff
Movement (Singing Games, Folk Dances, Eurhythmic Activities, Movement Exploration with Body and Props, Dramatic Play)	<ul style="list-style-type: none"> -beginning and ending with stillness, "ready to move" position -responding to musical cues (piano improvisation) with appropriate movement including: march, slow walk, skip, tip-toe/running, sway, hop, gallop, glide, jump, swirl, etc. -Jump Jim Joe- traditional game -Twinkle Twinkle Little Star and Star Light Star Bright- negotiating space and time while singing and 	<ul style="list-style-type: none"> -responding to musical cues (piano improvisation) with appropriate movement including: march, slow walk, skip, tip-toe/running, sway, hop, gallop, glide, jump, swirl, etc. -Pick-a-Pick-a Pumpkin- passing game in 4, (possibly double-time) -In the Pumpkin Patch- rolling, tumbling, curling -Royal March of the Lions- move to 	<ul style="list-style-type: none"> -Hey There, Friend- partner hand clap game in a circle -Aquarium- explore sustained effort, moving with small groups -Kangaroos- explore sudden movement and melodic contour individually -Cuckoo- explore phrase length with ribbons and walking -Leaves are Falling- move in mirror and shadow with a partner 	<ul style="list-style-type: none"> -Bonjour, Mes Amis- partner dance in a circle -Niguno Shaf Yossi- dance for Hanukkah -March from the Nutcracker- movement exploring form with stretchy band, also differentiate between gallop and march feel -Sleigh Ride- passing game with bells (if time allows)

Grade 8 General Music Curriculum

Katharine Smithrim, Rena Upitis



Grade 8 General Music Curriculum:

A Guide to the Teaching of Music Utilizing General Music Curriculum. One of a Series of Tapes for Grade 8 School District of Philadelphia, Pa. Division of Music Education,1969 *Fertile Ground in Middle Level General Music* Stephanie Cronenberg,2021-11-22 Fertile Ground in Middle Level General Music guides music educators to inspire their middle level students grades 5 8 to engage more deeply in the general music classroom where students are given the opportunity to try on a range of roles musician composer listener and critic The book outlines the Fertile Ground Framework a teacher s aide for curricular decision making that unites the middle level concept with the National Core Arts Standards while emphasizing the developmental needs and cultural identities of students This resource rich book provides teachers with an array of adaptable classroom support tools including Lesson sequences Activity ideas Teacher resources and worksheets Do Now exercises Featuring the real world perspectives of thirteen music educators Fertile Ground in Middle Level General Music is both practical and theoretical presenting methods for creating rich inspiring learning environments in middle level general music classrooms of all shapes and sizes and highlighting the unacknowledged strengths that already exist therein Focused on the aim of motivating students to pursue lifelong music learning this book helps instructors find joy and excitement in teaching a wide array of musical topics to diverse groups of middle level music students **A Guide to the Teaching of Music Utilizing General Music Curriculum. One of a Series of Tapes for Grade 8 School District of Philadelphia, Pa. Division of Music Education,1966** The Musical Classroom Carolynn A. Lindeman,2018-05-15 The Musical Classroom Backgrounds Models and Skills for Elementary Teaching Ninth Edition is designed for students majoring in elementary or music education Through eight editions this book has been a market leader in its field Its goal has been to help teachers some who may only have a limited background in music prepare to make music a part of the daily lives of their students The model lessons remain the centerpiece of the book s long lasting success Supported by a collection of children s songs from around the world instructional information for learning to play basic instruments and the theoretical pedagogical and practical backgrounds needed for reaching all learners pre service and in service teachers can make their classrooms musical classrooms NEW to the ninth edition The 2014 National Core Music Standards Multiple curricular connections to other subjects Expanded soprano recorder instruction unit Addition of the QChord with Autoharp Chromaharp instruction unit Updated and expanded prekindergarten section A significant infusion of technology throughout the text Mallet instrument ensemble accompaniments A companion website linking to music sources with numerous resources for both students and instructors Music Curriculum Writing 101 Denese Odegaard,2009 Looks at each of the National Standards for Music Education and breaks them down into concepts that are teachable in any music classroom **A Guide to the Teaching of Music Utilizing General Music Curriculum. One of a Series of Tapes for Grade 8 School District of Philadelphia, Pa. Division of Music Education,1967** **Listen to Their Voices** Katharine Smithrim,Rena Upitis,2007-09-15

Making the connection between Research and Practice is the hope of most music education researchers This volume brings the two together with the goal of furthering the dialogue concerning music education for young learners **Research in Education** ,1973-12 **Patterns of Course Offerings and Enrollments in Public Secondary Schools, 1970-71** United States. Office of Education,1972 Toward Excellence in Education Wisconsin. Department of Public Instruction,1975

The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy,2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field *A Guide to the Teaching of Music Utilizing General Music Curriculum. One of a Series of Tapes for Grade 8* School District of Philadelphia, Pa. Division of Music Education,1968 **Bulletin** United States. Office of Education,1964 General Music Curriculum Guide, Grades K-8 Park Ridge Community Consolidated School District 64 (Ill.),1988 Course objectives for the school s general music program in kindergarten through eighth grade

The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music **Applying Model Cornerstone Assessments in K-12 Music** Frederick Burrack,Kelly A. Parkes,2018-06-19 Model Cornerstone Assessments MCAs that were developed for the National Core Arts Standards in Music are curriculum embedded measures designed for music students to apply relevant knowledge and skills while demonstrating learning in the standards that define the artistic processes They are meant to engage students in tasks authentic to a school s curriculum and honor the intent of the Music Performance Standards They are created as models to allow for usefulness in a variety of curricular contexts and demographics The intent of each MCA is to provide research based assessment tasks that is specifically focused on the expected learning for the performance standards with

rubrics that has been tested for scoring consistency Following substantial development and piloting in schools across the United States this book provides a thorough background of the MCAs and the confidence measures administered to guide implementation by teachers administrators and the educational community **Resources in Education** ,2000-10

Models of Qualitative Research Colleen M. Conway,2020-03-02 In this new paperback edition of scholarship from The Oxford Handbook of Qualitative Research in American Music Education authors highlight the use of qualitative research to examine diverse musical contexts general music large ensembles etc and individual experiences students teachers etc encountered in the field **Teaching General Music** Carlos R. Abril,Brent M. Gault,2016-01-06 General music is informed by a variety of teaching approaches and methods that guide teachers in planning and implementing instruction Teaching General Music offers a panoramic view of general music pedagogy and critical lenses through which to view these frameworks and practices Including descriptions of each of the distinct approaches to general music teaching Dalcroze Informal Interdisciplinary Kod ly Music Learning Theory Orff Schulwerk Social Constructivism and World Music Pedagogy it provides critical analyses of teaching systems in light of the new ways children around the world engage with and experience music in their lives **Teaching Young Children to Read** Adela R. Freeburger,Anthony A. Scarangelo,Ellen Margaret Doherty,Gene Carl Fusco,Harold Walton Arberg,James C. Messersmith,John Hamilton Russel,Lillian Lucile Gore,Ralph Newell Finchum,Archie Raymond Ayers,Charles Christian Hauch,George Albert Male,Rose Eleanor Koury,Sarah Parker Wood,1963

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web western green mamba this is a snake more representative of its name the top half or dorsal side of this species is bright green its underside or ventral side has yellow scales this reptile spends its time hunting in the treetops jameson s mamba though green in color this species has more muted color

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web mar 18 2021 the eastern green mamba is a species of snake commonly found throughout east africa and occasionally in southern africa it is closely related to the black mamba and like the black mamba is highly venomous there are four types of mambas in the wild the jameson s mamba lives in central africa the western green mamba exists in west

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web the three green species of mambas are arboreal whereas the black mamba is largely terrestrial all four species are active diurnal hunters preying on birds lizards and small mammals at nightfall some species especially the terrestrial black

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web the green mamba is a long slender bodied snake with smooth scales and a narrow coffin shaped head bright green scales cover a darker skin and are laid like paving stones the belly of the green mamba is a yellow to light green colour green

mambas also have short fixed fangs at the front of their mouths these snakes are extremely venomous

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web physical description green mamba is considered as the smallest mambas in the world as the name implies this mamba has a bright and vibrant green color it has a slender body with scales that are laid just like paving stones against darker skins compared to its dorsal scales the scales on its belly is lighter

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