

Policy 710.8.23

Fine Arts Curriculum



Rationale based on Scripture

God is the Creator of all things, including Art and Music. Our school is committed to providing students with a quality education in the fine arts so they can function effectively as Christians in their church, community, and country. A quality education in fine arts will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Christ the King.

- Demonstrate a positive attitude toward Music and Art
- Participate in praising God by singing in church
- Use proper body mechanics for singing
- Demonstrate the ability to follow written music
- Demonstrate an understanding of basic music theory
- Participate in lessons exposing them to Lutheran hymnody and music history
- Glorify God by growing in their personal artistic ability
- Develop and improve fine motor skills by creating art projects
- Use a variety of art media including paint, paper, scissors, drawing materials, clay etc.
- Use and understand the seven basic elements of Art
- Participate in lessons exposing them to art history and technique

Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measurable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Christ the King.

















Music

Our teachers use Music Play Online to teach our students the basics of music theory. Songs from other sources may be included to provide rich musical diversity for our students. Each classroom has music class one day of the week.

Our students participate in singing in church services throughout the year as a class, a group of classes, or as a whole school. These opportunities demonstrate to our students the joy of sharing the gospel message through song and encourage faithful church attendance.

Following is the Scope and Sequence of Music Play Online. This chart indicates the objectives taught at each specific grade level.

Musicplay Scope and Sequence K-6 (Middle School)

Element: Rhythm (Duration)	K	1	2	3	4	5	M
music may move to a steady beat	*	*	*	*	*	*	*
distinguish between beat and rhythm (<i>ex=experience</i>)	ex	*	*	*	*	*	*
there are strong and weak beats in music	ex	*	*	*	*	*	*
beats may be grouped in 2s, 3s or 4s	ex	ex	*	*	*	*	*
2/4, 4/4 meter		*	*	*	*	*	*
3/4 meter				*	*	*	*
6/8 meter						*	*
compound meter, 5/4 meter						*	*
   quarter note (ta), eighth notes (ti-ti), rest	*	*	*	*	*	*	*
duration is extended by tie or fermata			*	*	*	*	*
rhythmic ostinato: eg. ta ta ti-ti ta    	ex	*	*	*	*	*	*
  half note, half rest, whole note, whole rest	ex	ex	*	*	*	*	*
 dotted half note, sixteenth notes				*	*	*	*
  eighth note, eighth rest					*	*	*
   syncopation					*	*	*
 dotted quarter - eighth note						*	*
triplets							*
Element: Melody (Pitch)							
sounds may be high, low or in the middle	*	*	*	*	*	*	*
melodic contour: sounds move high-low or low-high	*	*	*	*	*	*	*
simple melodic patterns: so-mi, so-mi-la	*	*	*	*	*	*	*
drum sol (do re mi so la)			*	*	*	*	*
high do, low la, low so				*	*	*	*
5 line staff, letter names in treble clef					*	*	*
unison, step, skip, leap					*	*	*
major and minor tonality					*	*	*
major scales (C, F, G), key signatures						*	*
accidentals							*
modes							*
Element: Timbre	K	1	2	3	4	5	M
singing voice. speaking voice, vocal timbre	*	*	*	*	*	*	*
body percussion	*	*	*	*	*	*	*
classify non-pitched percussion	*	*	*	*	*	*	*
identify families of orchestral instruments			*	*	*	*	*
identify orchestral instruments				*	*	*	*
identify world instruments					*	*	*

Element: Expression - Dynamics, Tempo, Articulation	K	1	2	3	4	5	M
the beat in music may be fast or slow	*	*	*	*	*	*	*
tempo tells us how fast or slow the music should be played			*	*	*	*	*
tempo markings: adagio, moderato, allegro, presto			*	*	*	*	*
tempo markings: adagio, andante, presto, prestissimo				*	*	*	*
music may be fast or slow and change to one or the other suddenly or gradually			*	*	*	*	*
rit, accel, allegro, andante				*	*	*	*
music may express feelings	*	*	*	*	*	*	*
music may be soft or loud	*	*	*	*	*	*	*
dynamic terms and symbols: <i>f mp mf p</i> piano, forte, mezzo forte,			*	*	*	*	*
dynamic levels: <i>pp p mp mf f ff</i>				*	*	*	*
dynamics may change suddenly or gradually (accent, cresc. dim sfz)				*	*	*	*
changes in dynamics add to the effect of music:	*	*	*	*	*	*	*
music can be smooth or separated			*	*	*	*	*
legato, staccato refer to articulation				*	*	*	*
Element: Form							
music can be organized into sections - same / different (AB)	*	*	*	*	*	*	*
a section may be repeated (verse, chorus)					*	*	*
music is organized into phrases		*	*	*	*	*	*
phrases may be long or short		*	*	*	*	*	*
a whole piece may be comprised of few sections		*	*	*	*	*	*
sections may be identified by letter AB, ABA, AABA		*	*	*	*	*	*
there may be an introduction, interlude and ending					*	*	*
rondo form: ABACADA		*	*	*	*	*	*
theme and variations				*	*	*	*
first and second endings					*	*	*
Element: Texture and Harmony							
two or more sounds can occur simultaneously	*	*	*	*	*	*	*
melodies may be accompanied by harmony		*	*	*	*	*	*
accompany simple melodies with ostinato or bordun		*	*	*	*	*	*
pitched percussion instruments can create harmony	*	*	*	*	*	*	*
rounds and canons			*	*	*	*	*
two part songs, partner songs				*	*	*	*
layered melodies (Scoo Be Doo)					*	*	*
I and V chords can accompany melodies				*	*	*	*
I-IV-V chords can accompany melodies						*	*
monophonic, polyhonic, homophonic music					*	*	*

Kindergarten Music Curriculum

	MOVING	SPEAKING SINGING	PLAYING	LISTENING	READING NOTATING	CREATING
R H Y T H M	* Beat - experience, label * short-long patterns, rest experience * accent	* Sing songs with a steady beat in 2/4 4/4 6/8 * Patterns ♪ ♪	* Beat - experience and label when playing unpitched instruments	* Beat - experience and label when listening	* Experience and label beat. Tap a beat on a beat chart. * label patterns ♪ ♪	* Play a beat on a variety of instruments * create patterns on unpitched instruments
M E L O D Y	* experience and label melodic direction * experience and begin to label high-low	* develop voice * melodic direction * high-middle-low * tone match: songs with limited range * repertoire songs	* melodic direction * play high or low notes on pitched instruments	* melodic direction * high-low * size of sound source = pitch	* show high-low with arm motions (so-mi) * respond to so-mi hand signals	* create answers to teacher questions * create new verses alone or within the group
H A R M O N Y	* move to music that is major/minor and ask how it makes them feel	* major/minor experience * sing a song with teacher accompanied ostinato	* play a rhythm with teacher accompanied ostinato	* listen to major/minor and ask how it makes them feel or what it makes them think of		* experience moving and creating to minor “October is Here” “Halloween Looby Loo”
F O R M	* experience phrase through movement, teacher labels with shapes	* sing songs with sections that may be repeated (same) or different. (AB)	* recognize that a section can be repeated or different when playing instruments	* recognize that a section can be repeated or different when listening	* teacher labels and shows form with shapes	* As a class, decide on the final form of performances
E X P R E S S I O N	* move to show fast-slow, loud-soft, different moods e.g. create movement to “Spaceworms”	* sing music that is loud - soft, fast - slow * sing songs with expression to show the meaning of the song	* play the beat on instruments to show fast - slow, loud-soft	* recognize that music may express our feelings * loud - soft * fast - slow * timbre - instruments u/p classify by sound * timbre - voices	* Teacher can label songs as fast-slow, loud-soft	* create movements that show fast-slow, loud-soft e.g. Take My Little Car for fast-slow, Grumpy Grizzly for loud-soft
C U L T U R E	* perform singing games and simple dances from a variety of cultures e.g. Ame Ame, Arroz con leche, Kumbayah, Tingalayo, Sambalele	* sing songs from a variety of cultures * sing simple songs in languages other than English	* play instruments representative of many cultures	* listen to music from a variety of historical periods and a variety of cultures e.g. Connaughtman’s Rambles - Irish Tambourin - Bach	* Teacher should show the location of the country or culture on a world map or on a globe	* create movements to songs from other cultures e.g. Firefly, Japan Little Airplane, China

RELATE MUSIC TO OTHER ARTS AND OTHER SUBJECT AREAS

- Learn songs that reinforce or relate to topics, skills and subjects that are learned in kindergarten.
- Have students draw pictures that show the way music makes them feel, or what it makes them think of.
- Have students dramatize songs.
- Create dances and movements to music.
- Learn many poems and chants.

Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.

Present

When children have experienced a new concept (ie. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called “present” - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- beat or no beat
- move, tap or play a steady beat
- distinguish between beat and rhythm
- perform rhythm patterns from classroom songs and chants
- identify strong and weak beats (accent)
- read, write, create ♩ ♪ ♫ rhythm patterns
- accompany songs using instruments or body percussion in simple patterns
- ostinato
- step to 2/4 and skip 6/8

MELODY

- develop singing voice
- identify high and low sounds
- show the contour of the melody
- sing high, low middle sounds
- sing melodies alone and with a group
- read, notate, create **m s, m sl, s d**, patterns

HARMONY

- accompany with simple bordun, ostinato, Orff arrangement

INSTRUMENTAL TECHNIQUE

- identify and play unpitched and barred instruments
- simple bordun on barred instruments, both hands at the same time

CREATING

- create “effects” - wind, rain, animal
- make up answers to musical questions
- create rhythm patterns
- create movements appropriate for the music
- invent melodies for chants, nursery rhymes

FORM

- music is organized into phrases
- phrases can be the same or different (ab)
- use repeat sign
- AB, ABA sectional form

EXPRESSION

- the beat can be fast or slow (tempo)
- music may be soft or loud (dynamics)
- can tell how music makes us feel
- articulation - show detached (separated) and connected (smooth) notes

CULTURAL/HISTORICAL CONTEXT

- identify songs that help us celebrate holidays, seasons
- perform songs from a variety of cultural heritages

LISTENING

- distinguish different voices (timbre)
- identify classroom instruments (timbre)
- identify environmental sounds
- follow song stories ie. Mortimer
- listen and respond to short orchestral excerpts

INTEGRATED CURRICULUM

- integrate music with literature by creating accompaniments for poems and stories
- songs for holidays and special days
- songs from many cultures to support and enhance social studies
- songs for Earth Day, to reinforce science

Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.

Present

When children have experienced a new concept (i.e. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called "present" - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- tap, play and move to a steady beat
- distinguish between beat and rhythm
- identify accented beats
- group beats into groups of two or three
- read and rotate rhythms from flashcards and charts ♩ ♪ ♫ ♬ ♭ ♮ ♯ ♯♯ ♯♯♯

OSTINATO

- ♩ ♪ at different b/p levels
- Borduns in patterns ♩♩♩ ♩♩♩ ♩♩♩

MELODY

- develop singing voice
- identify high, low and middle in music
- sing high, low and middle sounds
- reproduce melodies alone and with a group
- read, notate sm, slsm, smlsm, lsmd, smd patterns
- prepare mrd

HARMONY

- rhythm canons, speech canons, two part melodic canons, ostinato, bordun in patterns ♩♩♩ ♩♩♩

INSTRUMENTAL TECHNIC

- identify and play unpitched instruments
- simple, level, broken bordun on bar instruments in patterns ♩♩♩ ♩♩♩
- complimentary color or unpitched part
- metals and woods playing different things

CREATING

- create "effects" and accompaniments
- create/improvise rhythm patterns and melodies using known symbols
- create new verses

FORM

- show phrases in music
- label phrases as same or different
- use repeat sign
- AB, ABA forms
- rondo form

EXPRESSION

- identify music as fast or slow (tempo)
- identify music as soft or loud (dynamics) and perform where appropriate
- identify accents, use connected and detached sounds. Sing expressively showing an understanding of the text.

CULTURAL/HISTORICAL CONTEXT

- perform and/or listen to songs from a variety of cultural heritages and historical periods, including songs of Japan.

LISTENING

- distinguish voices, environmental sounds
- identify families of unpitched instruments: membrane, shaker, metal, wood
- introduce instruments of the orchestra
- follow song stories
- listen to short orchestral excerpts
- write or draw in listening notebook

INTEGRATED CURRICULUM

- integrate with literature by creating accompaniments for poems and stories
- songs for holidays and special days
- songs from many cultures to supplement social studies
- songs for Earth Day, to reinforce science

Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.

Present

When children have experienced a new concept (i.e. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called present - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- tap, play and move to a steady beat
- distinguish between beat and rhythm
- identify music with two, three and four beats
- perform/notate rhythm patterns from repertoire



Ostinato: rhythmic and melodic

MELODY

- develop singing, reproduce melodies alone and with a group
- show how melodies go higher and lower
- read, notate sm, slsm, smlsm, lsmd, smd, mrd, lsmrd, d'lsmrd patterns if teaching solfege
- prepare low la and so

HARMONY

- melodic ostinati, singing rounds and canons
- singing echo and partner songs

INSTRUMENTAL TECHNIC

- play unpitched percussion correctly
- mallet technique, arpeggiated borduns, moving bordun, alternating mallets, ostinato, simple tonic orchestration

CREATING

- create "effects" and accompaniments
- create movements and verses
- create/improvise rhythm patterns and melodies using known symbols
- create new verses to songs
- create with question/answer technique

FORM

- identify phrases / same or different
- use repeat sign, AB, ABA forms, Rondo
- use call/response, introduction

EXPRESSION

- identify the tempo of a piece of music as largo, andante, moderato, allegro, presto
- identify and perform dynamics - pp p mp mf f ff, crescendo, decrescendo, articulation
- identify and perform marcato, legato, staccato
- sing expressively showing an understanding of the text

CULTURAL/HISTORICAL CONTEXT

- Perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of Mexico

LISTENING

- identify families unpitched instruments
- review instruments of orchestra
- identify orchestral instrument families
- listen to orchestral music

INTEGRATED CURRICULUM

- integrate with literature by creating accompaniments for poems and stories
- sing songs for holidays and special days
- sing songs from many cultures to supplement social studies
- sing songs for Earth Day to reinforce science and environment units

Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.


Present

When children have experienced a new concept (i.e. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called present - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- tap, play, and move to a steady beat
- distinguish between beat and rhythm
- identify strong/weak beats (accent)
- read and notate music from repertoire using rhythm names

- notate rhythm patterns using above
- identify 2/4, 3/4, 4/4, meter, conduct 4/4
- use and create melodic and rhythmic ostinati

MELODY

- sing alone and with others a varied repertoire
- read and notate music
- notate sm, slsm, smlsm, lsmd, smd, mrd, lsmd, d'lsmd, low la, so patterns, prepare fa and ti if teaching solfege or use letter names to name notes
- identify step/skip

HARMONY

- sing or play melodic ostinati, 2, 3, and 4 part rounds and canons, echo and partner songs

INSTRUMENTAL TECHNIC

- perform alone, and with others, a varied repertoire on a variety of instruments
- develop mallet technique, perform several different barred parts, (using "The Orff Source") play instrumental melody, play recorder

CREATING

- compose and arrange music within specified guidelines
- create sound effects, movements, rhythm patterns, rhythm compositions, new verses to songs, accompaniments for songs, poems and stories
- improvise melodies, variations, and accompaniments

FORM

- listen to, analyze, and describe music
- identify phrases as same or different, use and identify repeat sign, AB, ABA forms, rondo, call-response, D.C., Fine, theme variations, verse-chorus

EXPRESSION

- listen to, analyze, and describe music
- identify and describe the tempo of a piece of music as largo, andante, moderato, allegro, presto
- identify and perform the dynamics of a piece of music using correct terms - pp p mp mf f ff
- sing expressively showing an understanding of the text
- identify and use articulations legato, staccato, accent

CULTURAL/HISTORICAL CONTEXT

- understand music in relation to history and culture
- perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of the settlers and the west using songs in this guide and materials in "The Listening Resource Kit Level 4"

LISTENING

- listen to analyze and describe music
- evaluate music and musical performances
- identify families of unpitched instruments, orchestral instrument families, forms and musical styles through listening using materials in this guide and in "The Listening Resource Kit Level 4"

INTEGRATED CURRICULUM

- understand relationships between music and the other arts and disciplines outside the arts
- integrate music with literature by creating accompaniments for poems and stories
- sing and listen to songs for holidays and special days, listen to and perform songs from many cultures to supplement social studies
- learn folk songs relating to settlers
- learn songs for Earth Day, to reinforce science concepts

Skills new in this grade are underlined

Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.

Present

When children have experienced a new concept (i.e. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called present - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- tap, play and move to a steady beat
 - distinguish between beat and rhythm
 - perform rhythm patterns from repertoire
 - read and notate rhythms
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- The musical notation consists of a sequence of symbols on a single staff: a quarter note, two eighth notes, four sixteenth notes, a dotted half note, an eighth rest, a quarter rest, another eighth rest, and finally a whole note.
- identify 2/4, 3/4, 4/4, 6/8 meter
 - use pickup notes, use and create melodic and rhythmic ostinati

MELODY

- sing alone and with others a varied repertoire
- read, notate using letter names or solfa patterns: sm, slsm, smism, lsmd, smd, mrd, lsmd, d'lsmd, low la, so patterns, fa and ti, major scales

HARMONY

- sing and play melodic ostinati, 2, 3, and 4 part rounds and canons, echo and partner songs descants, two part harmony, use I - IV - V chords

INSTRUMENTAL TECHNIC

- perform alone and with others a varied repertoire on a variety of instruments
- develop mallet technique, all borduns, alternating mallets, ostinato, simple tonic orchestration, play ensemble pieces for barred instruments
- recorder in two parts, guitar or ukelele

CREATING

- compose and arrange music within specified guidelines
- create sound effects, verses, parodies, movements, rhythm compositions, new verses to songs, accompaniments for songs, poems and stories

FORM

- analyze and describe how music is organized
- identify phrases / same or different, use repeat sign, D.C., Coda, AB, ABA forms, rondo, call-response, theme and variations, introduction, first and second endings

EXPRESSION

- listen to, analyze, and describe music
- identify the tempo of a piece of music as largo, andante, moderato, allegro, presto
- use and identify accelerando, ritardando
- identify and perform the dynamics of a piece of music using correct terms
- sing expressively showing an understanding of the text

CULTURAL/HISTORICAL CONTEXT

- listen to, analyze, and describe music
- perform and or listen to songs from a variety of cultural heritages and historical periods, including songs of the settlers and the west

LISTENING

- listen, respond, analyze, connect to and describe music
- evaluate music and musical performances
- identify instruments, identify forms through listening, experience music from a variety of historical and cultural contexts

INTEGRATED CURRICULUM

- understand relationships between music and the other arts and disciplines outside the arts
- integrate with literature by creating accompaniments for poems and stories, learn songs for holidays and special days, songs from many cultures and songs to teach about other subject areas

August Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 1

Song List 96. Loo La (Gr. 4) <i>(beat, create hand claps)</i> Wash Your Hands We'll Stay Apart	Learning Modules Warm up with body percussion 96. Loo La (Grade 4) - create clap patterns Wash Your Hands - learn We'll Stay Apart - learn Complete a SING-O game card	Additional Options Units - Back to School (Jump In, Rules) Modules-General No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.
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Week 2

Lesson 2

Song List 96. Loo La (Gr. 4) <i>(beat, create hand claps)</i> Wash Your Hands We'll Stay Apart Wear a Mask 116. The Star Spangled Banner Lift Every Voice and Sing lesson	Learning Modules 96. Loo La (Grade 4) - review the song Echo rhythms for practice, make up your own rhythms Wash Your Hands - learn We'll Stay Apart - learn Do some echo singing Wear a Mask - learn 116. The Star Spangled Banner - learn Lift Every Voice and Sing - listen and reflect	Additional Options Units - Back to School (Jump In, Rules) Modules-General No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.
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Week 3

Lesson 3

Song List 116. Star Spangled Banner Lift Every Voice and Sing lesson	Learning Modules Make up your own rhythms, echo body percussion, create body percussion and do it with music 116. Star Spangled Banner - learn, define words Lift Every Voice and Sing - learn, complete worksheet	Additional Options Units - Back to School (Jump In, Rules) Modules-General No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.
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Week 4

Lesson 4

Song List 116. Star Spangled Banner Lift Every Voice and Sing lesson	Learning Modules Echo body percussion, create body percussion and perform it with music 116. Star Spangled Banner - learn the lyrics Lift Every Voice and Sing - compare performances	Additional Options Units - Back to School (Jump In, Rules) Modules-General No Touch Games - Can you Keep a Steady Beat? Scooby Finds the Beat.
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September Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 1

Song List 1. Barges (<i>C scale, ♪ ♪ ♪, descant</i>) 2. Why Shouldn't My Car (<i>D scale, round</i>) 3. Rufus Rustus (<i>partner song</i>)	Learning Modules 1. Barges - listen and reflect on the song, staff lesson interactive activities, name the notes in the song. Create a rhythm composition. Play the composition with a track.	Additional Options Units - Back to School Rhythm Practice Solfa Practice Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar
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Week 2

Lesson 2

Song List 4. Mango Walk (<i>s,l,t,drmfsl, ♪ ♪ ♪, 1st and 2nd endings, Orff, Caribbean</i>) 5. Now We'll Make the Rafters Ring (<i>F scale, read ♪ ♪ ♪</i>)	Learning Modules Healthy Habits Unit - "Wash Your Hands", "Stay Apart"- Tempo Activity Complete the staff lesson and do all interactive activities. Play Note Name Memory Game Play the game "Which Rhythm do you Hear?" Level 3 (♪ ♪) Rhythm Composition 3, play along 2. Why Shouldn't My Car - sing, Interactive: Rhythm Sort, Name Notes	Additional Options Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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Week 3

Lesson 3

Song List 6. Love My Baseball (<i>compare, Baseball, fun song</i>) 7. Bat Boy (<i>Baseball, fun song</i>) 8. Cello Suite, J.S. Bach (<i>cello, solo, monophonic, Baroque</i>)	Learning Modules Echo, Poison Rhythm2 - 8th tab ♪ ♪ ♪ Which Rhythm - level 8 4. Mango Walk - Read about the song, lyrics, name notes, rhythm sort, 1st and 2nd endings - sing -Create an ostinato and play with the song. 1st easy: ♪ ♪ challenge	Additional Options Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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Week 4

Lesson 4

Song List 9. Syrinx, Debussy (<i>listening, solo, monophonic, Modern</i>) 10. I Love This Country (<i>2 pt choral, patriotic</i>) 11. Song for the Mira (<i>unison choral</i>)	Learning Modules Read and play 16th note rhythms Create 16th note rhythms Body Percussion Unit - Lesson 6 (Chest, Thighs, Rock & Roll) Create your own Body Percussion. 11. Song for the Mira Listen, and reflect on the song. Compare performances - choral arrangement with video by Celtic Thunder	Additional Options Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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October Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 5

Song List 12. Sonata 1, Telemann ($\frac{3}{4}$, Baroque) 13. Sonata 2, Telemann ($\frac{4}{4}$, Baroque) 14. Sonata 3, Telemann ($\frac{2}{4}$, polyphonic, Baroque) 15. Fish and Chips (triplet, 3 part partner, I-V chord)	Learning Modules Review: 4. Mango Walk - Find instruments, create ostinato Steel Pan orchestra Body Percussion Lesson 7 ("Ode to Joy") Review: Body Percussion Lesson 6 (Chest, thighs, Rock & Roll) Create your own body percussion sequence using what you've learned in Lesson 6 and 7	Additional Options Units - Thanksgiving Rhythm /SolfaPractice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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Week 2

Lesson 6

Song List 16. Joy (unison choral, Thanksgiving)	Learning Modules Play "Which Rhythm" 15. Fish and Chips - triplet, I-V chord Read and play qrr note rhythms Create qrr note rhythms 17. Dollar - Zoom: Teacher puts \$1 under one of 3 cups. Mixes up as students sing, Interactive pitch letter names Body Percussion Lesson 8 Review Body Percussion Lesson 6-7 Create your own body percussion sequence using what you've learned in Lesson 6 and 7	Additional Options Units - Halloween Rhythm /SolfaPractice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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Week 3

Lesson 7

Song List 17. Dollar (C scale, ♪♪ ♩ ♩) 18. Dry Bones (create movement, Spiritual, Halloween) 19. Above a Plain (s, drms d' ♩. ♩. Orff, Czech)	Learning Modules Play Poison Rhythm - 14th tab ♪♪ Play Which Rhythm - level 11 ♪♪ Create rhythm ♪♪ Level 8 Copy and perform with acc. track. 22. Oh My Darling - play with song, sing note names Body Percussion Butterfly Clap Create your own body percussion	Additional Options Units - Halloween Rhythm /SolfaPractice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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Week 4

Lesson 8

Song List 20. Scarborough Fair (recorder, old English/Scottish ballad) 21. Greensleeves ($\frac{6}{8}$, recorder, Renaissance) 22. Oh, My Darling Frankenstein (Halloween, parodies)	Learning Modules Robert Schumann, "Hobgoblin" Review: 22. Oh My Darling Frankenstein - dynamics In a Dark, Dark Room - dynamics Spooky Story (Halloween Unit) "The Monster in the Closet" - read and add effects to student stories Treat Rondo - have soloists perform B, C, D not whole class	Additional Options Units - Halloween Rhythm /SolfaPractice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder
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November Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 9

Song List 23. Dona Nobis Pacem (<i>F scale, 3/4, round, peace, 16th C - Renaissance</i>) 24. La bamba (<i>Spanish, bucket drum</i>) 25. In Flanders Fields (<i>2 pt choral, dynamics, peace</i>) 26. Minuet, Mozart (<i>♩ ♩ ♩, 3/4, play along rhythm instruments, scarf movement, Classical</i>)	Learning Modules Play Poison Rhythm 5 3/4 (♩♩♩♩♩) 23. Dona Nobis Pacem - listen to note highlights - play rhythm band arrangement Nothing But Peace - bucket drum arrangement	Additional Options Units - Nov. 11th Thanksgiving (USA) Rhythm/Solfa Practice Games Instruments: Bucket Drum Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2, Jazz, Blues
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Week 2

Lesson 10

Song List 27. A Song of Peace (<i>2 pt choral, dynamics, peace</i>) 28. Hanky Panky (<i>beat, game</i>)	Learning Modules Review: 23. Dona Nobis - play along, bucket drumming "Nothing But Peace" Color the brass family (or draw) worksheet - listen to a Brass Quintet Fig Leaf Rag - cup game Play What Instrument did You Hear? Thanksgiving Options: 1. Thankful Children 2. Create with word rhythms 3. Create accompaniment for poem Middle School songs 18. Joy, 108. Take Time	Additional Options Units - Nov. 11th Thanksgiving (USA) Rhythm/Solfa Practice Games Instruments: Bucket Drum Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2, Jazz, Blues
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Week 3

Lesson 11

Song List 29. Suo Gan (<i>F scale, ♩. ♩, Welsh</i>) 30. Raga 7 (<i>tone color, India</i>) 31. Raga 19 (<i>tone color, India</i>)	Learning Modules 33. Green Sally" (gr.5) play modified Sevens clap game; create spoken B section 99?. The String Family, Mozart, Agitaté Ribbon Demo, Color the string family (or draw) worksheet, Play Which Rhythm game level 8 Poison Rhythm 1. ♩ ♩ ♩ Bucket Drumming - Agitaté Create & play syncopated rhythms Level 7; play your composition	Additional Options Units - Happy Holidays Thanksgiving (USA) Rhythm/Solfa Practice Games Instruments: Bucket Drum Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2, Jazz, Blues
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Week 4

Lesson 12

Song List 32. Wild Mountain Thyme (<i>mood, English</i>)	Learning Modules Review: 33. Green Sally (gr 5) - play modified Sevens clap game 100. Percussion Family Explore non-pitched instruments virtually; Color the percussion family (or draw) worksheet Jingle Bells - cup game Listen to 26. La Bamba - create hand clap game, cup game, drumming or an accompaniment for unpitched instruments	Additional Options Units - Happy Holidays Holiday program Rhythm/Solfa Practice Games Instruments: Bucket Drum Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2, Jazz, Blues
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December Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 13

Song List 33. Round and Round (<i>round, dorian</i>) 34. Angels (<i>repeats, Orff, Spiritual</i>) 35. Who Did? (<i>G scale, ♯</i>) 36. String Quartet, Haydn (<i>theme and variations, Classical</i>)	Learning Modules Overture from the Nutcracker - clap or play along 101. Woodwind Family – learn about the woodwind family, Game - What Instrument do you hear? March from the Nutcracker - desk or bucket drum Optional: 39. Snowflakes - Jingle Bells Partner song 40. Christmas at the Hop - dance 41. Christmas Line Dance- dance	Additional Options Holiday program Units - Happy Holidays Rhythm/Solfa Practice Games Instruments: Bucket Drumming - holiday Boomwhackers-holiday Frame Drum Body Percussion-holiday Ukulele or Guitar Recorder - Holiday
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Week 2

Lesson 14

Song List 37. Hineh Ma Tov (<i>create movement, round, peace, Hebrew, Hanukkah</i>) 38. Il est né, le Divin Enfant (<i>G scale, ♯, recorder, Christmas, French</i>) 39. Snowflakes (<i>F scale, ♯, partner song, Christmas</i>)	Learning Modules Triplet rhythms - clap or play along, flashcard play along 2. ♯ ♯ ♯ March from the Nutcracker - desk or bucket drum; watch black light performance 41. Christmas Shopping Blues” (gr 5) - sing along, create movement, learn 12 bar blues 39. Snowflakes - Jingle Bells Partner song - learn to sing; 40. Christmas at the Hop” - dance, 41. Christmas Line Dance - dance Interactive Activities - Happy Holidays Unit	Additional Options Holiday program Units - Happy Holidays Rhythm/Solfa Practice Games Instruments: Bucket Drumming - holiday Boomwhackers-holiday Frame Drum Body Percussion-holiday Ukulele or Guitar Recorder - Holiday
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Week 3

Lesson 15

Song List 40. Christmas at the Hop (<i>echo harmony, create movement, Christmas</i>) 41. Christmas Line Dance (<i>line dance, Christmas</i>)	Learning Modules Option 1: Twelve Days of Christmas - watch 3 performances (Pentatonix, Family, Skit), optional worksheet of questions, rhythm worksheet Which Rhythm did I hear game - triplet rhythms (level 12) Review: March from the Nutcracker - bucket or desk drum; black light performance; 41. “Christmas Shopping Blues (gr. 5), 39. Snowflakes, 40. Christmas at the Hop - dance 41. Christmas Line Dance - dance	Additional Options Holiday program - evaluate Units - Happy Holidays Rhythm/Solfa Practice Games Instruments: Bucket Drumming - holiday Boomwhackers-holiday Frame Drum Body Percussion-holiday Ukulele or Guitar Recorder - Holiday
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Week 4

Song List	Learning Modules No lesson	Additional Options
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January Month Outline - Middle School (Gr. 6-7-8)



Week 1

Lesson 16

Song List 42. COFFEE (<i>F scale, $\frac{3}{4}$, round</i>) 43. Here's a Song that's Really Neat (<i>imnprovise, Boomwhackers</i>)	Learning Modules  Learn about Oscar Peterson Learn about some jazz piano techniques 56. Hymn to Freedom - listen, sing, read notes/rhythms	Additional Options  Units - Jazz History Dance, Line Dance Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2 - Jazz/Blues
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

Week 2

Lesson 17

Song List 44. It's a Whacky Kind of Sound (<i>rhythm composition, Boomwhacker</i>) 45. Paper Scissors Rock (<i>China</i>)	Learning Modules  Review: 56. Hymn to Freedom History of Jazz Lesson 1 - Roots of Jazz 57. Wai Bamba - sing, optional ukulele Lesson 2 - Dixieland	Additional Options  Games Rhythm Practice Solfa Practice Instruments - Unpitched
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

Week 3

Lesson 18

Song List 46. De Colores ($\frac{3}{4}$, Spanish) 47. Hockey Song (<i>sports</i>) 48. Eine Kleine Nachtmusik, Mozart (<i>stoccato, legato, trills, Classical</i>)	Learning Modules  Review: 57. Wai Bamba History of Jazz Lesson 3 Louis Armstrong 47. When the Saints (gr. 5) - sing, play on recorder Lesson 4 Blues Cup game to Backporch blues - create new cup games	Additional Options  Units - Jazz History Dance, Line Dance Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2 - Jazz/Blues
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Week 4

Lesson 19

Song List 49. She's Like the Swallow (<i>mood, unison choral performance</i>) 50. A Great Big Sea (  , mood)	Learning Modules  review cup game Backporch Blues History of Jazz Lesson 5 Swing 52. Scoo Be Doo Song (gr. 5) - sing, move, os-tinato	Additional Options  Units - Jazz History Dance, Line Dance Rhythm/Solfa Practice Games Instruments: Bucket Drumming Boomwhackers Frame Drum Body Percussion Ukulele or Guitar Recorder 1, 2 - Jazz/Blues
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February Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 20

Song List 51. Oh My Love (<i>major/minor, round, Valentine's Day</i>) 52. Love Somebody (<i>Valentine's Day, unison choral performance</i>) 53. Hi Ho the Rattlin' Bog (<i>Irish, fun movement song</i>)	Learning Modules Review: 52. Scoo Be Doo Song (gr. 5) History of Jazz: Lesson 6 Duke Ellington Lesson 7 Count Basie	Additional Options <u>Units</u> - Lunar New Year Black History Month Valentine's Day <u>Toolbox</u> - Compose <u>Rhythm/Solfa Practice Games</u> <u>Instruments</u> - (any)
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Week 2

Lesson 21

Song List 55. A Wuni Kuni (<i>beat</i>)	Learning Modules Review: 53. Scoo Be Doo Song (gr. 5) History of Jazz Lesson 8 Lester Young Lesson 9 Bebop	Additional Options <u>Units</u> - Lunar New Year Black History Month Valentine's Day <u>Toolbox</u> - Compose <u>Rhythm/Solfa Practice Games</u> <u>Instruments</u> - (any)
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Week 3

Lesson 22

Song List 56. Hymn to Freedom (<i>C scale, Black History Month, choral performance</i>) 57. Wai Bamba (<i>3 pt choral, African, choral performance</i>) 58. Wade in the Water (<i>Orff, Spiritual</i>)	Learning Modules Learn about time signatures including 5/4. Learn 55. Five Four Groove (gr. 5) - try improvising in this song History of Jazz Lesson 10 Dizzy Gillespie Lesson 11 Charlie Parker	Additional Options <u>Units</u> - Lunar New Year Black History Month Valentine's Day <u>Toolbox</u> - Compose <u>Rhythm/Solfa Practice Games</u> <u>Instruments</u> - (any)
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Week 4

Lesson 23

Song List 59. John B. Sails (<i>pop song</i>) 60. Arupusu (<i>F scale, clap game song, Japan, ♪ ♪ ♪</i>) 61. String Quartet, Beethoven (<i>Classical</i>)	Learning Modules Review: 55. Five Four Groove (gr. 5) History of Jazz Lesson 12 Cool and Modal - listen to "Take Five"	Additional Options <u>Games</u> <u>Rhythm Practice</u> <u>Solfa Practice</u> <u>Instruments</u> - Unpitched <u>Units</u> - Lunar New Year Black History Month Valentine's Day
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March Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 24

Song List 62. Fillimiooriay (<i>St. Patrick's Day, Irish, $\frac{6}{8}$</i>) 63. Black Socks (<i>create movement, St. Patrick's Day, $\frac{6}{8}$</i>) 64. The Connaughtman's Rambles (<i>fiddle, create movement, St. Patrick's Day</i>) 65. The Musical Priest (<i>create movement, St. Patrick's Day</i>)	Learning Modules Play along with 5/4 Learn 94. Chumbara (gr. 5) - in-person - play on Boomwhackers - virtual: create clap patterns - note naming interactive/worksheets - learn about scales Review: 55. Five Four Groove (gr. 5) History of Jazz	Additional Options Units - Lunar New Year St. Patrick's Day Holi Rhythm/Solfa Practice Games Instruments (any)
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Week 2

Lesson 25

Song List 66. OO'Kat (<i>tone color, repetition, Indigenous - Blackfoot</i>)	Learning Modules History of Jazz Lesson 15 Soul Boss Fusion	Additional Options Units - Lunar New Year St. Patrick's Day Holi Rhythm/Solfa Practice Games Instruments (any)
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Week 3

Lesson 26

Song List 67. Found a Peanut (<i>I-V accompaniment, create</i>) 68. Entendez-vous (<i>F scale, \downarrow \downarrow, round, French</i>)	Learning Modules Song Writing Lesson 1 - create a new verse - examples of kids compositions 72. Corner Grocery Store- create a new verse 55. My Bonnie (gr. 4) - tempo activity - create a piggyback song	Additional Options Games Rhythm Practice Solfa Practice Toolbox - Compose Units: Easter/Spring Units Instruments - Unpitched Programs - Best Pet Show
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Week 4

Lesson 27

Song List 69. Tumbalalaika (<i>$\frac{3}{4}$, Orff, Russian Jewish folk song</i>) 70. A Ram Sam Sam (<i>F scale, \downarrow \downarrow, round, Morocco</i>) 71. Build a Bridge (<i>2 pt choral performance, dynamics</i>)	Learning Modules Song Writing Lesson 2 - write new words for 1-3 songs Sing "Frere Jacques" and write new words for it. Sing 72. She Waded in the Water Sing "Pink Pajamas" to the melody - create your own words for the song Sing "Take me out to the Ballgame" - create your own words for the song	Additional Options Units - Spring/Easter Holi Rhythm/Solfa Practice Games Instruments (any)
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Week 5

Extra

	Learning Modules Song Writing Lesson 3 Write a Rap - read about the history of rap - listen to a rap Write your own rap - use the composition worksheet	Additional Options Units - Spring/Easter Holi Rhythm/Solfa Practice Games Instruments (any)
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April Month Outline - Middle School (Gr. 6-7-8)

Week 1

Lesson 28

Song List 72. She Waded in the Water (♩, piggy back song or parody) 73. Corner Grocery Store (compose verse)	Learning Modules Song Writing Lesson 4: write a 12 bar blues Learn about the history of the blues Learn about the chords, melodies, instruments, form used in the blues Write your own 12 bar blues song Sing "Jellybean Blues" by Susie and Phil – has opportunities to create your own words, movements	Additional Options Units - Spring/Easter Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instruments (any)
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Week 2

Lesson 29

Song List 74. Backporch Blues-Long (compose blues) 75. Cosmopolitan Blues - Long (compose Blues) 76. Cosmopolitan Blues - Short (compose Blues) 77. Lay Around Blues - Short (compose Blues) 78. Backporch Blues - Short (compose Blues) 79. Ramsey St Blues - Short (compose Blyes)	Learning Modules Electronic Music 1 - Theremin watch a short intro to the theremin – a unique electronic instrument, Learn about the inventor of the theramin do a short answer worksheet based on the slides in the presentation Watch the Flight of the Bumblebee performed on the theremin How to play Flight of the Bumblebee performed on the theremin	Additional Options Units - Spring/Easter Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instruments (any)
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Week 3

Lesson 30

Song List 80. Bat Rap - Long (compose rap) 81. Rappin' with the Animals - Long (compose rap) 82. Hoppin' Hops - Short (compose rap) 83. Tone Loco - Short (compose rap) 84. Hopalong Rhapsody - Short (compose rap) 85. Gerakina (7/8, Greece) 86. Tsiftelli (bouzouki, guitar, Greece) 87. Tzamiko (bouzouki, guitar, Greece) 88. Zembekiko (bouzouki, guitar, Greece)	Learning Modules Electronic Music 2 - Moog Synthesizer - history of the Moog synthesizer - watch Bob Moog demonstrate how the synthesizer works - Listen to an early hit created on the synthesizer, "Popcorn" - read a biography of Bob Moog and how he developed the Moog synthesizer	Additional Options Units - Spring/Easter Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instruments (any)
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Week 4



Lesson 31

Song List 89. Shanty Boys (♩) 90. Jubilante Deo, Praetorius (6 pt round, Renaissance) 91. Serviak Fanfare, Glossop (20th century)	Learning Modules Electronic Music 3 - What's That Sound? The classic synthesizers behind 10 iconic tracks - read and listen to the Google Arts presentation - pause and listen to 10 songs that use synthesizers - do a short question/answer page	Additional Options Units - Spring/Easter Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instruments (any)
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May Month Outline - Middle School (Gr. 6-7-8)



Week 1

Lesson 32

Song List 92. Laugh Ha Ha (<i>F scale, ♪ ♪ ♪, round</i>) 93. Sippin' Milkshakes (<i>♪♪ ♪-♪, echo</i>) 94. Take Time in Life (<i>♪ ♪ ♪ ♪ ♪, Orff</i>)	Learning Modules  Bucket Drum Lesson 1 - or - Learn about Cinco de Mayo Learn about and sing 26. La Bamba Bucket/desk drum with 26. La Bamba Learn about the Los Machetes dance and try the dance	Additional Options  Units - Composer Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instrument (any)
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Week 2

Lesson 33

Song List 95. Siyahamba (<i>drum, South Africa</i>) 96. Samba (<i>tone color, Brazil</i>) 97. $\frac{6}{8}$ Afro 1 (<i>Cuba</i>) 98. Shekres (<i>Cuba</i>) 99. 2/2 Bata (<i>Cuba</i>) 100. Calypso (<i>Trinidad</i>) 101. Squid Jiggin' (<i>3/8, Newfoundland</i>)	Learning Modules  Bucket Drum Lesson 2 - or - Sing and play along with the song "Oh Mary Don't You Weep No More" Learn about the origins of the song Learn about how the song was used during the civil rights movement Listen to and compare performances by Georgia Field Hands and Bruce Springsteen	Additional Options  Units - Composer Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instrument (any)
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Week 3

Lesson 34

Song List 102. Nova Scotia Song (<i>vocal timbre</i>) 103. De Ump (<i>Baseball, vocal timbre</i>) 104. Do Run (<i>Baseball</i>)	Learning Modules  Bucket Drum Lesson 3 - or - 107. My Landlord – sing, play clap game, learn about the song, create accompaniment "Money Honey" – sung by Elvis Presley, discuss performances Bucket/desk drum to 109. My Landlord View Elvis Presley's biography	Additional Options  Units - Composer Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instrument (any)
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Week 4



Lesson 35

Song List 105. Mi gallo (<i>F scale, ♪ ♪ ♪, round, game, Spanish</i>) 106. Take Time (<i>2 pt choral, dynamic/tempo markings, Mother's Day</i>) 107. My Landlord (<i>beat, game, folk to pop lesson</i>)	Learning Modules  Bucket Drum Lesson 4 - or - Learn about the song "Midnight Special" sing the song, "Midnight Special" Learn about Lead Belly Compare performances by Lead Belly, Creedence Clearwater Revival and Paul McCartney Play bucket drums with "Midnight Special"	Additional Options  Units - Composer Orchestra Listening Toolbox - compose Rhythm/Solfa Practice Games Instrument (any)
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June Month Outline - Middle School (Gr. 6-7-8)



Week 1

Lesson 36

Song List 108. She Sailed Away (<i>terms, fermata</i>) 109. Cockles and Mussels (♩. ♪ ♪ ♪, <i>vocal expression</i>) 110. Un éléphant (<i>game, French</i>) 111. Mary had a Little Lamb (<i>styles, change an element</i>)	Learning Modules  Bucket Drum Lesson 5 - or - William Tell overture info William Tell play along Rossini biography Dynamics on Trivia Wheel Instrument Fun Facts, Triva Orchestra Bingo Campfire Songs: “We Love to Sing” - warm up, fun movement song “Take Me Out To The Ballgame” – sing, write a parody	Additional Options  <u>Units</u> - Composer Orchestra Campfire Songs <u>Listening</u> <u>Toolbox</u> - compose <u>Rhythm/Solfa Practice</u> <u>Games</u> <u>Instrument (any)</u>
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
Week 2

Lesson 37

Song List 112. Blood on the Saddle (<i>pentatonic, ♪ ♪ ♪</i>) 113. Home on the Range (<i>Cowboy song</i>)	Learning Modules  William Tell play along Tennis ball play along Tennis balls with 44. COFFEE Create your own tennis ball routine &/or Campfire Songs Option: 95. Siyahamba 15. Fish and Chips 72. She Waded in the Water 73. Corner Grocery Store	Additional Options  <u>Units</u> - Composer Orchestra Campfire Songs <u>Listening</u> <u>Toolbox</u> - compose <u>Rhythm/Solfa Practice</u> <u>Games</u> <u>Instrument (any)</u>
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Week 3

Lesson 38

Song List 114. Farewell (<i>Graduation, Retirement</i>) 115. O Canada (<i>patriotic</i>) 116. Star Spangled Banner (<i>patriotic</i>)	Learning Modules  95. Siyahamba with drums or bucket drums - or - Campfire Songs Option: 15. “Fish and Chips 72. She Waded in the Water 73. Corner Grocery Store 93. Sippin’ Milkshakes 22. Oh My Darling Frankenstein 28. Hanky Panky	Additional Options  <u>Units</u> - Composer Orchestra Campfire Songs <u>Listening</u> <u>Toolbox</u> - compose <u>Rhythm/Solfa Practice</u> <u>Games</u> <u>Instrument (any)</u>
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Week 4

Lesson 39

Song List Request and Review	Learning Modules  Request Day Movement Fun Songs Module - or - Gr 4 song list - make a list of students favorite songs, games, dances, activities - do as many as you can in the time you have	Additional Options  <u>Units</u> - Composer Orchestra Campfire Songs <u>Listening</u> <u>Toolbox</u> - compose <u>Rhythm/Solfa Practice</u> <u>Games</u> <u>Instrument (any)</u>
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Musicplay Sequence PreK-6

Sing, Play, Move, Listen, Read/Write, Create

Vocal Development, Warmups, Name Games, Solo Singing (guessing games)						
PreK	K	1	2	3	4	5
1 Time for Music	1 Welcome to music	1 Dooby Doo	1 Welcome to Music	2 Number Concentration	9 Jolly Rhythm	2 Concentration
Hello Beat Chant - in Back to School Unit	7 Speaking Voice (<i>types of voices interactive</i>) 8 Cookie Jar Chant	2 Mountaintop (<i>types of voices interactive</i>)	24 Witches Stew (<i>types of voices interactive</i>)	4 Glad I'm Back at School	5 Good Morning	
2 Three Little Monkeys (<i>high, middle, low</i>)	12 Hickety Tickety 60 Curly Joe	38 Bear Hunt (<i>types of voices interactive</i>)	32 Doggie Doggie	92 Someone's Tapping	1 Wake Me Shake Me	
Valentine Game	79 Button Factory	36 Cuckoo	41 Who's That		64 Categories	
	95 Kangaroo	96 Old Dog	37 Johnny Caught Flea			
	149 Chickamy					
	152 Peanut Butter					

BEAT and RHYTHM											
PreK		1		2		3		4		5	
1 Time for Music	Beat	004 Snail Snail	♪ ♪ ♯	04 Engine #9	♪ ♪	2. Number Concentration	♪ ♪ ♯	4 Frère Jacques	♪ ♪ ♪ ♪ ♪	3 Little Tommy Tinker	♪ ♪ ♪
1aHello Beat Chant	Beat	009 Choo Choo Train	♪ ♪ ♯	05 Hill Hill	♪ ♪	5. Missus Tong	♪ ♪	5 Good Morning	♪ ♪ ♯	6 Pass the Stick	♪ ♪
37 I Like Puppies	long short sounds	020 Bye Low Baby	♪ ♪	08 I can Sing a High	♪ ♪ ♪	6. Plainsies Clapsies	♪ ♪	12 Black Snake	♪ ♪ ♪ ♪	8 Ickle Ockle	♪ ♪
43 Long Short		024 Hey Betty Martin	♪ ♪ ♯	10 Bounch High	♪ ♪	7. No Robbers	♪ ♪	15 Canoe Song	♪ ♪ ♪ ♪	13 Button	♪ ♪ ♪
134 When Cats		036 Cuckoo	♪ ♪ ♯	12. Obwisana	♪ ♪ ♪ ♪	8. Whoopee Cushion	♪ ♪ ♪ ♪ ♪	18 Cheki Morena	♪ ♪ ♪ -	15 Alabama Gal	♪ ♪ ♪ ♪
		037 Lucy Locket	♪ ♪	13 Bell Horses	♪ ♪ ♯	9. Rocky Mountain	♪ ♪ ♪	21 Bats	♪ ♪ ♪ ♪ ♪	18 Ghost of Tom	♪ ♪ ♪ ♪
		050 Ho Ho Ho!	♪ ♪ ♯	16 Time to Play	♪ ♪ ♯	10. Turkey Lurkey	♪ ♪ ♯	22 MaKuAy	♪ ♪ ♪	19 Whistle Daughter	♪ ♪ ♪ ♪ ♪
K		055 Strawberry	♪ ♪ ♯	18 Falling Leaves	♪ ♪ ♪	12. Pass a Beanbag	♪ ♪ ♯	26 Pass the Pumpkin	♪ ♪ ♯	24 Raindrops Round	♪ ♪ ♪ ♪ ♪
09 Follow Follow	♪ ♪	060 Tommy Tiddle	♪ ♪	20 Icka Backa	♪ ♪ ♯	10. Turkey Lurkey	♪ ♪ ♯	28 Cut the Cake	♪ ♪ ♯	28 Our Old Sow	♪ ♪ ♯ ♪ ♪
15 Walk to School	♪ ♪	068 I Like You	♪ ♪ ♯	25 Old Mother Witch	♪ ♪ ♯	12. Pass a Beanbag	♪ ♪ ♯	44 Clock Round	♪ ♪ ♪ ♪ ♪	30 Sing the Scale	♪ ♪ ♪ ♪
23 Hey Hey	♪ ♪	069 Tick Tock	♪ ♪	27 Starlight	♪ ♪	16. Bells in the Steeple	♪ ♪	58 Let's Catch Rooster	♪ ♪ ♪ ♪ ♪ ♪ ♪	34 Ho Ho Watanay	♪ ♪
37 Pumpkin Fat	♪ ♪ ♯	094 Apple Tree	♪ ♪	36 Bluebells	♪ ♪	17. Seven Up	♪ ♪ ♯	59 Nobody Likes Me	♪ ♪ ♪ ♪	38 Winter is Here	♪ ♪ ♪ ♪
		078 Bee Bee	♪ ♪	37 Johnny Caught Flea	♪ ♪ ♯	22. Closet Key	♪ ♪	74 Under the Chestnut	♪ ♪ ♪ ♪	50 Music Alone	♪ ♪ ♪ ♪
50 Teddybear	♪ ♪	086 Bow Wow Wow	♪ ♪ ♯	39 Pease Porridge	♪ ♪ ♯	23. Trampin	♪ ♪ ♪ ♪	80 Shoo Fly	♪ ♪ ♪ ♪ ♪ ♪	52 Hot Potato	♪ ♪ ♪ ♪ ♪
60 Curly Joe	♪ ♪	096 Old Dog	♪ ♪	41 Who's That	♪ ♪ ♪	24. Pass the Broom	♪ ♪ ♯	089 Built My Lady	♪ ♪ ♪ ♪ ♪	54 I've a Car	♪ ♪ ♪ ♪ ♪
72 Old Mother	♪ ♪ ♯	101 How Many	♪ ♪ ♯	46 Apples Peaches	♪ ♪	28. Old Brass Wagon	♪ ♪ ♪ ♪ ♪			58 Cobbler	♪ ♪
90 Little Airplane	♪ ♪			49 Mouse Mousie	♪ ♪	31. Long Legged Sailor	♪ ♪ ♪			59 Rainbow Color	♪ ♪ ♪ ♪ ♪ ♪
95 Kangaroo	♪ ♪			54 Pass the Stick	♪ ♪	33. Playing on Washboard	♪ ♪ ♯			63 Johnny Lost Quarter	♪ ♪ ♪ ♪ ♪
102 Tisket	♪ ♪			59 I See the Moon	♪ ♪ ♪ ♯	41. Paw Paw Patch	♪ ♪ ♪ ♪ ♪			64 En Roulant	6/8
109 Burnie Bee	♪ ♪			64 Cut the Cake	♪ ♪ ♯	42. Santa Claus is Coming	fix			70 Deep and Wide	♪ ♪ ♪ ♪ ♪
121 Four in a Boat	♪ ♪ ♪			71 Rain on Green Grass	♪ ♪ ♯	43. King's Land copy	♪ ♪ ♯			72 I am Slowly	♪ ♪

124 Bubblegum	♪ ♪			73 Hot Cross Buns	♪ ♪ ♯	50. Donkey's Love Carrots	sort, erase			75 Funga Alafia	♪ ♪ ♯
126 Easter Bunny	♪ ♪			75 Find Easter Basket	♪ ♪	52. Tideo	♪ ♪ ♪ ♪			77 Old Woman	♪ ♪
130 Old Mr. Rabbit	♪ ♪			82 Johnny One Hammer	♪ ♪ ♯	56 New Shoes	♪ ♪			82 Hey Ho	♪ ♪ ♪
145 On a log	♪ ♪			95 Here Comes Bluebird	♪ ♪ ♪	60 Love Somebody	♪ ♪ ♪ ♪			85 Come Follow	♪ ♪ ♪ ♪
146 Scie le bois	♪ ♪ ♯			96 Down Came Johnny	♪ ♪ ♯	64 E Papa	♪ ♪ ♪			90 Come and Sing	♪ ♪ ♪
155 Los pollitos	♪ ♪					65 Eating is Fun	♪ ♪			99 Capitals of Canada	♪ ♪ ♪ ♪ ♪
159 Seesaw	♪ ♪					66 Shiny Penny	♪ ♪ ♯				
163 Nughty Kitty	♪ ♪ ♯					68 Song of the Frog	♪ ♪ ♪ ♪ ♪				
167 The Mill	♪ ♯					69 Old Blue	♪ ♪ ♪				
168 Hotaru Koi	♪ ♪ ♯					70 Dinah	♪ ♪ ♪ ♪ ♪				
133 Rain Rain	♪ ♪					73 Stella	♪ ♪ ♪ ♪ ♪				
						78 Rabbits	♪ ♪ ♯ ♪				
						83 FInd the Basket	♪ ♪ ♪ ♯				
						92 Someone's Tapping	♪ ♪ ♪ ♪ ♪ ♯				
						95 Chicken on a Fence Post	♪ ♪ ♪ ♪ ♪				

Element: Expression - Tempo: fast or slow, tempo, tempo markings, rit, accel,

PreK	K	1	2	3	4	5	6 (Middle School)
25 Slowly Quickly 29 Fast and Slow 47 Five Little Bells 75 Johnny Whoops 140 Old Gray Cat	44 Take my Little Car 67 Let's Get on Board 68 Sewing Machine 69 Ha Ha Thisaway 84 Pages Train 85 Chew Chew	7 Grand Old Duke 77 Old Gray Cat Listen 1 - Slow/Fast	14 Tony Chestnut *I 26 Grand Old Duke 38 Do your Ears 61 Ham and Eggs 67 Lollipop Tree Listen #4 Grave #9 Adagio (mirroring) #8 Hungarian Dance 5	5 Missus Tong 53 Pirate Song 57 Got a Hat Hat	6 Chester	5 Boom Chicka 70 Deep and Wide 72 I am Going	*

Element: Expression - Dynamics: quiet/loud, *f mp mf p* piano, forte, mezzo forte

PreK	K	1	2	3	4	5	6 (Middle School)
21 Loud Quiet *I 68 Vivaldi 101 Sleepy Bunnies*I 146 Quiet Loud Move	13 Loud Voice *I 38 Grumpy Grizzly 43 Gavotte 112 Leprechaun March 171 Tambourin (good)	Listen 1 Loud Quiet Listen #29 (ABC form)** edit 89 Bunny Hides Loud or Quiet Game	11 John Jacob 75 Find the Easter Basket	22 Closet Key 83 Find the Basket Listen #21 Air, Purcell #28 Contradance cres. #13 Turkish**	12 Black Snake 38 Yesh li Yadayim Listen #1 Stars Stripes Listen #8 Agitate good! Pop Quiz	5 Boom Chicka 17 Ronald McDonald 77 Old Woman Snowflakes Listen Radetsky William Tell Contradance III ABA Allegro playalong f/p Pop Quiz	*

Melody/SOLFA											
PreK		1		2		3		4		5	
35 High Low Sounds		4 Snail Snail	sl m	04 Engine Engine	sm	2 Number Concentration	s m d	5 Good Morning	d m s	2 Concentration	smd
112 High Low Move		9 Choo Choo Train	sm	05 Hill Hill	sm	6 Plainsies	sl m	6 Chester	ti	3 Little Tommy Tinker	drm s d'
		12 Counting Song	sm	10 Bounce High	sl m	7 no Robbers	sm	12 Black Snake	drm sl	6 Pass the Stick	s m d
		17 Hop Old Squirrel	mrd	13 Bell Horses	sl m	8 Whoopee Cushion	drmsl d'	15 Canoe Song	s,l,drml	8 Ickle Ockle	sl m
		20 Bye Low	sm	16 Time To Play	sl md	9 Rocky Mountain	drm sl	25 Was an Old Witch	drmsld'	9 Liza Jane	drm sl d'
		34 Bounce the Ball	sl m	20 Icka Backa	sl md	10 Turkey Lurkey	d m s	26 Pass the Pumpkin	drm sl	10 Four White Horses	s,l,tdrm
K		36 Cuckoo	sm	25 Old Mother Witch	sm	12 Pass a Beanbag	d m s	28 Cut the Cake	drmsfld'	12 For Health	s,t,drmsfs
16 Andy Pandy	dms	37 Lucy Locket	sl m	27 Starlight	sm	16 Bells in the Steeple	d m s	30 Land Silver Birch	l,drmsl	13 Button	drm sl
18 Gingerbread Man	sml	41 Hello Game	sm	32 Doggie	sl m	17 Seven Up	mrd	34 Stella Ella	m sl d'	15 Alabama Gal	s,l, drm s
21Autumn Leaves *I	scale	47 Lemonade	sm	36 Bluebells	sl m	22 Closet Key	mrd	39 Sarasponda	drmsfld'	24 Raindrops Round	dmsd'
23 Hey Hey	sm	50 Ho Ho Ho	drm sl	37 Johnny	sl md	23 Trampin	mrd	44 Clock Round	dmsd'	28 Our Old Sow	s, drm
37 Pumpkin Fat	sm	55 Strawberry Shortcake	sl m	39 Pease Porridge	smd	28 Old Brass Wagon	s,l, d+	45 Toc Toc	l,t,drm	30 Sing the Scale	C scale
48 Old King Glory	high	60 Tommy Tiddlemouse	sl m	41 Who's That	drm s	31 Long Legged Sailor	drm	49 Cucu	drmsfs d'	38 Winter is Here	s,l,t,drmsfs
50 Teddy Bear	sm+	68 I Like You	drm sl	46 Apples	s m d	33 Playin on Washboard		62 Scotland's Burning	s, drm s	39 Charley Marley	C scale
60 Curly Joe	sm	69 Tick Tock	sl m	49 Mouse Mousie	s m d	41 Paw Paw Patch	drm sl	64 Categories	sm	52 Hot Potato	drmsfs
70 Snowman Joe *I	scale	74 We Are Dancing	sl m	54 Pass the Stick	s m d	43 King's Land	sl m	86 Old Blue	drm s	54 I've a Car	drm sl
71 Bogannin' Hill *I	scale	78 Bee Bee Bumblebee	s m d	59 I See The Moon	s m d	52 Tideo	drm sl	87 Happy is Miller	s,l, drm	58 Cobbler	drm s
72 Old Mother Brown	sm	86 Bow Wow Wow	drm sl	64 Cut the Cake	fa	56 New Shoes	drm sl	89 Built My Lady	drm sl	59 Rainbow Color	drm sl
95 Kangaroo	sm	89 Bunny Hides a Basket	sl m	71 Rain on the Grass	sl m	66 Shiny Penny	drm sl	91 Biddy Biddy	drmsfs	62 Al Citron	s, drm
102 Tisket a Tasket	sml	90 Hurry Easter Bunny	s m d	73 Hot Cross Buns	mrd	69 Old Blue	drm s			65 Chumbara	C scale
109 Burnie Bee	sml	94 Apple Tree	sl md	75 Find Easter Basket	sl m	73 Stella	m sl d'			66 Girl's Day	l,t,d mfl t
124 Bubble Gum	dsm	96 Old Dog	sl md	76 Rabbits	mrd	78 Rabbits	mrd			70 Deep and Wide	rmsltd'
133 Rain Rain	sm	101 How Many	s m d	82 Johnny One Hammer	d m s	83 Find the Basket	drm sl			75 Funga Alafia	drm sl d'
145 On a Log	slm			95 Here Comes Bluebird	lsmrd	87 Swedish March	d m s d'			77 Old Woman	drm s d'
159 See Saw	slm			96 Down Came Johnny	drm s	92 Someone's Tapping	drm s			79 John Kanaka	drm sl
161 Fireman	sm					95 Chicken on a	s,l,drmsl			82 Hey Ho	msltd'r'm'
163 Naughty Kitty	slm+									96 Boll Weevil	s,l,tdrm
167 the Mill	slm										

Additional Melodic Concepts	
5 line staff, letter names in treble clef	Introduced in Gr. 4 (or earlier) Staff Lesson, Pop Quiz, Note Name Memory game
unison, step, skip, leap	Bats - concept slides
major and minor tonality	major and minor game
major scales (C, F, G), key signatures	Theory Unit - in development, Scale Round, Sing the Scale
accidentals	Pop Quiz, Theory Unit - in development,
modes	Gr. 6 Scarborough Fair, in development

Element: Timbre sPreK-K vocal timbre, body percussion, classify unpitched, orchestral families, orchestral instruments, world instruments							
PreK	K	1	2	3	4	5	M
1a. Hello Beat Chant many poems/songs	#7 Speaking Voice Types of voices activity#13, 30, 72,79, 85, 96, + classify unpitched, #64 Play the Bells, #154 Move to the Instruments	types of voices, #2 Mountaintop Monster (#10, #38, #40) classify unpitched #51 Bells on the Sleigh	Types of Voices: #22 Witches Stew Classify Unpitched 2-#16 Time to Play 2 - #43 Ring the Bells 2-#51 I Like to Play the Instruments	* classify unpitched #11 Shake Papaya #33. Playin Washboard #70 Dinah #89-Tingalayo 40. Island Steel Drum 48 Koto 82 Didgeridoo 86 Mariachi 71. Irish Reel (string) Listening Resource 3 #7 Woodwind #17-18 Brass	20 Mariachi 48 Didgeridoo 63 Highland Pipes 92 Steel Drum #99 String Family #100 Percussion #101 Woodwind #102 Brass Family #103 Concert Band #104 Orchestra Orchestra Unit	67 Didgeridoo 76 African drumming 98 Flamenco Orchestra Families #22 Percussion #31 Woodwind #32 Brass Family #55 String Family Orchestra Unit Intrument Bingo What Instrument?	9 Cello Concerto 10 Syrinx 53 Eine Kleine 103-107 World Percussion

Element: Articulation smooth/separated, legato, staccato refer to articulation							
PreK	K	1	2	3	4	5	6 (Middle School)
114 Smooth Separated Turtle poem	*	Listen 1 - 11.Kangaroo Listen 1 - 12 Aquarium	Listen 2 29 Kangaroo 30 Aquarium	63. Donkey Riding	Kookaburra	21 Lady in Graveyard	53 Eine Kleine

Element: Form same/different, repeats, verse-chorus, phrase form, sections AB, ABA, AABA Introduction, interlude, ending, rondo, theme and variations, first and sendond endings, D.C. Dal Segno							
PreK	K	1	2	3	4	5	6 (Middle School)
	73 Penguin Polka AB	*	*	*	*	*	*

Choral Performance In addition to these selections, there are many seasonal, holiday concert, and thematic selections in each grade							
PreK	K	1	2	3	4	5	6 (Middle School)
Mom is the Sunshine	Rainbow World Let Your Light Shine Grandma & Grandpa	Just One Candle Nothing But Peace That's My Mom	Sing for Peace Make a Difference Lollipop Tree	4 Glad I'm Back at School 9 Rocky Mountain 25 Nothing But Peace 30 Children Together 53 Pirate Song 54 Yummy Yum 63 Donkey Riding The Wind Seasons	3 This Little Light 11 Old Joe Clark 27 Shine a Light for Peace 33 Two Canadian Folk Songs 41 Hallelujah Chorus 38 Old Dan Tucker 72 One Planet 80 Lost my Partner Mist	7 When I Believe 16 Linstead Market 23 Shalom 37 Hevenu Shalom 44 Snowflakes 47 Follow the Drinkin' Gourd 53 Scoo Be Doo	1 Barges 11 I Love this Country 22 Scarborough Fair 23 Greensleeves 25 Dona Nobis 27 In Flanders Fields 29 A Song of Peace 54 She's Like the Swallow 61 Hymn to Freedom 62 Wai Bamba 77 Build a Bridge 102 Siyahamba 116 Cockles Mussels 121 Farewell

Multicultural Songs							
PreK	K	1	2	3	4	5	6 (Middle School)s
45 African Drums 96 Irish Wash-erwoman	Ame Ame (Japan) Arroz con leche Debajo del Boton Hotaru Koi Kumbayah Los Pollitos Sambalele San Severino Scie le bois Tingalayo Hotaru Koi Ame Ame Kumbayah Connaughtman's Rambles Musical Priest China: Three Wheeled Car Little Airplane Scie le bois One Little Candle Los Pollitos Arroz con leche San Severino Debajo del boton Los Pollitos Arroz con leche San Severino Debajo del boton	#19 Kye Kye Koolay #109 My Country 'Tis of Thee #110 Star Spangled Banner #111 You're a Grand Old Flag, #100 - Savez vous (French) #108 - O Canada #43 - Fais dodo #57 - Vive le Compagnie #64 - Un, Deux, Trois #100 - Savez vous planter les choux#67 - Aikendrum #70 - Haul Away Joe #31 - Juanito (Spanish) #56 - Pimpon #102 - La Vibora #103 - El Coqui	#12 Obwisana (<i>Ghana</i>) #31 Peace Like A River #33 Napoléon (<i>French</i>) #34 Lukey's Boat #40 - O Hanukkah #42 - Holiday Round #47 - Trampin' #48 Japanese New Year #53 Haul on the Bowlin' #56 Gitsigakomim #60 Circle 'Round Zero #63 I'se the B'y #80 Salish Hand Game #84 Juguemos en el bosque #85 Japanese Frog Song #89 Sur le pont #91 Kagome (<i>Japanese</i>) #92 Canada in my Pocket	#18 - Indian Summer #19 Ceremonial Dance #23 Trampin' #25 Nothing But Peace #32 - Bonhomme #34 Cod Liver Oil #39 - It's a Holiday #40 - Steel Drum #58 - Sakura #59 - Log Driver's #61 - Ton Moulin #63 - Donkey Riding #64 - E Papa #71 - Irish Reel #74 - Alouette #81 Waltzing Matilda #82 Didgeridoo #85 El Floron #86 Mariachi #87 Swedish March #88 Inuit Lullaby #89 Tinga Layo #90 Kaaniiskina #91 El Burrito #94 Old Grandma #97 The Provinces # 99 Feller fr Fortune #100 Ndinani Na #101 Spider Song #102 Zulu Dance #103 O Canada #104 Star Spangled Banner	1 Wake Me! Shake Me! #4 Frère Jacques #15 - Canoe Song #16 - Little Old Sod Shanty #18 Cheki Morena #19 Al Tambor #20 Mariachi #22 Ma Ku Ay #24 Sakitohwin 30 Land of Silver Birch #31 Crane #32 - Koto #33 Two Canadian 36 What Did Delaware? #38 Yesh Li Yadiyim #39 - Sarasponda #40 - Huron Carol 43 Music is the Language #45 Toc Toc Toc #46 Forty Below #47 Kookaburra #48 Didgeridoo #49 Cucú #54 Yankee Doodle #55 Gens du pays #56 Las Mañanitas 62 Scotland's Burning #63 Highland Pipes 65 Feller from Fortune #66 Tue Tue #67 African Drum #70 - Toembaii #79 Mi Conejito 81 J'entends le moulin #84 Flunky Jim #91 Bidy Bidy #92 Steel Drum #97 O Canada #98 Star Spangled Banner	10 Four White Horses 11 Steel Drum(#14 - Jack Was #16 - Linstead Market #25 - El Torojil 29 Ah! Si mon moine #33 Green Sally Up #35 Ninaskamon 36 Banks of the Don #37 Hevenu Shalom #39 Charley Marley #41 Campana Sobre #57 Tom Dooley #59 Rainbow Color #60 Chinese Temple #62 Al Citron #66 Girl's Day #67 Didgeridoo #68 Click go the Shears #71 Irish Jig #74 Haida #75 Funga Alafia #76 African Drum #92 - I Let Her Go #94 - Ball Go Round 99 Capitals of Canada 100 Capitals of America #101 O Canada #102 Star Spangled Banner	#5 Mango Walk #21 Above a Plain #26 - La Bamba #31 - Suo Gan (<i>Welsh</i>) #33 - Raga 7 (<i>India</i>) #34 - Raga 19 (<i>India</i>) 35 Wild Mountain Thyme #36 Mary Mac (<i>Irish</i>) #38 Angels (<i>Spiritual</i>) #42 Le Divin Enfant #49 Paper Scissors #51 De Colores #54 She's Like the Swallow #55 A Great Big Sea #58 Rattlin' Bog #59 - Tell my Ma #62 Wai Bamba #65 Arupusu #67 Fillimiooriay #68 - Black Socks #69 Celtic 1 (<i>Irish</i>) #70 Celtic 2 (<i>Irish</i>) #72 OO'Kat #74 Entendez vous #75 Tumbalalaika #76 A Ram Sam #92 Gerakina #93 Tsiftelli (<i>Greek</i>) #94 Tzamiko #102 Siyahamba #108 Squid Jiggin' #109 Nova Scotia 116 Cockles & Mussels #117 Un Éléphant 119 Blood on the Saddle 120 Home on Range #122 O Canada #123 Star Spangled Banner

Element: Texture and Harmony 2 sounds, melody/harmony, ostinato, bordun, rounds/canons, 2 part songs, partner songs, layered melodies, I and V chords, I-IV-V, monophonic, polyphonic, homophonic							
PreK	K	1	2	3	4	5	M
	*	*	*	*	*	*	*

Art

Kindergarten

Art projects are based on the elements of art: Line, Shape, Color, Value, Texture, Form, and Space. Instruction includes use of a variety of materials including: pencil, crayons, colored pencils, markers, watercolor paints, tempera paints, construction paper, tissue paper, scissors, glue, etc. Projects also follow monthly, seasonal themes.

First and Second Grade

Art projects make use of the various elements of art and a variety of media including paints, crayons, markers, colored pencils, etc. Students are encouraged to use creativity as they improve their fine motor skills.

Third and Fourth Grade

Art projects are based on the elements of art and strive to use a variety of media.

Fifth through Eighth Grade

Art projects are based on both the elements and principles of Art, as well as on the work of various notable historical artists. Students discuss composition of Art and react to examples of fine art. They use a variety of media to create their own examples of art within the theme of the lesson. They also, as time allows, create 'your choice' projects where they explore different art media independently.

Art projects for all levels are displayed in the school building and the church fellowship hall periodically. Three students from each grade are invited to participate in the Evergreen district's annual Art Fair.

Evidence of continuity from grade to grade

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

Each grade level focuses on the basic elements of art and the use of different artistic media, increasing the difficulty and complexity of project goals as students grow and develop their artistic abilities.

Assessment of academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis via classroom discussions, worksheets, projects, and tests.

Evidence of fundamental principles of student growth

The measurable objectives in the Sing and Make Music program are graduated in difficulty by age group- the simplest objectives for the youngest students and so on. Individual teachers use the assessment tools in the curriculum to ensure that students are grasping concepts and to adapt their instruction accordingly. Teachers may adapt the objectives by shortening or lengthening assignments or by assigning group projects rather than individual work to reach students who are performing at different levels.

As each teacher observes their students' progress in Art, they can adapt their expectations to each individual's ability, encouraging and challenging each student to create the very best artwork they can, to God's glory.