

Planned Course: Instrumental Music-Percussion		Course Number:	Department: Music
Unit: Mechanics of Reading and Composing Music		Grade Level: 4-5	
Estimated Time: Continuous		Level/Track: Year 1	Date Approved: 08/01/2013
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
	<ul style="list-style-type: none"> • Skills/Knowledge 		

<p>9.1 Production, Performance, and exhibition of Dance, Music, and Visual Arts</p> <p>A. Elements and Principles in each Art Form</p> <p>B. Demonstration of Dance, Music, Theater, and Visual Arts.</p> <p>C. Vocabulary within each Art Form</p> <p>D. Styles in Production, Performance, and Exhibition</p> <p>9.3 Critical Response</p> <p>A. Critical Processes</p> <p>B. Types of Analysis</p> <p>C. Classifications</p> <p>D. Vocabulary for Criticisms</p> <p>E. Critical Position</p> <p>9.4 Aesthetic Response</p> <p>A. Philosophical Studies</p> <p>B. Aesthetic Interpretation</p> <p>C. Environmental Influences</p> <p>D. Artistic Choices</p>	<p>►Identify, explain and demonstrate (perform) different music notation symbols.</p> <ul style="list-style-type: none"> • Rhythmic values: <ul style="list-style-type: none"> ○ Whole ○ Half ○ Quarter ○ Eighth ○ Sixteenth ○ Dotted half ○ Dotted quarter • Rhythms: <ul style="list-style-type: none"> ○ Combinations of sixteenths/eighths ○ Eighths/quarters in syncopation <p>►Identify, explain and demonstrate (perform) different music expression symbols.</p> <ul style="list-style-type: none"> • Dynamics: p, mp, mf, f, f-p, crescendo, decrescendo • Other: metronome markings, fermata, ritardando, a temp, largo, andante, moderato, allegro, vivace <p>►Identify, explain and demonstrate (perform) percussion stickings and rudiments.</p> <ul style="list-style-type: none"> • R and L • Flams, 5 stroke roll, 9 	<p>Before playing a given exercise, students clap the rhythm, while counting out loud. Mallet percussion will also sing the exercise using alphabet letters.</p> <p>Analyzing music for key signature (mallets only), time signature, tempo, dynamics and form.</p> <p>Identify the musical symbols used in exercises from the lesson book and concert music.</p> <p>Write counting into music.</p> <p>Compose short rhythmic exercises.</p> <p>Compose short melodic exercises (mallets only.)</p>	<p>Teacher evaluation of student performance both alone and in a group.</p> <p>Oral and written quizzes on rhythms, symbols and staff notations.</p> <p>Report cards will be sent home indicating students' level of the work with regard to rhythm, knowledge of stickings and music reading.</p>
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	<p>stroke roll, 7 stroke roll, 13 stroke roll, rimshot, and tied note combinations</p> <p>►What effects do time signature, key signature (mallet percussion only) and form have on practice and performance?</p> <ul style="list-style-type: none"> • Time signatures: 2/4, 3/4 and 4/4 • Key signatures (concert): C, F, Bb and Eb • Form: staff, bar line, double bar line, repeat, internal repeat, 1st/2nd endings, D.C., D.S., coda, al Coda, al Fine 		
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