


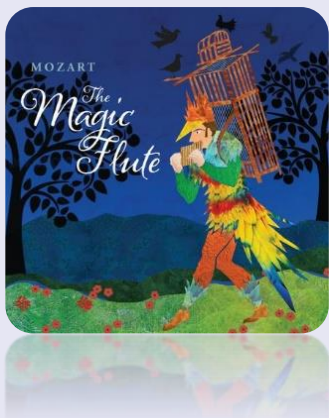




PERFORMANCE – Social Studies Connections: emphasis on U.S., LATIN AMERICA, AND CANADA

	Performance	Musical Elements/Notation	Listening/Responding	Creating	History/Culture/Styles
	<ul style="list-style-type: none"> Sing alone and with others (other modes, compound meters) using steps, skips, and repeated notes Perform using appropriate performance etiquette and following gestures and cues of a conductor Demonstrate appropriate technique playing pitched and unpitched percussion Perform 3-part singing/playing with student and/or teacher created accompaniments Perform vocal/instrumental accompaniments using pitched/unpitched instruments 	<p>Rhythm:</p> <ul style="list-style-type: none"> Read and count  <p>Dynamics: <i>mp, mf</i></p> <p>Tempo:</p> <ul style="list-style-type: none"> Andante, Moderato, Presto, and Vivace <p>Notation:</p>  <ul style="list-style-type: none"> Scales: Diatonic vs. Chromatic 	<ul style="list-style-type: none"> Listen to music and use age appropriate written responses to describe elements of music including: <ul style="list-style-type: none"> Form Rhythm Dynamics Timbre Tempo <p>Music and Literacy Connection</p>  <p><i>The Magic Flute</i> By: Wolfgang Amadeus Mozart</p> 	<ul style="list-style-type: none"> Create accompaniments using voice and/or pitched/unpitched instruments Compose simple melodies, rhythms, and multiple part songs 	<p>Focus on the Musician Madonna (1950 –)</p>  <p>Stevie Wonder (1950 –)</p>  <p>Musical Styles</p> <ul style="list-style-type: none"> Classical Popular Traditional Connections to various cultures of the world <p>Discuss the Job of a Composer Musicals</p> <ul style="list-style-type: none"> Composer Lyricist Choreographer Setting Plot Characters Costumes Scenery <p>Musical Elements</p>