

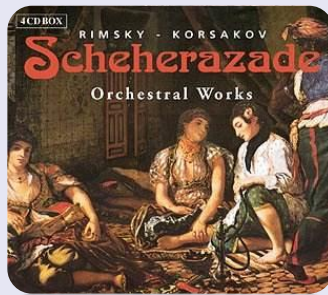




PERFORMANCE – Social Studies Connections: emphasis on ANCIENT CIVILIZATIONS AND CULTURES

	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, 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: Read and count</p>  <p>Dynamics: <i>pp, ff, fp</i></p> <p>Tempo:</p> <ul style="list-style-type: none"> Accelerando, Ritardando <p>Chords/Progressions:</p> <ul style="list-style-type: none"> Triads I-V-I Scales Scales: Diatonic vs. Chromatic 	<ul style="list-style-type: none"> Listen to music and use age- appropriate written responses to describe elements of music <p>Music and Literacy Connection</p>  <p><i>Scheherazade</i> By: Nikolai Rimsky-Korsakov</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 Bob Dylan (1941 –)</p>  <p>Billy Holiday (1915 – 1959)</p>  <p>Music Styles:</p> <ul style="list-style-type: none"> American folk music Blues/Jazz Rock and Roll <p>Musicals:</p> <ul style="list-style-type: none"> Composer Lyricist Choreographer Setting Plot Characters Costumes Scenery