



Prince George's County Public Schools

Pre-K/Head Start Vocal and General Music

Course Syllabus

Prerequisite: none

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER:

TEXT: Spotlight on Music, QuaverMusic

Grading

Pre-Kindergarten Vocal General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	<u>Individual and group activities:</u> In-class solo and ensemble performances, Composition, Critique, Creativity and originality, proper technique and interpretation of the style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials), elements of discipline literacy, ensemble etiquette, written/oral critiques, oral presentations, vocabulary, <u>Individual and group:</u> evaluation, journal entries, homework, notebooks, research projects, attendance at scheduled performances and programs, portfolios, quizzes	100%
Independent Assignments		None
Assessment		None

Course of Study

<u>PreK Topics</u>	<u>Standards</u>
<u>Performing music</u>	Develop appropriate beat awareness related to music. Sing or play matching dynamic levels <i>p, f</i> Improvise sounds for stories and songs Echo rhythmic patterns in duple and triple meters Echo melodic patterns in major and minor tonalities Sing independent of the teacher or recorded voice
<u>Composition/Improvisation</u>	Create ostinatos for given melodies Respond to music with movements
<u>Develop awareness of sounds</u>	Distinguish between voice types (singing and speaking) Use and simulate environmental sounds (such as sirens, weather sounds, etc.) Explore classroom rhythm instruments
<u>Recognize the role of music</u>	Perform a variety of songs and dances from history and cultures Sing, listen to and describe the music of various holidays and cultures
<u>Rhythm/Meter</u>	Demonstrate meter (duple and triple) through chanting and playing instruments Distinguish between steady beat and no steady beat
<u>Melody</u>	Distinguish between high and low sounds Appropriate Foundational Solfege Singing Voice/Speaking Voice
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate musical characteristics (such as high and low, fast and slow, loud-soft) through movement. Demonstrate appropriate beat awareness through movements Follow musical cues
<u>Music Evaluation</u>	Express musical preferences Evaluate classroom performances

Professional judgment and analysis of students' skills and needs will be used to determine the order for the instruction of standards. The pacing guide is organized with the assumption of twenty-minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.



Prince George's County Public Schools
Kindergarten Vocal and General Music
Course Syllabus

Prerequisites: Pre-K Music

Course Description: The Vocal and General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT: Lauren N. Smith Bergin

E-MAIL: Lauren.Smith@pgcps.org

SCHOOL PHONE NUMBER: 301-888-1188

COURSE NUMBER: 98100

SPECIALS TIME: 12:30 - 1:10

TEXT: QuaverEd

Grading
Kindergarten General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, Composition, Critique, Creativity and originality, proper technique and interpretation of the style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	90%
Independent Assignments		None
Assessment	Individual and group: evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	10%

Course Content

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Sing or play matching dynamic levels Demonstrate vocal qualities; match pitch Improvise sounds for stories and songs Echo rhythmic patterns in duple and triple meters Echo melodic patterns in major and minor tonalities Sing independent of the teacher or recorded voice
<u>Composition/Improvisation</u>	Use voice and instruments to create/echo rhythmic and melodic patterns Improvise new texts in familiar songs Create ostinatos for given melodies Respond to the meter (duple and triple) with movements
<u>Develop awareness of sounds</u>	Aurally identify echo Classify classroom instruments Distinguish between voice types Use and simulate environmental sounds such as bird calls, sirens, etc...
<u>Recognize the role of music</u>	Perform a variety of songs and dances from history and cultures Describe how music is used in communities Connect musical content to other subject areas Sing, listen to and describe the music of various holidays and cultures
<u>Rhythm/Meter</u>	Distinguish the difference between rhythm and beat Demonstrate meter (duple and triple) through chanting and/or playing instruments Respond to the meter (duple and triple) with movements Develop appropriate beat awareness
<u>Melody</u>	Listen to, sing and move to the music in major and minor keys Distinguish between high, low and middle pitches Singing fundamental solfege syllables
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate musical characteristics through movement (high and low, fast and slow, loud and soft) Move in a free and flowing manner to develop rhythmic awareness Respond to various beat stresses through movements Follow musical cues
<u>Music Evaluation</u>	Express musical preferences

Professional judgment and analysis of students' skills and needs will be used to determine the order for the instruction of standards.



Prince George's County Public Schools
1st Grade Vocal and General Music
Course Syllabus

Prerequisites: Kindergarten General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT: Brenda Todd
E-MAIL: Brenda.todd@pgcps.org
SCHOOL PHONE NUMBER: 301-749-4290
COURSE NUMBER: 62100
TEXT: Spotlight on Music, QuaverMusic

GRADING
1st Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critiques, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group) and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette, and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Demonstrate vocal qualities; match pitch/contour Improvise sounds for stories and songs Echo melodic patterns consisting of Do-Mi-Sol in Major Tonality Echo melodic patterns consisting of La-Do-Mi in Minor Tonality Echo rhythmic patterns in duple meter using quarter notes, 2 eighth notes, quarter rest Echo rhythmic patterns in triple meter using dotted quarter notes and 3 eighth notes Generate rhythmic patterns using known rhythms in duple and triple meter. Generate melodic patterns consisting of D-M-S in Major and L-D-M in Minor Perform 2 or 4 beat rhythmic ostinatos in duple and triple meter Sing Independent of teacher or recorded voice
<u>Composition/Improvisation</u>	Use voice and instruments to create rhythmic and melodic patterns Improvise new texts in familiar songs Respond to Major and Minor Tonal Patterns with different patterns from the same tonality Respond to Duple and Triple Meter Rhythmic Patterns with different patterns Create ostinatos for given melodies in duple and triple meter Respond to meter (duple and triple) with movements
<u>Develop awareness of sounds</u>	Aurally identify call and response Classify classroom instruments Distinguish between voice types Use and simulate environmental sounds
<u>Recognize the role of music</u>	Perform a variety of songs and dances from history and cultures Describe how music is used in communities Connect musical content to other subject areas Sing, listen to, and describe music of various holidays and cultures
<u>Rhythm/Meter</u>	Demonstrate duple and triple meter through chanting and playing instruments Respond to meter with movements Experience duple and triple meter
<u>Melody</u>	Listen to and perform music in major and minor modes Listen to and perform music and chants in duple and triple meter
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate musical characteristics through movement Demonstrate beat awareness through movements Follow musical cues
<u>Music Evaluation</u>	Express musical preferences Evaluate classroom performances

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of 35 minute class periods.



Prince George's County Public Schools
2nd Grade Vocal and General Music
Course Syllabus

Prerequisites: 1st Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

TEACHER NAME: Brenda Todd
E-MAIL ADDRESS: brenda.todd@pgcps.org
PLANNING TIME: 12:30-1:00
SCHOOL PHONE NUMBER: 301-749-4250
COURSE NUMBER: 62200

TEXT: Spotlight on Music, QuaverMusic

GRADING
2nd Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of the style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete classwork, written critiques (self and group), and attendance of performances outside school-extra credit, reports.	10%
Assessment	Individual and group: Evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, portfolios, quizzes, elements of discipline literacy, ensemble etiquette, and exams.	30%

Course Study

Topics	Standards
<u>Performing music</u>	<p>Improvise instrumental sounds for songs and stories</p> <p>Echo rhythmic patterns in duple meter using quarter notes, 2 eighth notes, half note, whole note, quarter rest, 4 sixteenth notes, 1 eighth-two sixteenth notes, and 2 sixteenth -1 eighth note combinations.</p> <p>Echo rhythmic patterns in triple meter using dotted quarter notes, 3 eighth notes, dotted half note, and 6 sixteenth notes.</p> <p>Echo melodic patterns including Sol-Mi-La-Do and extending to include Do-Mi-Sol and Sol-Fa-Re-Ti patterns in Major and La-Do-Mi and Mi-Re-Ti-Si patterns in Minor.</p> <p>Interpret iconic representations for sound</p> <p>Perform ostinato while others perform a contrasting ostinato</p> <p>Sing from memory songs of various styles, genres, meters, and cultures</p> <p>Use the head voice to sing and match pitches</p> <p>Use good singing and playing posture</p>
<u>Composition/Improvisation/Notation</u>	<p>Create rhythmic and melodic patterns; including quarter notes, 2 eighth notes, half notes, whole notes, quarter rests, and beginning with the pitches Sol-Mi-La-Do and extending to include Do-Mi-Sol and Sol-Fa-Re-Ti patterns in Major and La-Do-Mi and Mi-Re-Ti-Si patterns in Minor.</p> <p>Compose and use non-traditional notation for ostinatos</p> <p>Improvise instrumental sounds for songs and stories</p> <p>Use the voice to improvise melodic singing, i.e. scat, melodic patterns, variations of classroom songs without words.</p> <p>Use notation for melodies; including the pitches Sol-Mi-La-Do</p> <p>Experiment with creative expression</p>
<u>Develop awareness of sounds</u>	<p>Aurally identify verse/refrain</p> <p>Listen to, perform, and describe music in major and minor modes</p> <p>Listen to, perform, and describe music in duple and triple meter</p> <p>Describe the differences between voice types (whisper, talk, shout, sing).</p> <p>Continue to classify band, orchestra, and classroom instruments by sound production type: idiophones, membranophones, chordophones, aerophones.</p> <p>Differentiate between blending and non-blending voices</p>
<u>Recognize the role of music</u>	<p>Describe characteristics of music for different community uses</p> <p>Describe how music is used in communities</p> <p>Connect musical content to other subject areas</p> <p>Sing, listen to and describe the music of various holidays and cultures</p> <p>Listen to and perform patriotic, celebratory songs, and spirituals</p> <p>Participate in activities that connect musical content to other subjects</p>
<u>Meter</u>	<p>Perform duple and triple meters</p> <p>Aurally identify duple and triple meter and convey meter through movement</p>
<u>Melody</u>	<p>Listen to and perform music in major and minor modes</p> <p>Relate melodic contour to notation (aural description)</p>
<u>Audience Behavior</u>	<p>Describe and demonstrate appropriate audience behavior</p>
<u>Movement</u>	<p>Demonstrate beat awareness through movements</p> <p>Demonstrate sequences of movement in singing games</p> <p>Create movement patterns for music and describe the relationship to musical concepts</p>

<u>Music Evaluation</u>	Create a hierarchy of musical preference Apply criteria for evaluation of classroom performances
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Professional judgment and analysis of students' skills and needs will be used to determine the order for the instruction of standards. The pacing guide is organized with the assumption of twenty-minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.



Prince George's County Public Schools
3rd Grade Vocal and General Music
Course Syllabus

Prerequisites: 2nd Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical skills and concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER:

TEXT: Spotlight on Music, QuaverMusic

GRADING

3rd Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments, projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group), ensemble etiquette and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at school based scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Perform ostinatos to accompany melodies Conduct in simple duple and triple meter. (Two Patterns) Sing with good intonation, diction, and articulation Perform music in Major, Minor and Dorian Modes Perform chants in Duple and Triple Meter Sing 2-3 part rounds Sing tonic and dominant tonal patterns in major and minor tonalities.
<u>Composition/Improvisation</u>	Read and compose rhythms in duple and triple meter, show contrast Improvise short melodies in major and minor tonalities Compose and notate ostinati in duple and triple meter Dictate rhythms in duple and triple meter using quarter notes, quarter rests, half notes, two eighth notes in duple meter and dotted quarter notes, dotted half notes, three eighth notes in triple meter. Notate melodies using appropriate non-traditional -and/or- traditional notation Improvise music with tonal sounds and nontraditional sounds Use environmental sounds to enhance music
<u>Develop awareness of sounds</u>	Aurally Identify ABA, call and response forms in music Distinguish major and minor tonality by resting tone. Aurally identify major/minor tonic and dominant function tonal patterns
<u>Recognize the role of music</u>	Describe how music reflects daily experience Describe roles of musicians in community Perform cultural songs and games Perform world holiday songs Describe aural musical elements such as tempo, dynamics, and pitch in music
<u>Rhythm/Meter</u>	Demonstrate duple and triple meter through chanting and playing instruments Respond to meter (duple and triple) with movements
<u>Melody</u>	Listen to and perform music in major, minor, and dorian modes Relate melodic contour to notation
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate musical characteristics (meaning, contour, form, dynamics) through movement Perform authentic dances of various cultures (American Play Party, Etc) Create movement that relates to/reflects music (meaning, contour, form, dynamics)
<u>Music Evaluation</u>	Discuss how music characteristics relate to own feelings and preferences



Prince George's County Public Schools
4th Grade Vocal and General Music
Course Syllabus

Prerequisites: 3rd Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER:

TEXT: QuaverMusic

Grading
4th Grade General music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland College and Career-Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments, projects, Journal entries, listening logs, incomplete complete class work, written critiques (self and group) and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, Research projects, written/oral critiques, Oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing</u>	<p>Notate melodies using traditional and non-traditional notation</p> <p>Perform authentic songs and dances</p> <p>Perform ostinati in duple and triple meter.</p> <p>Perform and discuss world music for holidays</p> <p>Sing descants, partner songs</p> <p>Read, sing, and play with chord symbols (I and V)</p> <p>Sing IV function melodic patterns (Do-Fa-La in Major/La-Re-Fa in Minor)</p>
<u>Composition/Improvisation</u>	<p>Improvise music with traditional tonal -and/or- nontraditional sounds</p> <p>Use environmental sounds to enhance music</p> <p>Improvise ostinati in duple and triple meter.</p> <p>Create ostinati for given melodies</p> <p>Compose and notate to preserve descants</p> <p>Create and notate major and minor melodies on treble staff</p> <p>Create melodies that show contrast</p>
<u>Develop awareness of sounds</u>	<p>Classify classroom instruments by instrument family.</p> <p>Distinguish between voice types (soprano, alto, tenor, bass)</p> <p>Use and simulate environmental sounds</p> <p>Distinguish between music in major, minor, dorian and mixolydian modes.</p>
<u>Recognize the role of music</u>	<p>Perform a variety of songs and dances from history and cultures</p> <p>Describe how music is used in communities</p> <p>Connect musical content to other subject areas</p> <p>Sing, listen to, and describe music of various holidays and cultures</p> <p>Characterize music using other arts</p> <p>Describe how music reflects daily Maryland life</p> <p>Discuss how music reflects history</p> <p>Correspond music to specific historical events</p>
<u>Rhythm/Meter</u>	<p>Describe rhythm in world cultures</p> <p>Demonstrate meter through chanting and playing instruments</p> <p>Respond to meter with movements</p> <p>Describe environmental sounds using rhythm</p>
<u>Melody</u>	<p>Listen to and perform music in major, minor, dorian and mixolydian modes.</p> <p>Relate melodic contour to standard notation.</p>
<u>Audience Behavior</u>	<p>Demonstrate appropriate audience behavior</p>
<u>Movement</u>	<p>Perform traditional dances</p> <p>Use body to describe musical examples</p> <p>Respond to meter with movements</p>
<u>Music Evaluation</u>	<p>Express musical preferences</p> <p>Evaluate classroom performances</p>

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.



Prince George's County Public Schools
5th Grade Vocal and General Music
Course Syllabus

Prerequisites: 4th Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with appropriate resources and experiences to develop appropriate music skills. Through the implementation of sequential concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER:

TEXT: Spotlight on Music, QuaverMusic

GRADING:

5th Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group)and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at school performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Read music notation for dynamics, tempo and meter Perform rhythms from notation Perform instrumental ostinatos Read and perform pitch and rhythm Perform authentic songs and dances Perform harmony Perform contrasting parts
<u>Composition/Improvisation</u>	Create and notate melodies Improvise vocal or instrumental music Create simple rhythmic and melodic patterns Improvise counter melodies
<u>Develop awareness of sounds</u>	Classify classroom instruments and families Distinguish between voice types Use and simulate environmental sounds
<u>Recognize the role of music</u>	Describe music as daily experience Identify and describe musician's roles Describe music as daily experience Describe personal expression in music Explain how music corresponds to history Compare terms used in different art forms Describe connections to other subjects Describe music careers Compare how music is used for holidays
<u>Meter/rhythm</u>	Write rhythms from dictation in duple and triple meter Perform rhythms from notation in various meters Conduct music using a 3 beat pattern. Compound meters
<u>Melody</u>	Perform music in major and minor keys. Perform music in major, minor, Dorian, Mixolydian and Aeolian tonalities.
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Perform traditional dances Use body to describe musical examples Respond to meter with movements
<u>Music Evaluation</u>	Listen and compare music examples

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.



Prince George's County Public Schools
6th Grade Vocal and General Music
Course Syllabus

Prerequisites: 5th Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER: 62600

SPECIALS TIME:

TEXT: Spotlight on Music, QuaverMusic

GRADING:

Sixth Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual/group participation: In class solo and ensemble performances, projects, concepts/objectives that have been met, critiques, completion of project, proper technique and interpretation of the style, class participation, daily work habits, care of supplies and equipment, time on task, group interaction, active participation and preparation for class (materials)	60%
Independent Assignments	Performance evaluation, vocabulary, notebooks, journal entries, written critiques (self and group) and class critiques, reports and projects, ensemble etiquette	10%
Assessment	Self-Evaluation, journals, notebooks, research projects, tests, quizzes, exams, written critiques, oral presentations, attendance at scheduled performances and programs, ensemble etiquette.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Playing in an instrument ensemble Read and perform rhythm in different meters Sight read melodic and rhythmic passages Sing with expression a varied repertoire Sight read varied ensemble music Read and perform polyphonic music Play melodies on instruments at sight
<u>Composition/Improvisation</u>	Use voice and instruments to create rhythmic and melodic patterns Notate pictorial representations of sounds Improvise new texts in familiar songs Create ostinatos for given melodies Respond to meter with movements
<u>Recognize the role of music</u>	Perform a variety of songs and dances from history and cultures Describe how music is used in communities Connect musical content to other subject areas Sing, listen to and describe the music of various holidays and cultures
<u>Meter</u>	Demonstrate meter through playing instruments Irregular meters
<u>Melody</u>	Listen to and perform music in major and minor keys Compose melodies
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Communicate rhythmic and expressive intent through movement to music in simple and compound meters
<u>Music Evaluation</u>	Express musical preferences Evaluate classroom performances

Professional judgment and analysis of students' skills and needs will be used to determine the order for the instruction of standards. The pacing guide is organized with the assumption of thirty-minute class periods, on an A/B week schedule with 150 minutes of music instruction in a two week period.