

Grade K: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch
2. To utilize dynamics
3. To clap a steady beat using quarter and half notes

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook
The Raffi Songbook

Media Resources: Raffi CD.'s
Disney CD.'s

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade 1: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch
2. To utilize dynamics
3. To clap a steady beat using eighth, quarter and half notes

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook
The Raffi Songbook

Media Resources: Raffi CD's
Disney CD's

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade 2: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch
2. To utilize dynamics
3. To clap a steady beat using eighth, quarter, half and whole notes

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook
The Raffi Songbook

Media Resources: Raffi CD's
Disney CD's

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade 3: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch
2. To maintain accurate intonation and utilize dynamics
3. To clap a steady beat using eighth, quarter, half and whole notes

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade 4: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch
2. To maintain accurate intonation and utilize dynamics
3. To clap a steady beat using eighth, quarter, half and whole notes separately and simultaneously

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade 5: Weeks 1-4

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 5.1, 5.5, 5.6

The students will: Demonstrate an understanding of singing together and in small groups; keep a steady tempo.

Unit One:

Topic: Singing

Objectives: 1. To sing on pitch

2. To maintain accurate intonation and utilize dynamics

3. To clap a steady beat using eighth, quarter, half, dotted half and whole notes separately and simultaneously

Essential Question: How is singing as a group different than singing alone?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing and rhythmic skills

Grade K: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Demonstrate and respond to the beat of music in duple and triple time

Unit: Two

Topic: Rhythm

Objectives: 1. To identify and differentiate between eighth and quarter note rhythms
2. To identify and differentiate between slow and fast tempos
3. To be introduced to the quarter rest

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook
Beanbags

Media Resources: Disney CD's

Evaluation/Activities: Aural/visual assessment of responding to rhythm and different tempos

Grade 1: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Demonstrate and respond to the beat of music in duple and triple time

Unit: Two

Topic: Rhythm

Objectives: 1. To identify and differentiate between eighth and quarter note rhythms and the quarter rest
2. To identify and differentiate between slow and fast tempos

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook
Beanbags

Media Resources: Disney CD's

Evaluation/Activities: Aural/visual assessment of responding to rhythm and different tempos

Grade 2: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Demonstrate and respond to the beat of music in two-four, three-four and four-four time

Unit: Two

Topic: Rhythm

Objectives: 1. To identify and differentiate among eighth, quarter, and half note rhythms and the quarter rest
2. To identify and differentiate between slow and fast tempos

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook

Beanbags

Rhythm flashcards

Media Resources: Disney CD's

Evaluation/Activities: Aural/visual assessment of responding to rhythm and different tempos

Grade 3: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Read notes on the treble clef; demonstrate and respond to the beat of music in two-four, three-four and four-four time

Unit: Two

Topic: Reading and Rhythm

Objectives: 1. To learn note values
2. To be able to read notes on the treble clef
3. To clap out simple rhythms in duple and triple time

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook
Rhythm flashcards

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of reading notes
rhythmically and melodically

Grade 4: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Read and write notes on the treble clef; demonstrate and respond to the beat of music in two-four, three-four and four-four time

Unit: Two

Topic: Reading, Writing and Rhythm

Objectives: 1. To learn note values
2. To be able to read notes on the treble clef
3. To clap rhythms in small groups and collectively in duple and triple time

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook
Rhythm flashcards

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of reading and writing notes rhythmically and melodically

Grade 5: Weeks 5-8

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 5.1, 5.5, 5.6

The students will: Read and write notes on the treble clef; demonstrate and respond to the beat of music in two-four, three-four and four-four time

Unit: Two

Topic: Reading, Writing and Rhythm

Objectives: 1. To learn note values
2. To be able to read notes on the treble clef
3. To clap rhythms in small groups collectively and individually in duple and triple time

Essential Question: What makes timing an essential part of music?

Teacher Resources: Saugus Essential Songbook
Rhythm flashcards

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of reading and writing notes rhythmically and melodically

Grade K: Weeks 9-12

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To introduce a “round”

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Media Resources: C.D.’s

Evaluation/Activities: Aural/visual assessment of singing

Grade 1: Weeks 9-12

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To sing a simple round

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing

Grade 2: Weeks 9-12

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To sing a three part round

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To sing a three part round with emphasis on appropriate phrasing

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To sing a three part round with emphasis on appropriate phrasing

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Utilizing Music as a Motivational Tool for
Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing

Performance standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 5.5, 5.6

The students will: Perform in small groups with emphasis on blending vocal timbres; echo melodic patterns vocally

Unit: Three

Topic: Echo, Partner, and Round Singing

Objectives: 1. Enhancement of listening skills
2. To sing music representing other cultures and genres
3. To sing four part rounds with emphasis on appropriate phrasing

Essential Question: What role does listening play in successfully singing echo, partner, and round songs?

Teacher Resources: Saugus Essential Songbook

Utilizing Music as a Motivational Tool for
Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of singing

Grade K: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

Objectives: 1. Identification of instruments through sight and sound
2. To play simple rhythmic patterns on rhythm instruments collectively
3. To play simple melodies on melodic instruments in small groups

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument flash cards
Rhythm instruments

Media Resources: CD of orchestral instruments
Hand bells

Evaluation/Activities: Aural/visual assessment of instruments

Grade 1: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

Objectives: 1. Identification of instruments through sight and sound
2. To play simple rhythmic patterns on rhythm instruments collectively and in small groups
3. To play simple melodies on melodic instruments and in small groups

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument flash cards

Rhythm instruments

Hand bells

Media Resources: CD of orchestral instruments

Evaluation/Activities: Aural/visual assessment of instruments

Grade 2: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

Objectives: 1. Identification of instruments through sight and sound
2. To play simple rhythmic patterns in duple time on rhythm instruments collectively and in small groups

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument and rhythm flash cards
Rhythm instruments
Bingo Cards

Media Resources: CD of orchestral instruments

Evaluation/Activities: Aural/visual assessment of instruments

Grade 3: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

Objectives: 1. Identification of instruments through sight and sound
2. To play simple rhythmic patterns in duple and triple time on rhythm instruments collectively and in small groups

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument and rhythm flash cards
Rhythm instruments
Bingo Cards

Media Resources: CD of orchestral instruments

Evaluation/Activities: Aural/visual assessment of instruments

Grade 4: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

- Objectives: 1. Identification of instruments through sight and sound
(Individually and with partners)
2. To play simple rhythmic patterns in duple and triple time on rhythm instruments collectively and in small groups

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument and rhythm flash cards
Rhythm instruments
Bingo cards and chips

Media Resources: CD of orchestral instruments

Evaluation/Activities: Aural/visual assessment of instruments

Grade 5: Weeks 13-16

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 4.3, 5.4, 5.5, 5.6, 5.7

The students will: Perform simple rhythmic patterns on classroom rhythm instruments; Explore orchestral instruments through listening and visual aids

Unit: Four

Topic: Orchestral Instruments

Objectives: 1. Identification of instruments through sight and sound
(Individually and with partners)
2. To play simple rhythmic patterns in duple and triple time on
rhythm instruments collectively, in small groups and individually

Essential Question: How do we classify musical instruments?

Teacher Resources: Instrument and rhythm flash cards
Rhythm instruments
Bingo cards and chips

Media Resources: CD of orchestral instruments

Evaluation/Activities: Aural/visual assessment of instruments

Grade K: Weeks 17-20

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Grade 1: Weeks 17-20

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Grade 2: Weeks 17-20

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Grade 3: Weeks 17-20

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Grade 4: Weeks 17-20

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Performance standards: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12, 6.1, 6.3

Unit: Five

Topic: Composers and their works

Objectives: 1. Demonstrate audience skills
2. Analysis and interpretation of music works

Essential Question: How has classical music influenced today's society?

Teacher Resources: Music Smart program
Composer flashcards

Media Resources: Master's of Music CD's
Other CD's

Evaluation/Activities: Aural/visual assessment of composers and their works

Grade K: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade 1: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade 2: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group
3. To allow students to play individually

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade 3: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group
3. To allow students to play individually

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade 4: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group
3. To allow students to play individually

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells
Electric keyboard

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade 5: Weeks 21-24

Performance standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Unit: Six

Topic: Hands on Instruments

Objectives: 1. Expose students to various instruments
2. To allow students to play as a group
3. To allow students to play individually

Essential Question: What makes musical instruments sound unique?

Teacher Resources: Rhythm instruments
Xylophones (diatonic)
Hand bells
Desk bells
Electric keyboard

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through hands on instruments

Grade K: Weeks 25-28

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciation and understanding of jazz including jazz terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Grade 1: Weeks 25-28

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciation and understanding of jazz including jazz terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciation and understanding of jazz including jazz terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciating and understanding of jazz including jazz terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Grade 4: Weeks 25-28

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciation and understanding of jazz including jazz terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Grade 5: Weeks 25-28

Performance standards: 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 9.1, 9.2, 9.3

The students will: Demonstrate an appreciation and understanding of jazz including jazz

terminology

Unit: Seven

Topic: Jazz

Objectives: 1. To have students experience American music through listening and movement
2. To learn about jazz's influences on American culture

Essential Question: How did jazz influence America?

Teacher Resources: Jazz for Young People (Book and CD's)

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of jazz

Grade K: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday
Inspired by Listening
Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade 1: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday
Inspired by Listening
Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade 2: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday

Inspired by Listening

Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade 3: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday
Inspired by Listening
Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade 4: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday
Inspired by Listening
Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade 5: Weeks 29-32

Performance standards: 6.1, 6.2

The students will: Demonstrate an understanding and appreciation of music's influences and

affects on their daily living as well as in different cultures

Unit: Eight

Topic: Music is Everywhere

Objectives: 1. To have students share and compare music's influences in their lives
2. Explore songs in different languages and cultures

Essential Question: How does music help us to explore other cultures?

Teacher Resources: Music Today and Everyday
Inspired by Listening
Utilizing Music as a Motivational Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment singing in different languages

Grade K: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills
2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder
Electric keyboard
Hand bells/ desk bells
Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade 1: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills
2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder
Electric keyboard
Hand bells/ desk bells
Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade 2: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills

2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder

Electric keyboard

Hand bells/ desk bells

Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade 3: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills

2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder

Electric keyboard

Hand bells/ desk bells

Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade 4: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills

2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder

Electric keyboard

Hand bells/ desk bells

Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade 5: Weeks 33-34

Performance standards: 3.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.4

Unit: Nine

Topic: Connecting and Contributing

Objectives: 1. To have students listen attentively to their peers, thus displaying appropriate audience skills

2. To critique a song sung and recorded by the entire class

Essential Question: How does listening to your performance make you a better student/musician?

Teacher Resources: Tape recorder

Electric keyboard

Hand bells/ desk bells

Xylophones

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment through performing and displaying of appropriate audience skills

Grade K: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

Grade 1: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

Grade 2: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

Grade 3: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

Grade 4: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

Grade 5: Weeks 35-38

Performance standards: 10.1, 10.2

The students will: Make connections academically through music; apply these skills to become life long learners

Unit: Ten

Topic: Interdisciplinary Connections

Objectives: 1. To integrate the arts with other disciplines
2. Tie in music with social studies and science

Essential Question: How can music enhance our learning in other subjects?

Teacher Resources: Saugus Essential Songbook
Sing with Me Learn with Me
Utilizing Music as a Tool for Academic Learning

Media Resources: CD's

Evaluation/Activities: Aural/visual assessment of connecting songs with academic learning

