

# West Carroll Special School District Instructional Plan/Pacing Guide, 2016-2017

Jonathan Wheeler					
General Music				Third Grade-Fifth Grade	
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery  What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
1	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo	National Anthem War of 1812	TSW sing the national anthem with and without accompaniment. TSW discuss Francis Scott Key and The War of 1812.	TSW be able to discuss facts about Francis Scott Key and The War of 1812	8/8-8/12
1	6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.	Orchestra/Brass Family	TSW identify brass instruments by sight and by sound	TSW recognize members of the brass family.	8/15-8/19
1	6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families	Orchestra/String Family	TSW identify string instruments by sight and by sound.	TSW recognize members of the string family.	8/22-8/26
1	6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families	Orchestra/Percussion Family	TSW identify percussion instruments by sight and by sound	TSW recognize members of the percussion family.	8/29-9/02
1	6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families	Orchestra/Woodwind Family	TSW identify woodwind instruments by sight and by sound.	TSW recognize members of the woodwind family.	9/06-9/09
2	1.1.3 Sing a melody with accurate rhythm, pitch	Beat and Rhythm	TSW sing "Billy" while performing body percussion. TSW say the poem "Way Down	TSW know the difference between beat and rhythm.	9/12-16

	(solfege and/or lyrics), dynamics, and tempo. 2.1.1 Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instrument using proper technique. 5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.		South” while clapping the beat and following beat bars.		
2	5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher. 6.1.1 Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement	Pitch and Melody	TSW sing “Chan Mali Chan” and show pitch changes by using hand signs. TSW follow listening map for “A String of Pearls.”	TSW know the difference between pitch and melody.	9/20-9/23

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				What student generated product will demonstrate that he/she has met the learning expectation?	
2	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.	Rhythm	TSW sing "Great Big House." TSW identify the quarter notes, paired eighth notes, and quarter rests written in the song.	TSW will recognize quarter notes, paired eighth notes and quarter rests.	9/26-9/30
2	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.	Rhythm	TSW sing "Hey Motswala." TSW clap rhythmic accompaniment to song.	TSW will recognize quarter notes, paired eighth notes and quarter rests	10/03-10/07
3	6.1.1 Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement and variations) by using manipulatives.	Form	TSW sing "El Floron" and identify the form (A). TSW sing "Sun Don't Set in the Mornin'" TSW identify the form as ABA (first and last sections are the same while middle section is different.	TSW recognize ABA form in music.	10/17-10/21
3	1.1.3 Sing a melody with accurate rhythm, pitch solfege and/or lyrics), dynamics, and tempo. 5.2.3 Demonstrate pitch understanding of solfege	Pitch	TSW sing phrases using solfege hand signs and syllables. TSW sing "Shepherd, Shepherd" using hand signs for shaded sections.	TSW know do-re-mi-so-la hand signs.	10/24-10/28

	symbols used by the teacher				
3	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo. 5.3.3 Identify and demonstrate dynamic markings (e.g. fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.	Dynamics	TSW sing "Tanabata." TSW discuss forte, piano and the correct use for each in the song. TSW follow listening map for "William Tell Overture	TSW know terms used for dynamics.	10/31-11/04
3	2.4.3 Demonstrate tempo and dynamic changes.	Tempo	TSW sing "La Cloche" and identify largo (slow) and allegro (slow) in the song. TSW sing "John Jacob Jingleheimer Schmidt" placing different tempo markings in sections of the song.	TSW demonstrate knowledge of the terms used for tempo.	11/07-11/11
3	6.1.3 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations)	Form	TSW sing "Kum Bachur" and identify the form (ABC). TSW follow a listening map for "Ballet of the Unhatched Chicks" and identify the form (AABA).	TSW know AABA form.	11/14-11/18

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4	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo. 9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.	Holiday Music	TSW sing songs with Christmas/winter themes.	TSW know Christmas music from around the world.	11/28-12/02
4	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo. 9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context	Holiday Music	TSW sing songs with Christmas/winter themes.	TSW know Christmas music from around the world.	12/05-12/09
4	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo.	Holiday Music	TSW sing songs with Christmas/winter themes.	TSW know Christmas music from around the world.	12/12-12/16

	9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context				
5	6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives.	Form	TSW “Treasure Chests” and will identify the song as verse-refrain or AB (2 different sections). TSW move to the song “Les Saluts.” TSW will move in a circle and will change directions when the section changes.	TSW be able to identify AB form. TSW will know verse-refrain.	1/09-1/13
5	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives	Rhythm	TSW sing “Throw it Out the Window.” TSW clap quarter note-eighth note patterns from the song.	TSW be able to identify equal and unequal beat divisions and rhythms.	1/16-1/20
5	5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher. 5.3.2 Identify and demonstrate dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).within a given music selection.	Pitch	TSW sing “Cumberland Gap” and will identify the so-la patterns in the song. TSW sing “En Roulant Ma Boule.” TSW discuss the first and second endings in the song.	TSW be able to sign so-la. TSW know first and second endings.	1/23-1/27

5	5.1.3 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes,	Meter	TSW conduct a 2/4 pattern to "Crawdad Song." TSW sing the song with and without accompaniment.	TSW know 2/4 and 4/4 meter.	1/30-2/03
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6	6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives	Phrases/Form	TSW sing "Stevedore's Song" and will identify the phrases. TSW listen to "Spinning Song" and will identify the phrases as similar or sam	TSW be able to identify ABA form.	2/06-2/10
6	5.1.3 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests,	Rhythm	TSW read and clap sixteenth note combinations in the song "Riding in the Buggy."	TSW identify sixteenth notes.	2/13-2/16

	quarter rests).				
6	2.2.2 Perform, alone, basic melodies on a pentatonic scale (four-measure minimum	Pitch	TSW sing "Rise up Singing" in the pentatonic scale. TSW identify DO in the song. TSW sing "Shalom Chaveyrim."	TSW be able to identify the pentatonic scale.	2/20-2/24
6	5.1.3 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests)	Rhythm	TSW sing "Dinah." TSW play question-answer phrases using rhythms from the song.	TSW able able to play sixteenth note patterns.	2/27-3/03
6	6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives.	Form	TSW define rondo. TSW listen to "Gypsy Rondo." TSW perform "Jamaican Farewell	TSW know rondo.	3/06-3/10
7	5.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.	Meter	TSW conduct a $\frac{3}{4}$ pattern to "Bella Bimba."	TSW know $\frac{3}{4}$ meter.	3/13-3/17
7	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.	Beat Rhythm	TSW will conduct patterns in $\frac{2}{4}$ , $\frac{3}{4}$ , and $\frac{4}{4}$	TSW know $\frac{2}{4}$ , $\frac{3}{4}$ , and $\frac{4}{4}$ meter.	3/20-3/24



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7	4.3.2 Create and demonstrate a short introduction and coda to a given melody.	Composing	TSW compose a four beat pattern to "The Marvelous Toy."	TS should know how to compose a short rhythm section.	4/03-4/07
8	2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique	Beat Divisions/Form	TSW sing "Uno De Enero." TSW will clap rhythms patterns from the song that contain three sounds per beat.	TSW be able to recognize three sounds per beat. TSW recognize AB form.	4/10-4/14
8	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives	Rhythm	TSW perform and ostinato containing quarter notes, quarter rests, and triplets to accompany the song "One More River."	TSW know patterns containing quarter notes, quarter rests, and triplets.	4/17-4/21
8	2.4.3 Demonstrate tempo and dynamic changes	Tempo	TSW sing "Draw a Bucket of Water." TSW will divide into groups of four and will perform the activity while changing	TSW recognize tempo changes.	4/24-4/28

			movements when the tempo changes.		
8	7.1.1 Discuss a music selection or performance using teacher-given criteria.	Articulation	TSW perform “Shoo Fly Pie and Apple Pan Dowdy” using both legato and staccato articulation.	TSW be able to identify articulation terms	5/01-5/05