



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana



T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

MUSIC, 5th PREP

Teacher: Brenda Taveras Delgado

Email: btaveras@saintgeorge.do

Academic year: 2011-2012

1. INTRODUCTION AND DESCRIPTION OF COUSE:

Goals and motivation: Music Education will provide all students the opportunity to express themselves, to be creative, to explore different music instruments, and to be able to development their abilities and values, through directed musical activities.

Objectives:

Understand and apply basic concepts and elements of musical language.

Improvise texts, rhythm, melodies and movements leading to the acceptance of roles and expressive maturity. Also understand the musical language and critical awareness. This will encourage independence and ability in making decisions.

Develop the ability to achieve auditory habit of attention, concentration and love for music.

Achieve flexibility, coordination and rhythmic precision when doing body percussion, movement and handling of instrument.

Promote the pleasure and gratification for communication, solidarity and interaction of the child's environment through music.

Develop individual and group work.

Promote values, such as: cooperation, solidarity, attention, concentration, memory, tolerance, self-control, and sensitivity. This will promote the learning of language, mathematics, history, social and aesthetic values; and therefore contributes to the intellectual, emotional, interpersonal, psychomotor, physical and neurological development.

Learn and discover the Dominican cultural roots through activities in the classroom.

The content of music program in fifth grade is presented in three sections:

Listening and responding

Performing

Composing

Musical concepts:

A Sense of pulse

A sense of rhythm

A sense of duration

A sense of tempo

A sense of pitch

A sense of dynamics

A sense of form

A sense of timbre

A sense of texture

A sense of style



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana



T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

2. SKILLS AND CONTENT

Unit 1. The quality of sound . August 29 – September 23. (4 weeks)

Listening and responding:

Exploring sound.

The child should be exposed to:

- Listen to sounds in the environment with an increased understanding of how sounds are produced and organized.
- Respond imaginatively to music in a variety of ways

Performing:

Song singing: The child should able to:

- Recognize the difference between high and low sounds (sol- mi).
- Recognize and sing a more demanding repertoire of songs from memory with an awareness of the music's social, historical and cultural context.
- Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture.
- Keep a steady beat and tempo, singing in tune with an extended vocal range.

Composing:

Improvising and creating:

The child should be able to:

- Select sounds from a variety of sources to illustrate a character or a sequence of events, individually or in a group utilizing pictures, games, poems, stories.

Unit 2. The voice qualities and body percussion. September 26- October 21. (4 weeks)

Listening and responding:

The child should be able to:

Vocal sounds:

- Explore a range of sounds that the singing voice and the speaking voice can reproduce.
- Distinguish and describe vocal ranges and tone colors heard in a piece of music.

Body percussion:

- Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups.

Performing:

The child should be able to:

Song singing and Literacy:

- Introduce and work the quarter and eighth notes. (ta, ti-ti)
- Identify and define the rhythm patterns of well-known songs and chants (Songs with quarter and eighth notes).
- Understand the difference between high and low sounds (sol-mi) work on the staff using hand signs for sol – mi.
- Introduce “La”, using kinesthetic connections, hand signs and the staff.



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana

T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

Composing:

- Select different kinds of sounds (voice, body percussion, untuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories.

Unit 3: The Musical Instruments of the orchestra. October 24 – November 23 (5 weeks)

Listening and responding:

The child should be able to:

- Identify the group of instruments of the orchestra.
- Explore how the tone color of suitable instruments can suggest various sounds and sound pictures.
- Explore and play rhythmic patterns with eighth and quarter notes with percussion instruments.
- Examine the effects produced by different instruments.
- Distinguish the main instrument heard in a piece of music.

Performing:

Sound singing:

- Perform familiar songs with increasing understanding and control of pitch and extended vocal range.
- Perform a rhythmic or melodic ostinato in accompanying a song.

Literacy:

- Introduce quarter rest and half note.
- Recognize and use some standard symbols to notate meter (time) and rhythm one beat (quarter note) half beat (eighth note) one-beat rest (quarter rest) two beats (half note) as rhythm.
- Continue working la- sol- mi, using hand signs, body motion and the staff.

Composing:

The child should be able to:

- Invent and perform simple music patterns that show and develop awareness of musical elements.

Unit 4. The music in the Baroque period (Antonio Vivaldi) November 28 – December 15. (4 weeks)

Listening and responding:

The child should be able to:

- Listen to and describe music in various styles and genres (Baroque period), including familiar excerpts, recognizing its function and historical context where appropriate.
- Describe initial reactions to, or feelings about, Vivaldi compositions (recordings performances and videos).
- Respond imaginatively to longer pieces of music in a variety of ways.

Performing:

Song singing:

The child should be able to:

- Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression.



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana

T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

- Notice the differences created between the sections of songs in different forms verse and refrain, call-and-response, solo-chorus, question-and-answer.

Literacy:

- Introduce “do” using kinesthetics, hand sings and the staff.
- Working quarter notes, quarter rest, eighth notes and half notes.
- Recognize the form of simple songs.

Composing:

The child should be able to:

- Recognize who is Antonio Vivaldi as a composer and musician.
- Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments.

Unit 5. The music in the Classic period (Ludwig van Beethoven) January 10- February 17. (6 weeks)

Listening and responding:

The child should be able to:

- Show the steady beat in listening to live or recorded music accompanying songs or chants.
- Listen to and describe music in various styles and genres (Classic period), including familiar excerpts, recognizing its function and historical context where appropriate.
- Describe initial reactions to, or feelings about, Beethoven compositions (recordings performances and videos).
- Differentiate between steady beat and music without a strong beat in music.
- Recognize strong and weak beats, illustrating them through gestures.

Performing:

Song singing:

- Perform, as part of a group, two songs sung individually and as partner songs.
- Perform la- sol- mi- do with music instruments.

The child should be able to:

Literacy:

- Working la- sol- mi- do in the staff, hand signs and body motion.
- Recognize and sing familiar, simple tunes in a variety of ways.
- Introduce the whole note, half rest and whole rest.

Composing:

The child should be able to:

- Describe and discuss his/her work and the work of other children.
- Improvise with la- sol- mi- do in the music instruments.
- Recognize who is Beethoven as a composer and musician.



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana

T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

Unit 6: Dominican Folkloric music, games and instruments. February 20 – March 23 (5 weeks)

Listening and responding :

The child should be able to:

- Distinguish between sounds of different duration (long or short) while listening to music
- Respond appropriately to obviously different sections in a piece.
- Identify traditional Dominican instruments and music.

Performing:

Song singing and literacy:

- Perform a rhythmic or melodic ostinato (a pattern that is repeated over and over).
- Identify unison parts (playing or singing the same line) and harmonic parts (two or more independent parts together) aurally.

Playing instruments and literacy:

The child should be able to:

- Work with whole notes, whole rest, quarter notes, quarter rest, half, half rest and eighth notes with dictations, rhythmic echos, and percussion instruments.
- Introduce “re” using body motion, hand signs and the staff.
- Discover different ways of playing percussion and melodic instruments
- Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants.

Composing :

The child should be able to:

- Describe and discuss his/her work and the work of other children.

Unit 7: Performance. March 26- May 15 (4 weeks)

Listening and responding :

The child should be able to:

- Identify and describe the gradual changes in the tempo of the music as faster or slower.
- Discover two-beat time signature (marching) and three-beat time signature (waltz) by using gestures to accompany music.
- Listen to and describe simple ranges of musical styles and traditions, including familiar excerpts, recognizing appropriate function and historical context.
- Experience six-eighth time signature.

Performing:

Song singing and literacy:

The child should be able to:

- Perform, in groups, simple rounds in two or more parts.
- Review la, sol, mi, re, do, in the staff and hand signs.
- Review the whole note, half note, quarter note, quarter rest and eighth notes.

Playing instruments:

- Identify, sing and perform simple, familiar tunes and rhythm from memory or from notation.



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana



T. 809 562 5262 F. 809 562 5015
www.stgeorge.edu.do

3. TEXTBOOKS AND OTHER RESOURCES:

Textbook:

The Kodaly Method I. (Comprehensive music education). Lois Choksy
150 American Folk Songs to sing read and play. Peter Erdei and Katalin Komlos
150 Rounds for sing and teaching. Edward Bolkovac and Judith Johnson
Sail Away. 155 American Folk Songs to sing, read and play. Eleanor G. Locke
Step it down, Games, plays, songs and stories from the Afro-American Heritage. Bessie Jones and
Bess Lomax Hawes.

Resources:

Percussion Instruments, board staff, puppets (Poppo Shoppo), Orff instruments, CDs, and
videos.

4. TEACHING STRATEGIES:

Music education classes will use the Kodaly Method as the teaching strategy, where the student will have the opportunity to experiment music through games and songs from all over the world. Discovering the musical elements, which will be described and analyzed together with the teacher. That's why the Kodaly Method philosophy is to experiment-analyze and describe. In which the acquired knowledge will be put to practice through performances and active class participation.

5. EVALUATIONS :

The students will receive a rubric (grid that lists criteria) explaining precisely how they will be evaluated for all assignments.

Music Criteria	1	2	3	4	Points
Overall performance					
Individual creativity					
Preparation and materials					
Effort and engagement					
Attitude					
Extra	Mark:				