

Upper Darby School District

Elementary Music Curriculum

General Music – Instrumental Music

Grades 1-5

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Music Educator's National Conference (MENC) Standards

1. Singing, along and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations and accompaniments
4. Composing and arranging music within specific guidelines
5. Reading and notating music
6. Listening to, analyzing and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Pennsylvania Department of Education

Academic Standards for Arts and Humanities

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- A. Know and use the elements and principles to create works in the arts and humanities.
 - B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works.
 - C. Know and use fundamental vocabulary.
 - D. Describe and use knowledge of a style through a performance or exhibition of a unique work.
 - E. Know and demonstrate how arts can communicate experiences, stories or emotions through production.
 - F. Describe works of others through performance or exhibition.
 - G. Identify the function and benefits of rehearsal and practice sessions.
 - H. Use and maintain materials and equipment.
 - I. Describe arts events that take place in school and community.
 - J. Apply traditional and contemporary technologies for producing, performing and exhibiting works.
 - K. Apply traditional and contemporary technology in furthering knowledge and understanding.
- 9.2 Historical and Cultural Contexts
- A. Explain the historical, cultural and social context of an individual work.
 - B. Relate works chronologically to historical events.
 - C. Relate works to varying styles and genre and to the periods in which they were created.
 - D. Analyze a work from its historical and cultural perspective.
 - E. Analyze how historical events and culture impacts forms, techniques and purposes of works.
 - F. Know and apply appropriate vocabulary used between social studies and the arts.
 - G. Relate works in the arts to geographic regions
 - H. Identify, describe and analyze the work of Pennsylvania artists in music.
 - I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts
 - J. Identify, explain and analyze historical and cultural differences as they relate to works.
 - K. Identify, explain and analyze traditions as they relate to the arts
 - L. Identify, explain and analyze common themes, forms and techniques from works

9.3 Critical Response

- A. Identify critical processes in the examination of works in the arts.
- B. Describe works in the arts comparing similar and contrasting characteristics.
- C. Classify works in the arts by forms in which they are found
- D. Compare similar and contrasting important aspects of works based on a set of guidelines using a comprehensive vocabulary of critical response.
- E. Describe and use types of critical analysis.
- F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works
- G. Describe a critic's position or opinion about selected works.

9.4 Aesthetic Response

- A. Identify uses of expressive symbols that show philosophical meanings in works
- B. Investigate and communicate multiple philosophical views about works in the arts.
- C. Identify the attributes of various audiences' environments as they influence individual aesthetic response.
- D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work.

The Upper Darby School District Elementary School Curriculum reflects the standards as stated by the Music Educator's National Conference (MENC) and the Pennsylvania Standards for Arts and Humanities (PA). As such, reference will be made to each standard by abbreviation and number (ie. MENC #1 or PA 9.1)

**Upper Darby School District
1-5 General Music Curriculum**

Singing

Narrative:

Singing is a natural expression. A wide variety of song material allows an appropriate means of physical and emotional response in a supportive atmosphere. The music program at the elementary level helps children develop their potential singing voices in individual and group situations.

Learning Activities and Standards Application:

MENC	PA	Learning Activity
1	9.1	Participation in Rote Singing and Echo Singing <ul style="list-style-type: none"> - Tonal Patterns - Phrases - Complete songs - Call and response, rounds, partner songs.
		Performance of Solo and Ensemble Singing <ul style="list-style-type: none"> - See <i>Suggested Singing List</i>
		Students progressively develop singing independently, on pitch and in rhythm, with appropriate diction and posture.
3	9.1	Students will improvise melodies and simple harmonization.
5	9.1	Students will use syllables, numbers, or letters to read pitch notations in treble clef.
		Students will identify and respond to symbols and traditional terms referring to dynamics and tempo when performing.
6	9.1, 9.3	Students will use appropriate terminology in explaining music, music instruments, voices, and musical performances.
7	9.1, 9.3	Students will evaluate self and peers' singing performances.

Learning Activities and Standards Application, cont:

MENC	PA	Learning Activity
8	9.1, 9.2	Students will explore singing songs in various languages and songs associated with various countries
9	9.1, 9.2	Students will sing songs which celebrate special occasions.

Unit Remediation:

Using a student tutor or teacher, review materials targeted for remediation.

Unit Extension:

Participate in vocal groups inside/outside of school.

Assessment and Rubric:

Students will be assessed by the teacher through classroom performance and participation, and encouraged to self-evaluate.

Advanced	Proficient	Basic	Below Basic
- Student sings on pitch without rote procedure.	- Student sings on pitch without help of a group or accompaniment.	- Student sings on pitch, within a group or with accompaniment. - Student sings when required.	- Student does not sing on pitch. - Student does not sing.

Singing Benchmark:

By the end of 5th grade, students will have gained experience and understanding of:

- Use of vocal warm-ups
- Two-part singing (round, canon, two-part harmony)
- Reading from an octavo
- Singing with good diction
- Performing with rhythmic and tonal accuracy
- Style, mood, dynamics and tempo
- Correct posture and behavior
- Watching/following the conductor
- Basic music terminology (See Vocabulary List)

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Listening

Narrative:

The primary purpose of listening is to explore and to analyze the elements of melody, rhythm, harmony, tone color and form through a variety of historical periods and cultural styles.

Learning Activities and Standards Application:

MENC	PA	Learning Activity
6	9.3	Listen, analyze, and describe a wide variety of music examples (i.e. historical, multicultural, etc.) - See Addendum: Suggested Listening List
		Explore call charts and visuals
7	9.3, 9.4	Evaluate music and music performances
8	9.2	Understanding relationships between music, the other arts and disciplines outside the arts.
		Respond through creative activities such as movement, instrumental and body percussion.
9	9.2	Understanding music in relation to history and culture.

Unit Remediation:

A listening station will be available for supplementary work on appropriate software programs for students who require additional resources to comprehend materials. Using a student tutor or teacher, review materials targeted for remediation.

Unit Extensions:

- Attending winter and spring concerts at Upper Darby High School.
- Attending The Nutcracker.
- Listening to students perform with special talents.
- Attending concerts at the Academy of Music and/or Kimmel Center.
- Arranging for performance at each school from organizations such as "Strings in the Schools"
- Grant writing to obtain funds for an "Artist in Residence"

Assessment and Rubrics:

Students will be assessed by the teacher through classroom performance and discussion, as well as musical responses with group or individual hands-on activities.

Advanced	Proficient	Basic	Below Basic
- Student participates in discussion with musical vocabulary and/or cross-curricular references. - Student responds to music beyond the classroom objective.	- Student participates in discussion with thought out responses. - Student responds to music thoughtfully within the activity.	- Student participates in discussion, with the aid of teacher prompting. - Student responds to music through activity with the aid of teacher prompting.	- Student does not participate in discussion. - Student does not respond to music with given activity.

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Creating

Narrative:

Children are encouraged to use imagination, initiative and originality in their music making. Guided experiences are planned in the creation of texts, movement, melodic lines, rhythmic patterns and sound improvisations.

Learning Activities and Standard Application:

MENC	PA	Learning Activity
1	9.1	Perform alone and with others after creating their own text.
2	9.1	Perform student created melodies, alone and with others on Orff instruments
3, 4	9.1	Improvise singing or playing classroom instruments.
		Create and improvise text, movement, melodic lines, rhythm patterns, sound improvisations and compositions/arrangements.
6	9.3, 9.4	Explore, discover and understand creating and improvisation
6, 7	9.3, 9.4	Listen to and evaluate their own and others improvisations.

Unit Remediation:

- Student will work with partner.
- Student work will be monitored by teacher.

Unit Extension:

- Perform an improvised solo in a performance-based group.
- Perform student compositions in class.

Assessment and Rubric:

Students will be assessed by the teacher through performance and activities/projects created alone or in a group.

Advanced	Proficient	Basic	Below Basic
- Student improvises proficiently using the entire available range and uses rhythmic or melodic beyond what has been taught. -Student creates according to guidelines and adds elements beyond what has been taught.	- Student improvises with correct phrasing, uses most of the available range, and has a rhythmic pulse. - Student creates according to guidelines without teacher prompting.	- Student improvises but has trouble with phrasing, uses a limited range, or lacks rhythmic pulse. - Student creates according to guidelines with aid of teacher prompting.	- Student does not improvise or create.

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Movement

Narrative:

Exploration of physical responses to music is inherent to the development of the child. Guided and creative movement activities foster self-expression and creativity and also facilitate the appreciation and understanding of music. Kinesthetic applications help to demonstrate concepts and elements for differential learners. Coordination and motor skills are assessed through the use of movement activities.

Learning Activities and Standard Application:

MENC	PA	Learning Activity
1	9.1	Students will incorporate singing in the performance of basic motor skills, play-parties, action songs and folk dances.
		Students will enhance movement skills using known singing skills, such as, pitch awareness and matching, dynamics, tempo, form, contour, solfege, breath control, posture
2	9.1	Students will enhance movement skills using known playing skills, such as, body percussion transference, steady beat, rhythm, fine motor skills, eye-hand coordination, mallet technique, posture
		Students will create original movement sequences, dances and dramatizations to live music, recorded music, poetry and children's literature.
3	9.1	Students will use creation in movement with improvisation, locomotor and nonlocomotor and dramatization.
4	9.1	Students will compose movement patterns, sequences and simple dances to specified musical examples.

Learning Activities and Standard Application, cont:

MENC	PA	Learning Activity
5	9.1	Students will enhance movement skills using known theory skills, such as, conducting, meter, form, rhythm, solfege
6	9.2	Students will demonstrate a kinesthetic response to music through guided listening lessons.
7	9.3	Students will analyze individual and class movement performances.
8	9.3	Students will explore the correlations of music and math in movement/dance.
9	9.3	Students will explore musical games, play-parties and dances of their own country and of many foreign lands.

Unit Remediation:

Using a student tutor or teacher, review and practice skills targeted for remediation.

Unit Extension:

- Perform school wide presentations, concerts and celebrations.
- Take studio dance lessons
- Join a dance troupe
- Attend a dance workshop, assembly or professional performance.
- Watch a professional dance performance on television.
- Visit a dance web site.

Assessment and Rubrics:

Students will be assessed by the teacher through individual, small group, or whole class activities on the skills and concepts taught/explored.

Advanced	Proficient	Basic	Below Basic
<ul style="list-style-type: none">- Student moves/responds to music proficiently and discovers new movements without teacher prompting.- Student performs organized steps and is able to create new movements that correspond.	<ul style="list-style-type: none">- Student moves/responds to music in various locomotor or interpretive movements.- Student performs organized steps without aid of prompting.	<ul style="list-style-type: none">- Student move/responds to music with the aid of teacher prompting.- Student performs organized steps with aid of teacher or group prompting,	<ul style="list-style-type: none">- Student does not move/respond to music.- Student cannot perform organized steps as directed.

Upper Darby School District 1-5 General Music Curriculum

Theory

Narrative:

Children will investigate and develop the skills necessary for reading and writing the language of music. Developmental oral/aural and manipulative experiences facilitates the understanding and utilization of notation. Such fundamentals are basic to music education.

Learning Activities and Standards Application:

MENC	PA	Learning Activity
5	9.1	Students will learn to read and write music using musical notation through a variety of activities. <ul style="list-style-type: none">• Computers, drill, dictation, echo singing/clapping, worksheets.
		Create original compositions using the knowledge of theory.

Unit Remediation:

- Using a student tutor or teacher, the students will review material.
- Students will work in pairs.

Unit Extension:

- Sight-read music in a school musical organization.

Assessment and Rubrics

Students will be assessed through group or individual oral and/or written evaluation and performance.

Advanced	Proficient	Basic	Below Basic
<ul style="list-style-type: none">- Student reads/comprehends musical notation with no mistakes.- Student utilizes notation with no mistakes while creating.	<ul style="list-style-type: none">- Student reads/comprehends musical notation with few mistakes.- Student utilizes notation with few mistakes while creating.	<ul style="list-style-type: none">- Student reads/comprehends musical notation with numerous mistakes.- Student utilizes notation with numerous mistakes while creating.	<ul style="list-style-type: none">- Student is unable to read/comprehend musical notation taught.- Student is unable to utilize notation to create.

Upper Darby School District 1-5 General Music Curriculum

Playing

Narrative:

The primary purpose of playing classroom instruments is to provide opportunities for solo and ensemble experiences.

Learning Activities and Standards Application:

MENC	PA	Learning Activity
2	9.1	Perform melodies and accompaniments on Orff instruments and recorders
3	9.1	Improvise on Orff instruments and recorders using Question and Answer and the Pentatonic scale
4	9.1	Create new melodies and accompaniments on recorders and Orff instruments.
		Create melodic patterns using rhythms of speech patterns and poetry.
5	9.1, 9.4	Play to accompany stories, drama and express mood.
7	9.1, 9.3	Peer critique and discussion of classroom performances.

Unit Remediation:

- Peer Critique
- Students will work in pairs to practice skills

Unit Extension:

- Participate in Orff and Recorder Ensembles in the classroom and in concert.
- Audio/Video tape performance: peer critique of performances.

Assessment and Rubrics:

Students will be assessed through solo or ensemble performance of technique/concept being taught.

ORFF/NONPITCHED PERCUSSION

Advanced	Proficient	Basic	Below Basic
- Student is able to play proficiently and perform another concept simultaneously (sing, steady beat, with other rhythms/melodies being played around them)	- Student is able to play with correct technique, coordination and posture.	- Student is able to play with correct technique, coordination and posture with the aid of teacher prompting.	- Student does not play with correct technique, coordination or posture.

RECORDER

Advanced	Proficient	Basic	Below Basic
- Student plays with correct tone, finger placement, and/or accurate tonguing without teacher aid/prompting.	- Student plays with correct tone, finger placement, and/or accurate tonguing with occasional need for teacher aid/prompting.	- Student plays with correct tone, finger placement, and/or accurate tonguing after teacher aid/prompting.	- Student does not play with correct tone, finger placement, and/or accurate tonguing.

Upper Darby School District Instrumental Curriculum

Narrative

It is the purpose of elementary instrumental music instruction to encourage development of students' problem-solving skills, critical thinking, creativity, and ability to work with others toward a common goal through teaching skills necessary to perform on a musical instrument. Students will learn the basics of sound production, music reading, music writing, and ensemble playing in accordance with the National Standards for Music Education as recommended by the Pennsylvania Music Educators' Association (PMEA). The musical and interpersonal skills learned by students through participation in the band program is an integral part of the development of students, and lays the foundation for the learning of new concepts throughout students' progression through the educational system.

**Upper Darby School District
Instrumental Curriculum**

Learning Activities and Standards Application

MENC	PA	Learning Activity
2	9.1	Standard is addressed through students learning how to produce sounds on string, wind, and percussion instruments. Students receive weekly instruction by on their instrument as well as participate in weekly ensemble rehearsals, where they learn listening skills, how to balance an ensemble, and how to work cooperatively to achieve a cohesive blend.
4	9.1	Students who participate in the elementary jazz bands receive the opportunity to learn to improvise beginning with mastery of major and pentatonic scales. This occurs in an ensemble setting as well as during lessons. As the school year progresses and students are exposed to a wider variety of styles, students have the opportunity to incorporate these concepts in their regular playing.
5	9.1, 9.4	As an integral part of elementary instrumental instruction, students learn the basics of note reading through the <i>Accent on Achievement</i> band method, the <i>Essential Elements 2000</i> string method, and concert music. Basic note values are addressed, along with their corresponding rests, and students are familiarized with the notes of the treble and bass clef. Music reading extends to extra-musical concepts such as dynamics, style, and form
6	9.3	Students are encouraged to listen to performances, both by themselves and to others, in order to understand style and hear examples of musicians exhibiting good tones. This happens during group lessons as well as at home, as this reinforces good

		habits learned in school at home and can provide context for music to the students.
7	9.1, 9.2	Critical evaluation of performance by students is an essential part of students learning to be their own teachers. Students evaluate their own progress lesson-to-lesson, as well as evaluate performances by the ensembles that they participate in following concerts. This allows students to develop critical problem solving skills so that they are able to analyze their progress outside a school setting and continue to progress outside these confines
8	9.2	One of the prime benefits to students who participate in music is an increased understanding of math and reading skills. The skills necessary to perform rhythms and process pitches are directly related to similar reading skills in the regular classroom.
9	9.1, 9.2	Several of the songs in the instrumental method books are taken from major composers of the Baroque, Classical, and Romantic eras. Students learn not only about the historical context of these pieces, but also about how they influenced future music by comparing and analyzing the progression and development of these pieces. UD Foundation Gala is an annual performance venue allows exposure to different eras of music in an historically appropriate performance practice. Concert music generally includes popular tunes that the students are familiar with, and performing these pieces in an ensemble setting allows them to gain a new perspective of these works.

Upper Darby School District Instrumental Curriculum

Goals

General Concepts:

Mastery of basic rhythms, including dotted rhythms and syncopation; production of adequate tone throughout the range of the Instrument; maintenance of tempo; understanding of musical terms of expression including dynamic markings, articulation markings, and tempo indicators; familiarity with Baroque, Classical, and Romantic era composers introduced throughout *Accent on Achievement* Book 1, and *Essential Elements 2000* Book 1, knowledge of concert B^b, F, E^b, and D scales and the Circle of Fifths for band instruments, and the B^b, F, C, G, D and A Major scales, and the G and D minor scales for string instruments.

Performance Goals

Reflecting the differing ability levels each student brings to rehearsals, this section is designed to provide a broad framework for students' progress to be measured against. Specific goals for each instrument by the end of the 5th grade year are listed, with a more complete breakdown of the course of instruction provided in **Instrumental Curriculum: Time line** found on pg.

Band Instruments:

- Flute: Range up to high C and low D; introduction of vibrato
- Clarinet: Be able to cross the break; range extending below and above the staff to low E and high
- Saxophone: Understanding of alternate fingerings; range to low C and high D.
- Trumpet: Range to 4th space E, development of endurance necessary to perform complete concerts
- Trombone: Fluency of positions 1 – 6, range down to low F and up to high B^b
- Percussion: Tempo maintenance, knowledge of basic rudiments

Performance Goals, cont

String Instruments:

- Violin: All finger positions on all strings
Beginning shifting to 3rd position
- Viola: All finger positions on all strings
Beginning shifting to 3rd position
- Cello: All finger positions on all strings
Beginning shifting to 3rd position
- Bass: All finger positions on all strings
Shifting to 3rd position

Ensemble:

Students will understand how to listen across the ensemble to achieve balance, blend, and unity of sound. Students will be able to maintain steady tempo both by listening to the percussion section as well as developing an internal sense of rhythm. Concepts such as phasing, intonation, and tempo maintenance are addressed during rehearsals, and throughout the course of the school year students will learn how to incorporate that in rehearsal without prompting, in order to form a more cohesive ensemble.

**Upper Darby School District
Instrumental Curriculum**

Benchmark Time Line: Strings

3rd Grade Benchmarks

November	<i>Concepts</i>	Playing and theory fundamentals
		Quarter notes/rests
		Notes on the D string
	<i>Assessments</i>	Playing Exam: #19 Rolling Along
		#22 Lightly Row

February	<i>Concepts</i>	Placement of each note of the D Major scale
		Visually follow written notes while playing
		Demonstrate correct bow hold
		Identify clef signs and 4/4 time signature
	<i>Assessments</i>	Playing Exam: #44 Matthew's March
		#45 Christopher's Tune

June	<i>Concepts</i>	Read notes of the D Major Scale
		Recognize key signature of D Major
		Perform eighth note and half note rhythms accurately
		Identify first and second endings
		Understand 2/4 and 3/4 time signatures
		Understand multiple staves in a system
		Perform in a large group ensemble for an audience.
	<i>Assessments</i>	Playing Exam: #88 Frere Jacques
		#92 Can-Can

4th Grade Benchmarks

November	<i>Concepts</i>	Read and perform the notes of the G Major scale
		Recognize the key signature for G Major
		Perform the dotted half note rhythm accurately
		Perform slurs and ties
		Recognize tempo markings
		Understand D.C. and pick-up notes
	<i>Assessments</i>	Playing Exam: #116 Song for Maria
		#117 Banana Boat Song
		#125 Jingli Nona

February	<i>Concepts</i>	Read and perform the notes of the C Major scale
		Demonstrate an understanding of half and whole steps
		Explain duet, round, there and variations
		Perform whole note rhythm accurately
		(Vln and Bass) Read and perform notes on the E string
		(Vla and Cello) Read and perform notes on the C string
	<i>Assessments</i>	Playing Exam: (Vln and Bass) # 152 Long, Long Ago
		(Vla and Cello) # 162 Shepherd's Hey

June	<i>Concepts</i>	Perform staccato and hooked bowing
		Demonstrate an understanding of all finger patterns in Book 1
		Perform dotted quarter/eighth rhythm accurately
	<i>Assessments</i>	Playing Exam: #176 Pop Goes the Weasel
		(Book 2) #5 Theme from London Symphony
		#17 The Outback

5th Grade Benchmarks

November	<i>Concepts</i>	Review all concepts from Book 1
		Read and perform the notes of the A Major scale
		Perform sixteenth note and dotted eighth/sixteenth note rhythms accurately
	<i>Assessments</i>	Playing Exam: Book 2, #66 Sitka City
		Book 2, #90 Tom Dooley

February	<i>Concepts</i>	Read and perform the notes of the F and Bb Major scales
		Read and perform the notes of the D and G Minor scales
		Understand 6/8 time signature, and all rhythm groups associated with it
	<i>Assessments</i>	Playing Exam: Book 2, #124 May Time
		Book 2, #126 Mahler's Theme

June	<i>Concepts</i>	Perform slurs, ties, staccato and accent marks accurately at sight
		Understand mixed meter and cut time
		Perform triplet rhythm accurately
		Perform all finger patterns on all strings
	<i>Assessments</i>	Playing Exam: Book 2, #135 Kum Ba Yah
		Book 2, #142 Field Song
		Book 2, #155 March from Peasant's Cantata

**Upper Darby School District
Instrumental Curriculum**

Benchmark Time Line: Woodwinds, Brass and Percussion

4th Grade Benchmarks

November	<i>Concepts</i>	Playing and theory fundamentals
		Perform whole, half and quarter note and rests accurately
		4/4 Time signature
		Repeat signs
		Basic notation
		Duet and Round
		Percussion: Quarter notes, reading sticking, paradiddles, eighth notes, bass drum
		Use supplemental materials or skip ahead to pg. 12.
	<i>Assessments</i>	Playing Exam: #11 Passing Notes (as duet)
		#12 Take 5
		#18 Au Claire de la Lune
		#19 Jingle Bells
		#25 Dreydl, Dreydl, Dreydl
		#22 Better Than the Rest

February	<i>Concepts</i>	pp.10-13
		Concert Bb Major scale
		Basic tempo markings: Moderato, Allegro, Andante
		2/4 Time signature
		Eighth notes
		Ties
		Theme and Variation
		Internal repeat/1 st and 2 nd endings
		Composers: Haydn
		Percussion: Triangle, rhythm tree (p.5), 16 th notes, flams, supplemental material OR skip to p.24)

Feb. cont	<i>Assessments</i>	Playing Exam: #35 Surprise Symphony
		#40 Stodola Pumpa
		#30 Shoo Fly
		Other examples/supplemental repertoire that displays concepts

June	<i>Concepts</i>	pp.10-13
		Concert Bb Major scale
		Basic tempo markings: Moderato, Allegro, Andante
		2/4 Time signature
		Eighth notes
		Ties
		Theme and Variation
		Internal repeat/1 st and 2 nd endings
		Composers: Haydn
		Percussion: Triangle, rhythm tree (p.5), 16 th notes, flams, supplemental material OR skip to p.24)
	<i>Assessments</i>	Playing Exam: #35 Surprise Symphony
		#40 Stodola Pumpa
		#30 Shoo Fly

5th Grade Benchmarks

November	<i>Concepts</i>	Key of Eb
		Accents
		Eighth rest
		Staccato/Legato
		Mf/mp
		Composers: Bach, Brahms, Mozart, Billings, Offenbach
		Percussion: flam accent, tambourine/woodblock
	<i>Assessments</i>	Playing Exam: #84 Can-Can
		#88 William Tell Overture
		#90 Minuet
		Other examples/supplemental repertoire that displays concepts

February	<i>Concepts</i>	Dotted Quarter
		D.S./D.C.
		Composers: Verdi, Beethoven, Dvorak, Humperdink, Handel
		Clarinet: Playing over break
	<i>Assessments</i>	Playing Exam: #101 Ode to Joy
		#104 New World Symphony
		Other examples/supplemental repertoire that displays concepts

June	<i>Concepts</i>	Syncopated rhythms
		Dotted quarter-eighth rhythms
		Key of Ab, review of previously introduced scales
		Composers: Sibelius, Clarke, Gliere, Elgar, Tchaikovsky
		Percussion: 9-stroke roll, 5-stroke roll
	<i>Assessments</i>	Playing Exam: 2 songs from p. 32 or 33 (excluding #130 and #125)
		Supplemental repertoire that displays concepts

Above and Beyond	<i>Concepts</i>	Circle of 5ths
		Chromatic Scale Bb-Bb
	<i>Assessments</i>	Accent on Achievement pp. 38-43
		Rubank Examples

Upper Darby School District Addendum

Suggested Singing List

Season	Grades	Title	Resource
Beginning of the Year	All	School Song	Specific to School
	All	Golden Rule	K8 - Vol 10 No. 4
		Star Spangled Banner	Public Domain
	1	Hello to All the Children of...	Wee Sing Series
	2	Let's Make a Difference	K8
	2-4	Eagle's Fight Song	Traditional

Fall/Halloween	All	America, The Beautiful	Public Domain
		Boogie Woogie Ghost	Silver Burdett
		Eight Legs	K8 - Vol. 15 No.1
		When Witches Are Waltzing	Silver Burdett
		Witches Brew	Hap Palmer
		Halloween Rhythm Bank - WS	K8
	All/1	Christopher Columbus	Gifford
	All/1	Zoom Goes the Fire Truck	K8 - Vol. 6 No 1
	All/1	Pick A Pumpkin	Unknown
	All/1	Halloween Time	K8 - Vol. 9 No.1
	1-2	I've Been Working On My Costume	Parody, Public Domain
	1	I'm Not Scared	
	1	Six Little Pumpkins	
	1	Pass the Witch's Broomstick	Fiftal
	1	VOTE!	K8 - Vol.11 No.1
	2	Pumpkin Jack	K8 - Vol. 8 No.1
	2	Dry Bones	Traditional
	2	The Skeleton Parade	Orff
	2	In the Hall of the Mountain King	Holt, Grade 2
	2	I Like the Colors of the Fall	K8 - Vol. 18 No 1
	3	It's the Scariest	K8 - Vol 6 No1
	3	Haunted House	
	3	Skin and Bones	
	3	Poor Clifford Skeleton	Fiftal
	3	Wolfman and Frankenstein	Fiftal
	4	Funeral March for a Marionette	Holt, Grade 4
	4	Ghost of John	Traditional
	5	Monsters in the Woods	K8 - Vol. 6 No 1
	5	Addams Family	

Thanksgiving/Nov.		This Land Is Your Land	Public Domain
	All	VOTE!	K8 - Vol. 11 No.1
	1-2	Turkey Pokey	Parody – Public Domain
	1	A Pumpkin Ran Away	Traditional
	1	Take A Turkey Out to Lunch	
	1	Old Tom Turkey	K8 - Vol. 9 No 2
	1	Pumpkin Pie	K8
	1-2	Turkey Ran Away	
	2	Over the River and Through...	Holt, Grade 2
	2	Leaf Song	K8
	3	The Turkey Song	K8
	4	Army Life	
	4	Thanksgiving	Carol King
	4-5	November Thanks	
	5	The Turkey Trot Blues	Grace Nash

December Holidays		A Candle for Peace	K8 - Vol. 15 No.2
		Hanukah, O Hanukah	Holt
		Kwanzaa	K8 - Vol. 5 No. 2
		Twelve Days of Christmas	Public Domain
	All	We Wish You A Merry Christmas	Public Domain
	All	Jingle Bells	Traditional
	1	Zumba Zumb	Silver Burdett
	1	Must Be Santa	Holt, Grade 1
	1	Little Candle Fires	K8
	2	All I Want for Christmas	Holt, Grade 2
	2	Hanukah	Holt, Grade 2
	3	Little Drummer Boy	Holt, Grade 3
	3	Debka Hora	Holt, Grade 3

January		I Have A Dream	K8 Vol. 1, No.3
		We Shall Overcome	Holt
	All	Auld Lang Syne	Traditional
	1	Snow Pants	K8 Vol.13 No.2
	1	Dr. King	
	1	100 Days!	K8
	1-2	Gung Hay Fat Choy	Dyan White
	2	Snow Is Falling Today	K8 Vol.15 No.2
	2	Snowstorm Tonight	K8 Vol. 14 No.2
	2-3	Sing About Martin	Holt, Grade 3
	3	Snow Day	K8 Vol. 6 No.3
	4	Sleigh Song	K8/Carol King
	4-5	Martin Luther King - Poem	
	5	Free At Last	K8 Vol. 9 No.3

February/Holidays		Follow The Drinking Gourd	Traditional
		Chinese New Year	K8 Vol. 8 No.3
	1-2	Phil	K8 Vol. 18, No.3
	1	Who Sent Me A Valentine?	Fiftal
	1	Puxatawny Phil	K8
	1	There's A Groundhog in the Sun	K8 Vol. 1 No. 3
	1	Yankee Doodle	Traditional
	1	There Was An Old Groundhog	K8 Vol. 5 No.3
	1	V-A-L-E-N-T-I-N-E	K8
	1	Valentine Game	
	2	Groundhog Galop	K8 Vol. 9 No. 3
	2	Love Me True	Gifford
	3	Viva Valentine	K8 Vol.11 No.3
	3	Famous Americans	K8
	2-3	Wouldja Be My Valentine?	K8 Vol. 9 No. 3
	4	Nifty, Fifty United States	Holt
	4-5	Pizza Love	K8 Vol. 9 No. 5
	5	Rap of the Presidents	Plank Road Pub.

March/April		Many Cultures, One World	K8
		Read A Book	K8
		Four Leaf Clover	Holt
	1	I'm Looking Over A Four Leaf...	Holt
	1	Little Leprechaun	K8
	1	Speckled Eggs	K8 Vol. 12 No.4
	1	There's A Bunny In My Easter...	K8. Vol. 6 No. 4
	1-2	Joggin' Jig	K8 Vol. 11 No. 4
	2-3	Ole St. Patrick Loved the Irish	Fiftal
	2-3	A Little Green	K8 Vol. 8 No. 4
	2-3	Dip an Egg	K8 Vol 10 No.4
	3	Mother Earth	K8 Vol.10 No. 4
	4	MacNamaras Band	Traditional
	4-5	Hard-Boiled Egg	K8 Vol.9 No. 4
	4-5	Step Lightly on the Earth	K8 Vol. 5 No 4
	5	Paddy Worked the Railroad	Traditional

Spring		You're A Grand Old Flag	Traditional
		She'll Be Comin' Round the...	Traditional
	All	America	
	All	God Bless America	
	1	Whacky Spring Fever	K8 Vol.16 No. 4
	1	Bees Are Buzzing	K8 Vol. 12 No 4
	2	Star Spangled Banner	
	2	The Flag Goes By	Holt, Grade 2
	3	There Are Many Flags	Holt, Grade 3
	3	Take Me Out to the Ballgame	K8 Vol. 8, No. 5
	4	Happiness Runs	Holt

This singing list is not exhaustive but to be used as a reference. If there is no source listed, please check with colleagues for more information.

Upper Darby School District Addendum

Suggested Listening List

1st Grade:

- March and Comedians Gallop
- March of the Toy Soldiers
- Sleigh Ride
- Peter and the Wolf
- Carnival of the Animals, Mexican Hat Dance
- Bugler's Holiday
- Did You Hear That Sound? (K8 – timbre)
- Syncopated Clock
- William Tell Overture (dynamics)
- Sorcerer's Apprentice – listening and video

2nd Grade:

- Danse Macabre
- March and Comedians Gallop
- Sorcerer's Apprentice
- Carnival of the Animals
- Instruments of the Orchestra (Once Upon A Sound video)
- Viennese Musical Clock
- Peter and the Wolf
- The Hall of the Mountain King
- Variations on "Ah, vous dirai-je, maman" Mozart (Holt)
- All Things Bright and Beautiful (Holt)
- Selections from Fantasia

3rd Grade:

- March and Comedians Gallop
- Nutcracker March and Suite
- Hall of the Mountain King from Peter Gynt
- Brahms Hungarian Dance No. 6
- Danse Macabre
- Carnival of the Animals
- Russian Sailors Dance
- Pictures at an Exhibition
- Beethoven's Symphonies
- Air, Bach

3rd Grade cont:

- Anitra's Dance (Holt)
- Selections from Fantasia

4th Grade:

- Nutcracker Suite
- Beethoven (7th symphony – Mvt. 2, Fur Elise, Ode to Joy)
- Eine Kleine Nacht Music
- Pictures at an Exhibition
- Instruments of the Orchestra
 - o Disney Video Set, or
 - o Young Person's Guide to the Orchestra
- Danse Macabre
- Carnival of the Animals
- Variations
 - o Pop Goes the Weasel
 - o Hot Cross Buns
- Jazz Music
- Funeral March of a Marionette
- Meringe Boom (Holt)
- Unsquare Dance (Holt)
- Selections from Fantasia

5th Grade:

- Olympic Theme
- Rigoletto
- Amahl and the Night Visitors (intro to Opera)
- Pachelbel's Canon in D
- Nutcracker
- Swan Lake
- Vivaldi Four Seasons
- Beethoven's 9th (+ others)
- Stomp Video (Making music with "found" instruments)
- Danse Macabre
- Instruments of the Orchestra
- Brandenburg Concerto
- Variations on a Shaker Tune
- Moonlight Sonata
- Rodeo by Copland
- Toccata and Fugue, Bach
- Selections from Fantasia

Upper Darby School District 1-5 Music Curriculum

Vocabulary List

Key:

1 = Beginner
2 = Intermediate
3 = Advanced

A = Words in Printed Music
B = Words for General Music
C = Words for Instrumental Music

Accent	A	1	Flat	A	3
Crescendo	A	1	Largo	A	3
Decrescendo	A	1	Ledger Lines	A	3
Double Bar	A	1	Natural sign	A	3
Forte	A	1	Pick-up Notes	A	3
Half Note	A	1	Ritardando	A	3
Half Rest	A	1	Sixteenth Note	A	3
Measure	A	1	Sixteenth Rest	A	3
Meter	A	1	Slur	A	3
Piano	A	1	Tie	A	3
Quarter Note	A	1	Time Signature	A	3
Quarter Rest	A	1	Triplet	A	3
Treble Clef	A	1	Vivace	A	3
Allegro	A	2	AB	B	1
Bar Line	A	2	ABA	B	1
Coda	A	2	Accompaniment	B	1
Dotted half note	A	2	Applause	B	1
Eighth Note	A	2	Audience	B	1
Eighth Rest	A	2	Ballet	B	1
Fermata	A	2	Beat	B	1
Fortissimo	A	2	Call and Response	B	1
Key Signature	A	2	Choir	B	1
Moderato	A	2	Classical Music	B	1
Pianissimo	A	2	Composer	B	1
Repeat sign	A	2	Conductor	B	1
Sharp	A	2	Dynamics	B	1
Staff	A	2	Folk Music	B	1
Whole Note	A	2	Form	B	1
Whole Rest	A	2	Instrument	B	1
1st and 2nd endings	A	3	Introduction	B	1
A Tempo	A	3	Lyrics	B	1
Accelerando	A	3	Melody	B	1
Accidental	A	3	Ostinato	B	1
Adagio	A	3	Percussion Instruments	B	1
Alto Clef	A	3	Phrase	B	1
D.C. al fine	A	3			

Pitch	B	1	Arpeggio	B	3
Refrain	B	1	Counter melody	B	3
Rhythm	B	1	Descant	B	3
Solo	B	1	Movement	B	3
String Instruments	B	1	Quartet	B	3
Tempo	B	1	Score	B	3
Verse	B	1	Solfege	B	3
Volume	B	1	Staccato	B	3
Woodwind Instruments	B	1	Symphony	B	3
Alto	B	2	Arco	C	2
Ballad	B	2	Band	C	2
Bass	B	2	Bow	C	2
Blues	B	2	Bridge	C	2
Brass Instruments	B	2	Intonation	C	2
Canon	B	2	Major scale	C	2
Chord	B	2	Octave	C	2
Concerto	B	2	Orchestra	C	2
Duet	B	2	Pizzicato	C	2
Harmony	B	2	Articulation	C	3
Improvise	B	2	Bass Clef	C	3
Interlude	B	2	Chromatic Scale	C	3
Jazz	B	2	Common Time	C	3
Legato	B	2	Cut Time	C	3
Opera	B	2	Divisi	C	3
Partner Song	B	2	Enharmonic	C	3
Pentatonic Scale	B	2	Grace Note	C	3
Pop Music	B	2	Half Step	C	3
Rondo	B	2	Interval	C	3
Round	B	2	Mouthpiece	C	3
Scale	B	2	Reed	C	3
Soprano	B	2	Sequence	C	3
Tenor	B	2	Syncopation	C	3
Theme and Variations	B	2	Transpose	C	3
Timbre	B	2	Whole Step	C	3
Trio	B	2			
Unison	B	2			

Upper Darby School District Addendum

Video List

The following is a comprehensive list of what is available through our music faculty to supplement sections of our curriculum.

Orchestra Families

Lloyd Moss. Zin, Zin, Zin: A Violin! (New York: Lancit Media Productions/GPN/WNED-TV). VHS

Carnival of the Animals

Peter and the Wolf (New York: IFX Productions/BMG Video:1995). VHS

Once Upon A Sound (Chicago: Clearvue, Inc:1988). VHS

Disney's World of Music Discovery (Elk Grove Village, IL: Disney Educational Productions). VHS

Elements of Music

Fantasia (Walt Disney) VHS

Sesame St. Let's Make Music (Sony Wonder and Children's Television Workshop: 2000). VHS

Musical Theatre

Annie

Rigoletto (Feature Films for Families/Rekab Tserrof, L.C.: 1993). VHS

Amahl and the Night Visitors

American History/Cross-Curricular

Follow the Drinking Gourd (Rabbit Ears Production: 1997) VHS

This Is America, Charlie Brown: The Music and Heroes of America (Lee Mendelson and Bill Melendez Production/United Feature Syndicate: 1995). VHS

Miscellaneous

Taped Upper Darby School District Concerts

To get a video approved, please apply with Director of Curriculum.

Upper Darby School District Addendums

Materials/Technology

The following is a comprehensive list of materials and technology that are used throughout the district to supplement our curriculum.

General Music Books and Subscriptions

Holt, Rinehart and Winston Publishers. Holt Music Series – Grades 2-5 (USA: 1988)

Hermann Regner. Music for Children: Orff-Schulwerk American Editions 1, 2 and 3. (European American Music Corp., 1977)

Gunild Keetman, Carl Orff and arr. Margaret Murray. Music for Children: Vol. I-V. (Schott Music,)

Carol King. Recorder Routes - Vol. I and II (Tennessee: Memphis Musicraft Publications 1994).

Music Express Magazine. (Milwaukee, WI: Hal Leonard Corporation)

Music K-8 Magazine. (Wauwatosa, WI: Plank Road Publishing, 1997-2010)

Selected Octavos

General Music Instruments

- Orff Barred Instruments and Non-pitched percussion
- Boomwhackers

Instrumental Books and Sources

John O'Reilly and Mark Williams. Accent on Achievement: Book 1 (Alfred Music Publishing, 2006)

Michael Allen, Robert Gillespie, and Pamela T. Hayes. Essential Elements 2000 for Strings: Books 1 & 2 (Hal Leonard Publishing, 2004)

Supplemental Sheet Music

Instrumental Inventory

Woodwinds:

- Flutes, clarinets, alto saxophones
- Piccolo, bass clarinet, soprano saxophone, tenor saxophone, baritone saxophone
- Cork grease, cleaning rods, key oil, swabs

Brass:

- Trumpets, trombones
- Cornets, French horns, baritone horns, tuba
- Slide grease, valve oil, mouthpiece puller

Percussion:

- Snare drum, bass drum
- Chimes, timpani, drum set, bells, hand percussion
- Sticks, mallets, hammers, drum key

General:

- Music stands, chairs
- Sterisol ®
- Flash cards
- CD burner, blank CD's
- UDSD rental contracts (see addendum)
- Zeswitz Music Rental contracts (see Zeswitz representative for more information)

Technology Resources

- Clavinova
- Stereo/CD Player
- Projector
- MacBook Laptop
- Software:
 - Sibelius
 - GarageBand
 - Groovy Music
 - iTunes

UPPER DARBY SCHOOL DISTRICT
Department of Instrumental Music

Brass/Woodwind/Band Report Card

Student's name: _____ Room # _____

KEY:	1	2	3	4
	Below Basic	Basic	Proficient	Advanced

	November	February	June
Shows evidence of regular practice			
Comes prepared with instrument/music			
Demonstrates good embouchure			
Demonstrates knowledge of fingerings/positions			
Demonstrates good posture			
Demonstrates good intonation			
Demonstrates good articulation			
Demonstrates good tone quality			
Performs/reads rhythms accurately			
Performs/reads notes accurately			
Attends all lessons/performances			

Teacher's Signature

Parent's Signature

UPPER DARBY SCHOOL DISTRICT
Department of Instrumental Music

Strings/Orchestra Report Card

Student's name: _____ Room # _____

KEY:	1	2	3	4
	Below Basic	Basic	Proficient	Advanced

	November	February	June
Shows evidence of regular practice			
Comes prepared with instrument/music			
Demonstrates good hand position			
Demonstrates knowledge of fingerings/positions			
Demonstrates good posture			
Demonstrates good intonation			
Demonstrates good bowing			
Demonstrates good articulation			
Demonstrates good tone quality			
Performs/reads rhythms accurately			
Performs/reads notes accurately			
Attends all lessons/performances			

Teacher's Signature

Parent's Signature

UPPER DARBY SCHOOL DISTRICT
Department of Instrumental Music

Percussion/Band Report Card

Student's name: _____ Room # _____

KEY:	1	2	3	4
	Below Basic	Basic	Proficient	Advanced

	November	February	June
Shows evidence of regular practice			
Comes prepared with instrument/music			
Demonstrates good hand position			
Demonstrates good percussion grip			
Demonstrates good posture			
Demonstrates good articulation			
Demonstrates good tone quality			
Performs/reads rhythms accurately			
Attends all lessons/performances			
Demonstrates knowledge of rudiments			

Teacher's Signature

Parent's Signature

