

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: K-1

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Music and Me!

UNIT TITLE: Watch Me Move!

UNIT RATIONALE:

Moving to music can provide life long enjoyment.

ENDURING UNDERSTANDINGS FOR UNIT:

All people move to music.
Moving helps me to understand the music.
My body can be a musical instrument.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

Why do people move to music?
Why do I move to music?
How does moving to music help me to express myself?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

6, 7, 8

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will find their self space.
- Students will make a connection between non-musical and musical movements.
- Students will move appropriately and expressively to music.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through observation in the classroom and performance

MUSIC VOCABULARY

Non-locomotive, sway, pat, clap/snaps/stomp, short steps-long steps, Levels -high, medium, and low, dance/movement, gallop, jump, skip, hop, jog, tip-toe, march, personal space, free dance. Dance- contra, circle, line

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

Nursery Rhyme Songs
Train Songs
Yankee Doodle
Animal Songs

Supplemental Songs (enrichment)

Hap Palmer
Greg and Steve
Punchanella
Leprechauns are Marching
Melvina Reynolds

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

Patriotic Songs
Carnival of the Animals
Ballet of the Un-Hatched Chicks
Pictures of an Exhibition

Supplemental Listeners (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

Jump Frog Jump
Drummer Hoff
Dinosaur Stomp
Nutcracker

ARTIFACTS (3-D)

Scarfs
Bean Bags
Balls
Ribbon Sticks

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

Reading, math, patterns, science

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: K-1

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Music and Me!

UNIT TITLE: Our Musical Stories!

UNIT RATIONALE:

Students will experience and discover that music can bring a story to life.

ENDURING UNDERSTANDINGS FOR UNIT:

I can hear a story through music.

I can tell a story through singing, moving and playing instruments.

Composers can portray characters through melody, rhythm, and instruments.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

How can music make me see pictures in my mind?

How can I tell a story by singing, moving, or playing an instrument?

How do composers create characters and stories in their music?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 2, 3, 6, 7, 8, 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will develop listening skills.
- Students will recognize the sequencing of the music.
- Students will interpret stories through singing, moving and playing.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through observation, performance and participation.

MUSIC VOCABULARY

Listening, character, sequence, beginning/middle/end, action, problem-solving,
Alternate ending.

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

I Know an Old Lady Who Swallowed a Fly
Skin and Bones
Brown Bear/Brown Bear

Supplemental Songs (enrichment)

LISTENING REPERTOIRE

Required Listenings (repeated hearings)

Peter and the Wolf
Carnival of the Animals
Berlioz the Bear
William Tell Overture

Supplemental Listenings (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

Knapping House
Silly Sally
Mole Music
Pear, Apple, Bear, There

ARTIFACTS (3-D)

VISUALS (2-D)

Listening Maps

CROSS-DISCIPLINARY CONNECTIONS:

Reading, Writing, literacy

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Assemblies/ Performances

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: K-1

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Music and Me!

UNIT TITLE: Hear Me Sing and Play Instruments

UNIT RATIONALE:

Singing, playing and listening to music can provide life long enjoyment.

ENDURING UNDERSTANDINGS FOR UNIT:

- Making music is fun.
- All people can sing and play musical instruments.
- There are differences between singing, speaking, whispering, and shouting voices.
- There are respectful and expressive ways to play musical instruments.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

- Why do I make music?
- How do I make my voice sound its best?
- How do I make classroom instruments sound their best?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 2, 6, 7

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will find their singing voice and enjoy singing.
- Students will experience a variety of classroom instruments.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done visually and through participation in classroom activities.

MUSIC VOCABULARY

Pattern, beat, rhythm (ta, ti-ti), sing, speak, shout, inside/outside voice, Loud/quiet, auxillary percussion, drum, rhythm sticks, triangle, tambourine, finger cymbals, woodblock, shakers, jingle bells, glockenspiel, metallophone, xylophone

IMPORTANT NAMES

Rest position
Conductor/composer
musicians

SONG REPERTOIRE

Required Songs (memorized)

Greeting
Patriotic
Folk
Orff

Supplemental Songs (enrichment)

Guiro
Claves
Tone bells/ step bells
I've Been Working on the Railroad
She'll be Comin' Round the Mountain

LISTENING REPERTOIRE

Required Listenings (repeated hearings)

Vivaldi "Spring"
Carnival of the Animals
Pictures of an Exhibition
Fantasia

Supplemental Listenings (enrichment)

VIDEOS

Greg and Steve

SOFTWARE

WEB SITES / YouTube

BOOKS

ARTIFACTS (3-D)

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

Reading, patterns, science, math

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 2

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Adventures in Music

UNIT TITLE: Music In Other Lands

UNIT RATIONALE:

Students will demonstrate their understanding of folk music from many cultures through singing, dancing and playing.

ENDURING UNDERSTANDINGS FOR UNIT:

Music is a universal language.
People in all countries sing, dance, and play instruments.
Folk music reflects diverse cultures.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

Why do people everywhere sing, dance, and play instruments?
What is folk music?
How does music of other cultures sound?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 2, 5, 6, 7, 8, 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will sing in tune.
- Students will dance authentically to music of other cultures.
- Students will demonstrate knowledge of and appropriate technique in use of classroom instruments.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through listening and observation in the classroom.

MUSIC VOCABULARY

Folk, Dulcimer, Guitars, Washtub Bass, Washboard, spoons, mandolin

IMPORTANT NAMES

Pete Seager
Peter, Paul and Mary
John Denver
Shaw Brothers

SONG REPERTOIRE

Required Songs (memorized)

American Folk Songs
Spirituals
Folk Dance

Supplemental songs (enrichment)

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

Pete Seager
Peter, Paul and Mary
John Denver
Shaw Brothers

Supplemental Listeners (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

ARTIFACTS (3-D)

VISUALS (2-D)

Charts
Maps

CROSS-DISCIPLINARY CONNECTIONS:

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances Musical Shares/Recitals

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 2

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Adventures in Music

UNIT TITLE: Music at Home

UNIT RATIONALE:

Through listening to and singing songs of our country, students will discover their singing voice and gain an understanding of our musical culture.

ENDURING UNDERSTANDINGS FOR UNIT:

The music of the U.S.A. reflects the diversity of our culture.
Patriotic music expresses pride in our country.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

- What is the culture of the U.S.A.?
- What makes our country's music unique?
- What is patriotic music?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 5, 6, 7, 8, 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will sing in tune
- Students will demonstrate knowledge of American Folk songs and patriotic music.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through listening in the classroom and in performance.

MUSIC VOCABULARY

Patriotic, diversity, cultures, Folk, Spiritual

IMPORTANT NAMES

John Phillip Sousa
Francis Scott Key

SONG REPERTOIRE

Required Songs (memorized)

America
America the Beautiful
Yankee Doodle Review

Supplemental Songs (enrichment)

You're a Grand Old Flag

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

Star-Spangled Banner
Stars and Stripes Forever
Hail to the Chief
Washington Post March

Supplemental Listeners (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

Peter Spier (Star-Spangled
Banner)
Picture Book "America"

ARTIFACTS (3-D)

VISUALS (2-D)

Charts
Maps

CROSS-DISCIPLINARY CONNECTIONS:

Music, reading, History, and Social Studies literacy.

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 3

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: The Language of Music

UNIT TITLE: The Rhythm in Me

UNIT RATIONALE:

We hear melody in music, but we feel the beat

ENDURING UNDERSTANDINGS FOR UNIT:

The foundation of western music is beat and rhythm.

I can feel the beat and rhythm in me.

Active listening makes me a better musician.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

How does moving to music make me feel beat and rhythm?
What does active listening look like?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

6, 7, 8, and 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Language has a natural rhythm, using words to replace rhythmic gestures is an intuitive way for students to learn.
- Students will recognize meters and rhythms through listening and movement.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through observation in the classroom and performance

MUSIC VOCABULARY

Beat, rhythm, quarter, half, eighth and whole notes

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

Hand Drum, Hand Drum
A Ram Sam Sam
Welcome to Our Circle
Rap Your Name
Get Down
Listen

Supplemental Songs (enrichment)

Tap on Your Drum
Hey Dum Diddle Dum
Rocky Mountain
Riddle Ree
Grand Old Flag
Halloween Night

LISTENING REPERTOIRE

Required Listenings (repeated hearings)

Carnival of the Animals
"Aquarium"
Follow the Drinking Gourd
Magic Sound March – Sue Snyder

Supplemental Listenings (enrichment)

Spirituals
Jazz

VIDEOS

Carnival of the Animals
Beethoven Lives Upstairs

SOFTWARE

WEB SITES / YouTube

Youtube sites
Sounds Clips

BOOKS

Thomas' Snowsuit
Don't Wake Up the Bear
Vanishing Pumpkin
Mortimer

ARTIFACTS (3-D)

VISUALS (2-D)

Rhythm Charts
Rhythm Cards
GamePlan Big Book

CROSS-DISCIPLINARY CONNECTIONS:

Immigration
Native Americans

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances Musical Shares/Recitals

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 3

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: It's Instrumental

UNIT TITLE: It's in the B-A-G

UNIT RATIONALE:

To have students achieve musical literacy with a melodic instrument.

ENDURING UNDERSTANDINGS FOR UNIT:

The recorder is an authentic instrument with its own repertoire of music.

Recorder players read standard musical notation.

There is a fixed relationship between fingerings and notes.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

How well am I able to see what I hear and what I see?

How can I improve as a recorder player?

How does reading music and playing an instrument change me/make me feel?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

2, 3, 4, 5, 6, 7

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

Students will be able to play the recorder using proper technique and read the notes B-A-G in whole, half, quarter notes and rests.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through performance and using Mad Minutes (Denise Gagne recorder curriculum).

MUSIC VOCABULARY

Whole/half/quarter notes and rests.
Treble Clef, Staff, skips, steps, bar lines, double bar line, repeat sign,
dynamics - piano

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

Hot Cross Buns
Mary Had A Little Lamb
Au Clair de la Lune

Supplemental Songs (enrichment)

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

Live Performance of a recorder ensemble

Supplemental Listeners (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

ARTIFACTS (3-D)

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Concerts/Performances Musical Shares/Recitals

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 4

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Live Free and Make Music

UNIT TITLE: Instrumental Music

UNIT RATIONALE:

Knowledge of instruments and their repertoire will inspire an appreciation for many genres of instrumental music.

ENDURING UNDERSTANDINGS FOR UNIT:

I can identify musical instruments by sight and sound.
Instruments are grouped in four families.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

What are the characteristics of the instrument families?
What makes each instrument unique?
What is the difference between band and orchestra?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

2, 6, 7, 8, 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will recognize and identify musical instruments and instrument families through sight and sound.
- Students will distinguish between various instrumental ensembles.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through written work, cooperative learning, auditory and visual activities.

MUSIC VOCABULARY

Brass, Percussion, Strings, Woodwind, mouthpiece, double/single reeds, valves, slides, keys, ensemble

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

The Orchestra Song

Supplemental Songs (enrichment)

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

Benjamin Britten's "Young Person's Guide to the Orchestra"
Aaron Copland's "Fanfare for a Common Man"
Listening Maps – Music Express

Supplemental Listeners (enrichment)

Ensembles For Everyone (Artie Almeida)

VIDEOS

John Jacobson's Videos
"Amazing Music" DSO
How it's Made

SOFTWARE

Dallas Symphony Orchestra
Music Tech Teacher

WEB SITES / YouTube

Meet the Woodwind - part 1
Meet the Brass – part 2
Meet the Strings – Part 3
Meet the Percussion – Part 4
BBC National Orchestra of Whales -

BOOKS

The Story of the Orchestra
The Composer is Dead
Luige's Baton and the
Orchestra Family –Music

ARTIFACTS (3-D)

A display of the Instruments
discussed (when possible)

VISUALS (2-D)

Posters
GamePlan
Pictures
The REA Express 2009/10
Instruments

CROSS-DISCIPLINARY CONNECTIONS:

Language Arts, Science, Technology, Visual Arts

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Assemblies, Family/Student concerts, Field Trips (if possible).

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 4

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Live Free and Make Music

UNIT TITLE: American Folk Music

UNIT RATIONALE:

Music that is passed on from generation to generation by oral tradition is an important part of our heritage.

ENDURING UNDERSTANDINGS FOR UNIT:

- Music reflects the needs, desires, values and history of the people who create it.
- Music can tell a culture's story.
- Music was handed down among the common people by oral tradition.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

- What makes a culture?
- What are the unique musical qualities of Folk Music?
- How can music, dance, and instruments contribute to Folk Music?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 2, 3, 5, 6, 7, 8, 9

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will experience contra dance, line dance, circle dance, mixer dances and square dances.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through auditory and visual activities.

MUSIC VOCABULARY

Ballad, Bluegrass, dulcimer, autoharp, jugs, washboards,
Guitar, mandolin, fiddle, banjo

IMPORTANT NAMES

Aaron Copland Johnny Cash
Woody Guthrie Willie Nelson
Pete Seeger
Peter, Paul and Mary

SONG REPERTOIRE

Required Songs (memorized)

If I had a Hammer
'Lil Liza Jane
I've Been Working on the Railroad
Erie Canal
This Land is Your Land

Supplemental Songs (enrichment)

Billy the Kid
Hoe Down

LISTENING REPERTOIRE

Required Listeners (repeated hearings)

"Appalachian Springs"
"Billy the Kid"
"Hoe-Down"

Supplemental Listeners (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

John Henry
Paul Buynan
Silver Burdette "Centennial"

ARTIFACTS (3-D)

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

Students will be exposed to music that reflects their home country.

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

Assemblies/Performances with community musicians.

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 5

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Let's Explore Music

UNIT TITLE: Let's Make Music Together

UNIT RATIONALE:

Through performing music in ensembles, students are able to develop confidence, self-discipline, and the ability to work with others, while singing, playing and dancing.

ENDURING UNDERSTANDINGS FOR UNIT:

It takes teamwork and cooperation to perform music together in a group – choral singing, instrumental playing and dance.

Dancers use a wide range of dynamic movement, gestures and shapes to communicate ideas and feelings.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

What can you do to contribute to a performing ensemble?

How do you perform in an ensemble?

When does movement become dance?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1, 2, 5, 7

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will listen, identify and sing in 2-pt. harmony
- Students will be able to follow a musical score.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Assessment will be done through listening and observation in the classroom and through performance.

MUSIC VOCABULARY

Soprano, Alto, Tenor, Bass, Chorus, Xylophone
Metallophone, Glockenspiel, line, circle, square
Contra-Dance

IMPORTANT NAMES

SONG REPERTOIRE

Required Songs (memorized)

In the Good Old Colony Times

Supplemental Songs (enrichment)

LISTENING REPERTOIRE

Required Listenings (repeated hearings)

Supplemental Listenings (enrichment)

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

Dancing Masters
Phyllis Wiekhart

ARTIFACTS (3-D)

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS:

GENERAL MUSIC UNIT "RECIPE CARD"

GRADE LEVEL: 5

NUMBER OF CLASSES IN UNIT: 10

OVERARCHING THEME FOR GRADE LEVEL: Let's Explore Music

UNIT TITLE: Let's Dig Into Musical Architecture

UNIT RATIONALE:

Students will be able to identify musical form through singing, composition, improvisation, movement and listening.

ENDURING UNDERSTANDINGS FOR UNIT:

The term "musical form" refers to the overall structure or plan of a piece of music.
The structure of a musical work is called its musical form.
Composers used musical patterns to evoke certain moods.

ESSENTIAL GUIDING QUESTIONS FOR UNIT:

How is music constructed?
How is music organized?
What makes a musical pattern?
How do composers use musical patterns?

MUSIC STANDARDS ADDRESSED IN UNIT:

State Standards:

1 - 8

National Standards:

MUSICAL SKILLS INVENTORY FOR UNIT:

- Students will identify AB, ABA, Rondo, and Theme and Variations.
- Students will create a rhythmic composition.
- Students will show musical form through movement.

OUTCOMES EVIDENCED IN FORMATIVE/SUMMATIVE AUTHENTIC ASSESSMENTS:

Students will be assessed through composition, use of notation, movement and improvisation.

MUSIC VOCABULARY

Form, Rondo, AB, ABA, Theme & Variations, Round, Verse/Refrain

IMPORTANT NAMES

Call and Response, Echo Songs
Copland, Ives/Vivaldi

SONG REPERTOIRE

Required Songs (memorized)

"The Village Scene" – Rondo
"Mississippi Mud" – Rondo
"March Past the Kitchen Utensils" – ABA
"Los Machetes" – Rondo
"All You Need Is Love"
"Pink Panther"

Supplemental Songs (enrichment)

Partner Songs

LISTENING REPERTOIRE

Required Listening's (repeated hearings)

"Appalachian Springs" – Copland Theme & Variations.
"America" – Ives Theme and Variations
"Ah 'Vois Dirai Je Mama" – Mozart Theme & Variations.

Supplemental Listenings (enrichment)

Rondo Alla Turca – Mozart
"Spring" – Four Seasons - Vivaldi
"Simple Gifts" - Copland

VIDEOS

SOFTWARE

WEB SITES / YouTube

BOOKS

ARTIFACTS (3-D)

VISUALS (2-D)

CROSS-DISCIPLINARY CONNECTIONS:

SCHOOL-TO-HOME or COMMUNITY CONNECTIONS: