



GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<b>Product Performance</b>	
<i>A. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Use singing, speaking, whispering and shouting voices	<p><b>Big Book:</b>  <i>Create and Perform 32e</i>  <i>Unit 1 Lesson 5 5</i>  <i>Unit 4 Lesson 2 26</i></p> <p><b>Teacher Edition:</b>            CP T155; D T31-T33; M T31, T127; MS T41;            STHT T76; TITF T309; TT T32</p>

Student Big Book pages that were unnumbered have been given letter designations following the closest numbered page. For example, the second page after page 59 becomes 59b. Teacher's Edition pages were not numbered in the same way as Student Edition pages.



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>B. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
<i>C. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform a varied repertoire of songs, including: <b>*patriotic</b> , <b>*folk</b> , Seasonal, <b>*spirituals</b>	<b>Big Book:</b> <i>America</i> 65a <i>Battle Hymn of the Republic</i> 67u <i>Kum Ba Yah</i> 67q <i>Kwanzaa</i> 67n <i>Things I'm Thankful For</i> 66d <i>Wavvuuvuumira</i> 34c <b>Teacher Edition:</b> A T303; AC T165; BHR T331; KBY T327; KT T325; TITF T309; YGOF T5
<i>D. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
<i>E. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform in groups following cues of the <b>*conductor</b>	<b>Big Book:</b> <i>Create and Perform</i> 48c <b>Teacher Edition:</b> CP T227; MS T215; PC T269



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>A. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<p>Perform using two dynamic levels—soft and loud; Echoes simple rhythms (long and short sounds)</p>	<p><b>Big Book:</b>  <i>Lady, Lady</i> 39b  <i>Ride the Train</i> 30b-30c  <i>Music Skills</i> 24a  <i>Unit 4 Lesson 2</i> 26</p> <p><b>Teacher Edition:</b>            AC T104, T108, T128-T129, T136-T137, T144-T145, T184-T185, T213; D T127; M T127; RR T289; TT T60</p>
<i>B. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<i>C. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p>	<p><b>Big Book:</b>  <i>Create and Perform</i> 24c  <i>El Tambor</i> 26c  <i>Gogo</i> 40b  <i>Juhtgarak</i> 22a  <i>Mbombela</i> 32b  <i>Old Mister Woodpecker</i> 36b  <i>Tengo, Tengo, Tengo</i> 45b  <i>Unit 8 Lesson 8</i> 24</p> <p><b>Teacher Edition:</b>            AC T108, T129, T212-T213, T152, T172, T188; CP T119; MS T116</p>



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>D. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Echo short rhythmic patterns on rhythm instruments and/or body percussion	<p><b>Big Book:</b>  <i>Mbombela</i> 32b  <i>Unit 8 Lesson 8 24</i></p> <p><b>Teacher Edition:</b>            AC T104, T108, T116, T152, T213, T220; D T187;            RR T289</p>
<i>E. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Perform in groups following cues of the conductor	<p><b>Big Book:</b>  <i>Create and Perform</i> 48c</p> <p><b>Teacher Edition:</b>            CP T227; MS T215; PC T269</p>
<i>A. 3. Develop and apply improvisation skills in music to communicate through the arts</i>	
<i>A. 4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts</i>	



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<b>Elements of Music</b>	
<i>A.1. Develop and apply the knowledge and skills to read and notate music</i>	
<p>Read icons for long and short sounds and silence in duple meter</p>	<p><b>Big Book:</b>  <i>Music Skills 24a</i>  <i>Popping Corn 33b</i>  <i>Review 24b</i>  <i>Unit 4 Lesson 1 25</i>  <i>Unit 4 Lesson 3 27</i>  <i>Unit 4 Lesson 5 29</i>  <i>Unit 5 Lesson 1 33</i>  <i>Unit 5 Lesson 4 44</i></p> <p><b>Teacher Edition:</b>            AC T125, T160-T161, T208-T209; D T131, T139, T207</p>
<i>B.1. Develop and apply the knowledge and skills to read and *notate music</i>	
<i>C.1. Develop and apply the knowledge and skills to read and notate music</i>	
<i>D.1. Develop and apply the knowledge and skills to read and notate music</i>	
<i>E.1. Develop and apply the knowledge and skills to read and notate music</i>	



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<b>Artistic Impressions</b>	
<i>A.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
Distinguish between same and different	<p><b>Big Book:</b></p> <p><i>Unit 3 Lesson 5 21</i></p> <p><i>Unit 3 Lesson 6 22</i></p> <p><i>Unit 4 Lesson 7 31</i></p> <p><i>Unit 5 Lesson 5 37, 37b-37c</i></p> <p><b>Teacher Edition:</b></p> <p>AC T105, T108-109, T149; D T107, T147, T175; M T103, T107, T147</p>
<i>B.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
Respond and move to aural examples of music: sound and silence; Differentiate between nature, man-made, and animal sounds: Differentiate between various vocal productions: singing, whispering, shouting, speaking	<p><b>Big Book:</b></p> <p><i>Create and Perform 32e</i></p> <p><i>Unit 1 Lesson 5 5</i></p> <p><i>Unit 4 Lesson 2 26</i></p> <p><i>Unit 5 Lesson 1 33</i></p> <p><i>Unit 5 Lesson 4 36</i></p> <p><i>Unit 6 Lesson 4 44-44a</i></p> <p><i>Unit 6 Lesson 4 45-45a</i></p> <p><b>Teacher Edition:</b></p> <p>AC T172-T173; CP T155; D T31-T33; M T31, T127, T207; TT T32, T170</p>



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>A.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence	<b>Teacher Edition:</b> PA T47, T83, T119, T191
<i>B.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
Use prerequisite music terms to describe their personal response to a musical example (feelings)	<b>Big Book:</b> <i>Think!</i> 8e, 24c, 32e, 40e, 48c <i>Unit 2 Lesson 7 15</i> <b>Teacher Edition:</b> AC T77, T136, T140; CL T139, T283; I T282
<b>Interdisciplinary Connections</b>	
<i>A.1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts</i>	
Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	<b>Big Book:</b> <i>Spring 68</i> <i>Unit 2 Lesson 5 13</i> <i>Unit 5 Lesson 3 35</i> <b>Teacher Edition:</b> CL T66, T139, T167; GR T337; HC T219
<i>B.1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</i>	



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<b>Historical and Cultural Contexts</b>	
<i>A.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Identify characteristics of teacher-selected genres or styles: lullabies, marches, nursery rhymes/chants	<p><b>Big Book:</b>  <i>Create and Perform</i> 40e  <i>Is It an Opera?</i> 38c  <i>Listening</i> 22b, 67y  <i>Unit 5 Lesson 6</i> 38</p> <p><b>Teacher Edition:</b>            AC T164, T181; CP T191; HC T178; M T179;            Mo T109; T T335</p>
<i>B.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Describe how elements of music are used in teacher-selected examples: lullabies, marches, nursery rhymes/chants	<p><b>Big Book:</b>  <i>Is It an Opera?</i> 38c  <i>Listening</i> 22b, 35a, 39a, 67y</p> <p><b>Teacher Edition:</b>            AC T109, T185; CL T164, T185; D T167, T183;            T T335; TT 39c</p>
<i>C.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Describe the function of music in various settings and cultural events: lullabies, marches, nursery rhymes/chants; Identify and demonstrate appropriate listening behavior during a classroom or outside performance	<p><b>Teacher Edition:</b>            AC T177; AE T146, T181; CL T164, T278, T327,            T331; HC T318; M T175; RAL T177</p>



# Park Hill School District

Building Successful Futures • Each Student • Every Day

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>D.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Identify responsibilities of a music leader and group participants in a classroom setting	<b>Big Book:</b> <i>Create and Perform 48c</i> <b>Teacher Edition:</b> AE T146; CL T278; CP T227; RAL T177