



**STANDARDS**

**PAGE REFERENCES**

**Historical, Cultural and Social Contexts**

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

**Benchmark A:** Identify and demonstrate basic music forms.

1. Identify and demonstrate same and different.

**Big Book:**

- Little Sir Echo* 21a
- The Muffin Man* 21c
- Unit 1 Lesson* 5 21
- Unit 4 Lesson* 7 31
- Unit 5 Lesson* 5 37
- Unit 6 Lesson* 1 59

**Teacher's Edition:**

- AC T104, T105, T109, T149; D T103, T147, T175;
- M T103, T147; Mo T103, T109; MS T147, T175

STANDARDS	PAGE REFERENCES
<b>Benchmark B:</b> Identify and respond to music of historical and cultural origins.	
2. Sing songs representing their cultures.	<p><b>Big Book:</b>  <i>America</i> 65a  <i>El Tambor</i> 26c  <i>Happy Birthday</i> 69e  <i>Juhtgarak</i> 22a  <i>O Tannenbaum</i> 67j-k  <i>Old McDonald Had a Farm</i> 45a  <i>Peter Cottontail</i> 68b  <i>Santa Clara Corn Grinding Song</i> 34b  <i>The People in Your Neighborhood</i> 24e-f</p> <p><b>Teacher's Edition:</b>  A T303; CL T164; HC T108, T130, T159, T339</p>
3. Sing, listen and move to music from various historical periods.	<p><b>Big Book:</b>  <i>Einekleina Nachtmusik</i> 37b  <i>Oh, A-Hunting We Will Go</i> 11b  <i>Listening</i> 22b, 27c, 31c, 32c, 35a, 36a  <i>Unit 3 Lesson 1</i> 17</p> <p><b>Teacher's Edition:</b>  AC T89; D T171; HC T109, T132, T153, T176;  M T167; Mo T63, T109, T149</p>
4. Identify, listen and respond to music of different composers.	<p><b>Big Book:</b>  <i>Listening</i> 10c-d, 13f, 22b, 27c, 31c, 37b, 37c  <i>Sing a Song of Sixpence</i> 22d  <i>Unit 3 Lesson 1</i> 17  <i>Unit 4 Lesson 6</i> 30</p> <p><b>Teacher's Edition:</b>  AC T72, T89, T109, T132-T133, T140, T176-177;  D T143; Mo T99, T111, T149; RAL T58</p>

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<b>Benchmark C:</b> Recognize the interaction of people in music.	
5. Recognize how sounds and music are used in daily lives.	<p><b>Big Book:</b>  <i>Alphabet Song</i> 9c  <i>America</i> 65a  <i>Happy Birthday</i> 69e  <i>Listening</i> 28a  <i>The Bear Went Over the Mountain</i> 43b  <i>Unit 2 Lesson 8</i> 16  <i>Unit 6 Lesson 8</i> 48</p> <p><b>Teacher's Edition:</b>  A T303; AC T224; As T129; HC T347; M T111, T 123, T135; RAL T224; TT T170</p>
<p><b>Creative Expression and Communication</b>  Students sing, play instruments, improvise, compose, read and notate music.</p>	
<p><b>Benchmark A:</b> Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</p>	
1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.	<p><b>Teacher's Edition:</b>  AC T68-69, T100, T112, T124, T128, T141; D T95, T131; MS T69; TNDY T232-T233</p>
2. Use the head voice to produce a light, clear sound.	<p><b>Teacher's Edition:</b>  AC T104, T128, T141, T145; D T79, T91, T131; MS T69, T 93, T112</p>
3. Play, alone and with others, a variety of classroom instruments with proper technique.	<p><b>Big Book:</b>  <i>Unit 3 Lesson 2</i> 18</p> <p><b>Teacher's Edition:</b>  AC T69, T129, T144; D T91, T95; IGOS T343; MS T86, T124, T125, T162; RAL T56; TT T69</p>

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<b>Benchmark B: Read, write, improvise and compose melodies and accompaniments.</b>	
<p>4. Improvise movement to songs and recorded music.</p>	<p><b>Big Book:</b>  <i>Movement 23b</i>  <i>See the Pony Galloping 8b-c</i>  <i>Teacher to Teacher 19b</i>  <i>Unit 1 Lesson 3 3</i>  <i>Unit 2 Lesson 5 13</i>  <i>Unit 2 Lesson 7 15</i></p> <p><b>Teacher's Edition:</b>  A T25; AC T25, T28, T45, T77, T140, T225; CL T3, T42; D T15, T20, T115; M T67, T77; P T12; RAL T15; S T13</p>
<p>5. Use icons to represent the beat.</p>	<p><b>Big Book:</b>  <i>Photo 42b</i>  <i>Unit 4 Lesson 1 25</i>  <i>Unit 4 Lesson 3 27</i>  <i>Unit 4 Lesson 5 29</i>  <i>Unit 4 Lesson 8 32</i>  <i>Unit 5 Lesson 1 57</i>  <i>Unit 5 Lesson 8 40</i></p> <p><b>Teacher's Edition:</b>  AC T125, T200-T201; D T131, T139, T151, T187, T200; MS T187</p>

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<p><b>Analyzing and Responding</b></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	
<p><b>Benchmark A:</b> Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</p>	
<p>1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).</p>	<p><b>Big Book:</b></p> <p><i>Teacher to Teacher</i> 18b, 31c</p> <p><i>Unit 3 Lesson 2</i> 18</p> <p><i>Unit 4 Lesson 6</i> 30</p> <p><i>Unit 5 Lesson 2</i> 34</p> <p><i>Unit 5 Lesson 7</i> 39</p> <p><b>Teacher's Edition:</b></p> <p>AC T145, T149, T184-T185, T225; D T91-T93, T143, T163, T183; De T237; MS T175, T184, T255, T260</p>
<p>2. Listen and respond to various music styles (e.g., march).</p>	<p><b>Big Book:</b></p> <p><i>Movement</i> 23b</p> <p><i>See the Pony Galloping</i> 8b-c</p> <p><i>Teacher to Teacher</i> 19b</p> <p><i>Unit 1 Lesson 3</i> 3</p> <p><i>Unit 2 Lesson 1</i> 51</p> <p><i>Unit 2 Lesson 5</i> 13</p> <p><i>Unit 2 Lesson 7</i> 15</p> <p><b>Teacher's Edition:</b></p> <p>A T25; AC T25, T28, T45, T77, T140, T225; CL T3, T42; D T15, T20, T115; M T67, T77; P T12; RAL T15; S T13</p>
<p><b>Benchmark B:</b> Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</p>	
<p>3. Identify the sources of a wide variety of sounds.</p>	<p><b>Big Book:</b></p> <p><i>Unit 5 Lesson 4</i> 36</p> <p><i>Unit 5 Lesson 5</i> 37</p> <p><b>Teacher's Edition:</b></p> <p>AC T172-T173; CL T171; M T175; MS T172; RAL T172; TT T170</p>

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<b>Benchmark C:</b> Discuss and evaluate individual and group music performance.	
4. Identify when an individual is performing.	<b>Big Book:</b> <i>Unit 5 Lesson 5 37</i>  <b>Teacher's Edition:</b> AE T146, T176, T181; CL T179, T343; M T175; PA T47; RAL T177
<b>Valuing Music/Aesthetic Reflection</b>  Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.	
<b>Benchmark A:</b> Reflect on their own performances and the performances of others.	
1. Participate in developmentally appropriate music activities.	<b>Big Book:</b> <i>Create and Perform 8e, 32e, 40e, 48c</i> <i>Teacher to Teacher 19b</i>  <b>Teacher's Edition:</b> A T173; CL T96, T179, T180; CP T47, T191, T155; Mo T133; MS T112, T171, T236, T243, T305; PA T227; TT T307
<b>Benchmark B:</b> Demonstrate audience behavior appropriate for the context and style of music performed.	
2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	<b>Big Book:</b> <i>Unit 5 Lesson 5 37</i>  <b>Teacher's Edition:</b> AE T146, T181; CL T179, T343; M T175; PA T47; RAL T177, T335
<b>Benchmark C:</b> Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.	
3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).	<b>Big Book:</b> <i>America 65a</i> <i>Listening 37b-c, 67a, 67s, 67u, 67y</i> <i>Unit 5 Lesson 6 38</i> <i>Unit 5 Lesson 7 39</i>  <b>Teacher's Edition:</b> A T303; AC T176-T177, T180-T181; BHR T331; CL T331; D T179, T183; HC T178; M T179; SW T329; T T335; WS T311

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<p>4. Listen and respond to various music styles (e.g., march, lullaby).</p>	<p><b>Big Book:</b>  <i>Listening</i> 10c-d, 13f, 22b, 27c, 31c, 37b, 37c  <i>Sing a Song of Sixpence</i> 22d  <i>Unit 3 Lesson 1</i> 17  <i>Unit 4 Lesson 6</i> 30</p> <p><b>Teacher's Edition:</b>  AC T72, T89, T109, T132-T133, T140, T176-177;  D T143; Mo T99, T111, T149; RAL T58</p>
<p><b>Connections, Relationships and Applications</b></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p> <p><b>Benchmark A:</b> Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</p>	
<p>1. Use music and/or found sounds together with dance, drama and visual art.</p>	<p><b>Big Book:</b>  <i>Art Gallery</i> 5, 13, 29, 35, 47, 67</p> <p><b>Teacher's Edition:</b>  CL T31, T52, T66, T139, T147, T167, T179, T180,  T218, T316; MS T171; WS T311</p>
<p>2. Observe connections between music experiences and another curricular subject (e.g., English language arts).</p>	<p><b>Big Book:</b>  <i>Unit 2 Lesson 7</i> 15  <i>Winter</i> 67-67a</p> <p><b>Teacher's Edition:</b>  CL T5, T139, T148, T167, T173, T219; Mo T77;  P T67; WS T311</p>

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<b>Benchmark B:</b> Describe how music is used in various cultures in the United States.	
3. Sing songs representing their cultures.	<p><b>Big Book:</b></p> <p><i>America</i> 65a</p> <p><i>El Tambor</i> 26c</p> <p><i>Happy Birthday</i> 69e</p> <p><i>Juhtgarak</i> 22a</p> <p><i>O Tannenbaum</i> 67j-k</p> <p><i>Old McDonald Had a Farm</i> 45a</p> <p><i>Peter Cottontail</i> 68b</p> <p><i>Santa Clara Corn Grinding Song</i> 34b</p> <p><i>The People in Your Neighborhood</i> 24e-f</p> <p><b>Teacher's Edition:</b></p> <p>A T303; CL T164; HC T108, T130, T159, T339</p>
<b>Benchmark C:</b> Identify and describe roles of musicians in various music settings.	
4. Identify a musician.	<p><b>Big Book:</b></p> <p><i>Ourchestra</i> 36a</p> <p><i>Unit 3 Lesson 1</i> 17</p> <p><i>Unit 5 Lesson 4</i> 36</p> <p><i>Unit 5 Lesson 5</i> 37</p> <p><b>Teacher's Edition:</b></p> <p>HC T116, T149, T176, T177, T178; M T175</p>