WHAT WE LEARN IN PRE-K MUSIC

Elements of Music: Pitch

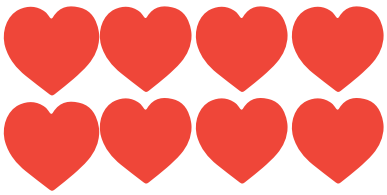
I can

- show high, medium or low sounds
- show how melodies go up, down or stay the same.

Elements of Music: Beat and Rhythm

I can

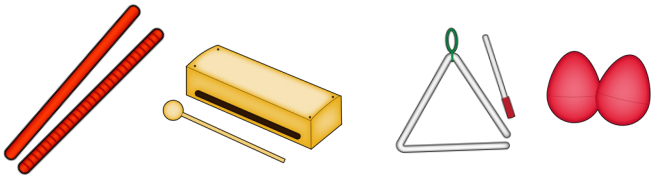
- tell when there's a beat and when there's no beat.
- I can move to and play a steady beat.



Elements of Music: Timbre

I can identify and use

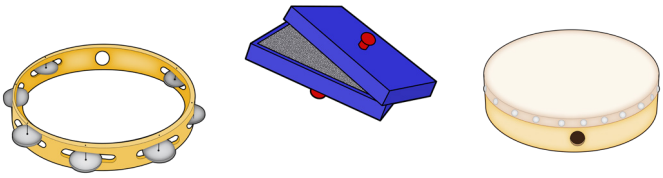
- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scrapes, drums.



Elements of Music: Form

I can

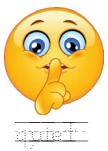
- show phrases.
- tell if phrases are the same or different.
- move to show different sections of the music.



Elements of Music: Expression

I can identify and perform

- loud and quiet
- fast and slow
- smooth or separated



Vocabulary

beat	*woods*
rhythm	*metals*
high/low	*shakes/scrapes*
loud/quiet	*drums*
fast/slow	*solo*
smooth/separated	*repeat*

Create

I can

- create and play patterns using loud/ quiet or picture word rhythms.
- improvise melodies (Q/A, Melody Elephant).

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

Respond

I can

- tell or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

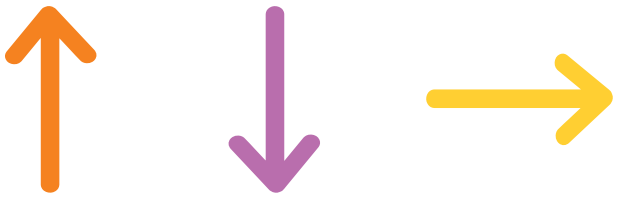
THEMES & VARIATIONS
MUSICPLAY

WHAT WE LEARN IN KINDERGARTEN MUSIC

Elements of Music: Pitch

I can

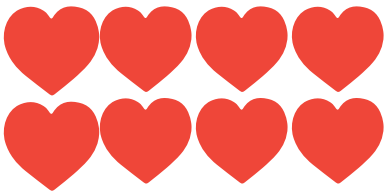
- show high, medium or low sounds.
- show how melodies go up, down or stay the same.



Elements of Music: Beat and Rhythm

I can

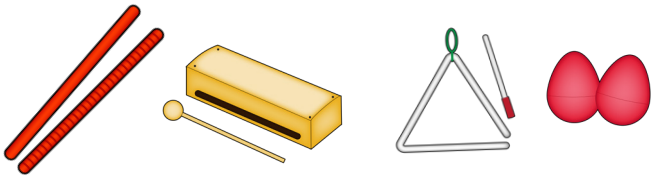
- tell when there's a beat and when there's no beat.
- I can move to and play a steady beat.



Elements of Music: Timbre

I can identify and use

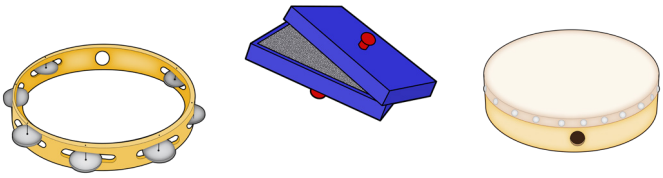
- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scrapes, drums.



Elements of Music: Form

I can

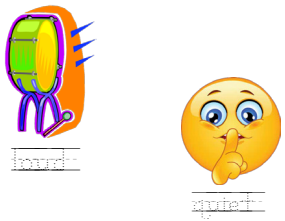
- show phrases.
- tell if phrases are the same or different.
- move to show different sections of the music.



Elements of Music: Expression

I can identify and perform

- loud and quiet
- fast and slow
- smooth or separated



Vocabulary

beat	*woods*
rhythm	*metals*
high/low	*shakes/scrapes*
loud/quiet	*drums*
fast/slow	*solo*
smooth/separated	*repeat*

Create

I can

- create and play patterns using loud/quiet or picture word rhythms.
- improvise melodies (Q/A, Melody Elephant).

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

Respond

I can

- tell or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

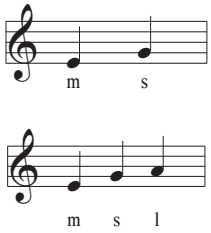
THEMES & VARIATIONS
MUSICPLAY

WHAT WE LEARN IN GRADE 1 MUSIC

Elements of Music: Pitch

I can

- show high, medium or low sounds
- show how melodies go up, down or stay the same
- sing, read, and write these notes: mi so and la



Elements of Music: Beat and Rhythm

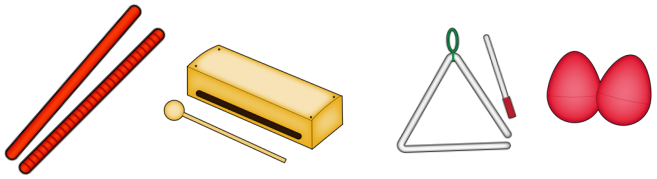
I can

- tell when there's a beat and when there's no beat.
- move to and play a steady beat.
- tell when there is
  - ♩ one sound on a beat
  - ♫ two sounds on a beat
  - 𝄽 no sound on a beat
- read these rhythms: ♩ ♫ 𝄽

Elements of Music: Timbre

I can identify and use

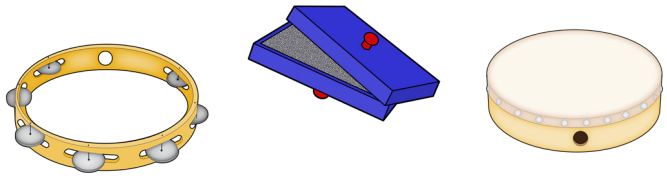
- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scrapes, drums.



Elements of Music: Form

I can

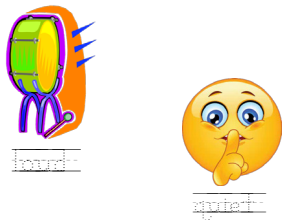
- show phrases with arm motions.
- tell if phrases are the same or different.
- move to show different sections of the music.



Elements of Music: Expression

I can identify and perform

- loud and quiet
- fast and slow
- smooth or separated



Vocabulary

beat	*woods*
rhythm	*metals*
high/low	*shakes/scrapes*
loud/quiet	*drums*
fast/slow	*solo*
smooth, separated	*repeat*

Create

I can

- create and play rhythm patterns.
- create and sing melodies.

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

Respond

I can

- tell or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

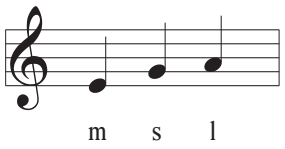
THEMES & VARIATIONS
MUSICPLAY

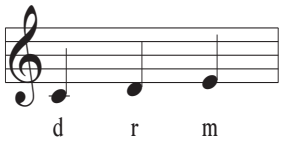
WHAT WE LEARN IN
GRADE 2 MUSIC

Elements of Music: Pitch

I can

- show high, medium, low.
- show how melodies go up, down or same.
- sing, read and write songs that use these notes: m sl and drm.

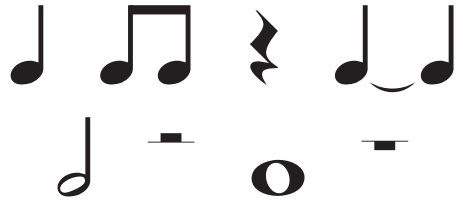




Elements of Music: Beat and Rhythm

I can

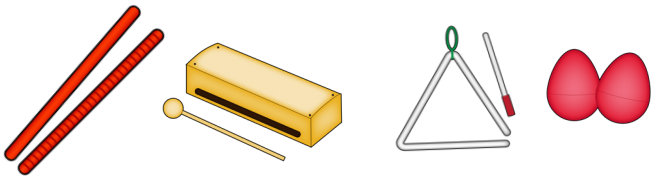
- move to show beats in groups of 2,3,4.
- tell when there's a beat or no beat.
- tell when sounds are held for more than one beat.
- read these rhythms:



Elements of Music: Timbre

I can

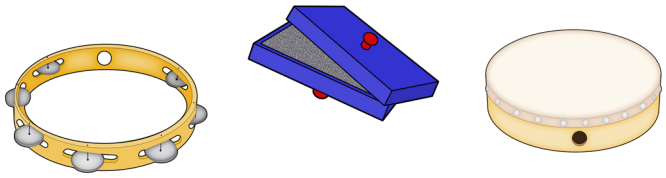
- use and identify speaking, whispering, calling, and singing voices; adult and children's voices.
- identify classroom instruments, body percussion.
- name and identify woodwind, brass, percussion, string families.



Elements of Music: Form

I can

- show phrase form and tell if the phrases are the same or different.
- identify these forms: AB, ABA, rondo.



Elements of Music: Expression

I can identify and perform

- ***pp p mp mf f ff***
- adagio, moderato, allegro, presto, prestissimo
- smooth, separated
- I can talk about the mood of music and how expression helps the listener to know what it's about.

Vocabulary

high/low
loud/quiet
fast/slow
smooth/separated
beat
rhythm
woods
metals
shakes/scrapes
drums
solo
repeat

Create

I can improvise, create and play

- rhythm patterns, melodies, new verses, and sound effects for stories and poems.

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

Respond

I can

- tell or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

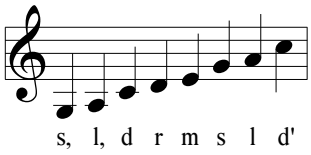
THEMES & VARIATIONS
MUSICPLAY

WHAT WE LEARN IN
GRADE 3 MUSIC

Elements of Music: Pitch

I can

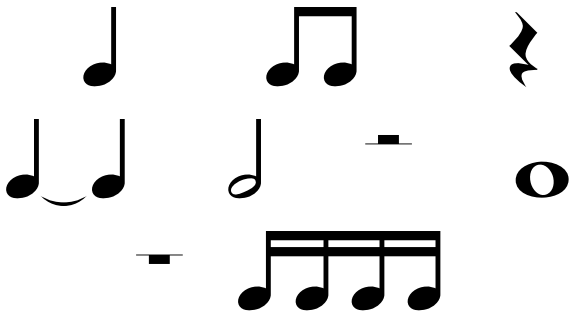
- sing, read and write these notes
  so, la, do re mi so la do'



Elements of Music: Beat and Rhythm

I can

- read these rhythms:



Elements of Music: Timbre

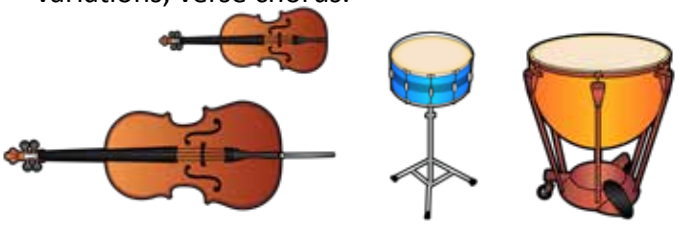
I can

- identify and classify classroom instruments by sight and sound.
- describe the families of instruments in the orchestra: woodwind, brass, strings, percussion.

Elements of Music: Form

I can

- describe phrase form.
- define and use repeat signs, 1st and 2nd endings.
- describe ABA, AABA, rondo, theme and variations, verse chorus.



Elements of Music: Expression

I can identify and perform

- ***pp p mp mf f ff***
- crescendo, decrescendo
- adagio, andante, moderato, allegro, presto, prestissimo, fermata
- staccato, legato and accent

Vocabulary

beat, rhythm
staff
treble clef
solo
divisi
canon
round
rondo
theme & variations
timbre
time signature
tempo
dynamics
form

Create

I can improvise, create and play

- rhythm patterns, melodies, new verses, and sound effects for stories and poems.

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- describe and demonstrate good performance and concert etiquette.

Respond

I can

- write about or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS
MUSICPLAY

WHAT WE LEARN IN
GRADE 4 MUSIC

Elements of Music: Pitch

I can

- sing, read and write these notes
  so, la, ti, do re mi fa so la ti do' and CDEFGABC'

Elements of Music: Beat and Rhythm

I can

- move to show beats in groups of 2, 3, 4.
- read and conduct music in $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$
- read these rhythms:

Elements of Music: Timbre

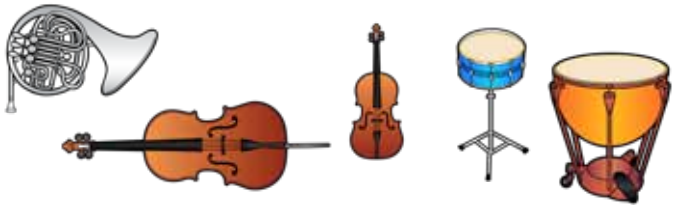
I can

- identify and classify classroom and orchestral instruments.
- identify Orff instruments SX, AX, BX, etc.
- identify and play instruments that are available in my program: recorder, guitar, ukulele, bucket drum, body percussion.

Elements of Music: Form

I can

- define and use repeat signs, 1st and 2nd endings, coda, D.S., D.C., fine.
- describe ABA, AABA, rondo, theme and variations, verse chorus, D.C., fine.
- use and create rhythmic and melodic ostinato.



Elements of Music: Expression

I can identify and perform

- ***pp p mp mf f ff***
- crescendo, decrescendo
- largo, adagio, andante, moderato, allegro, presto, prestissimo, fermata
- staccato, legato and accent

Vocabulary

beat, rhythm
staff
treble clef
solo
divisi
canon
round
rondo
theme & variations
timbre
time signature
tempo
dynamics
form

Create

I can improvise, create and play

- rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- describe and demonstrate good performance and concert etiquette.

Respond

I can

- write about or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

MUSICPLAY THEMES & VARIATIONS

WHAT WE LEARN IN
GRADE 5 MUSIC

Elements of Music: Pitch

I can

- sing, read and write these notes
  so, la, **ti,** do re mi **fa** so la **ti** do'
  and CDEFGABC'D'

Elements of Music: Beat and Rhythm

I can

- read music in $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$
- read these rhythms

Elements of Music: Timbre

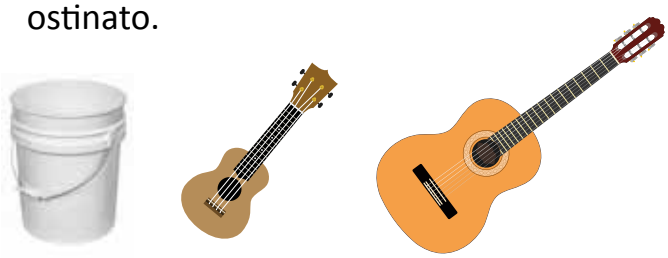
I can

- identify and classify classroom and orchestral instruments.
- identify Orff instruments SX, AX, BX, etc.
- identify and play instruments that are available in my program: recorder, guitar, ukulele, bucket drum, body percussion.

Elements of Music: Form

I can

- define and use phrase form, repeat signs, 1st and 2nd endings, coda, D.S., D.C., fine.
- describe ABA, AABA, rondo, theme and variations, verse chorus.
- use and create rhythmic and melodic ostinato.



Elements of Music: Expression

I can identify, define and perform

- ***pp p mp mf f ff***
- crescendo, decrescendo
- adagio, andante, moderato, allegro, presto, prestissimo, fermata
- staccato, legato and accent

Vocabulary

beat, rhythm
staff
treble clef
solo
divisi
canon
round
rondo
theme & variations
timbre
time signature
tempo
dynamics
form

Create

I can improvise, create and play

- rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- describe and demonstrate good performance and concert etiquette.

Respond

I can

- write about or show with movement how music makes me feel.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS
MUSICPLAY

WHAT WE LEARN IN

MIDDLE SCHOOL MUSIC

Elements of Music: Pitch

I can

- sing, read and write these notes so-do' and CDEFGABC'D', ledger lines
- explain accidentals, scales, key signatures

Elements of Music: Beat and Rhythm

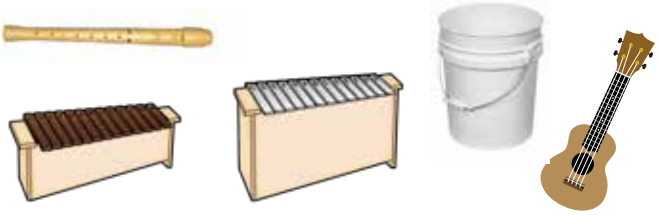
I can

- read music in $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{8}$ $\frac{5}{4}$
- explain pickup up notes and read rhythms

Elements of Music: Timbre

I can

- identify and classify classroom and orchestral instruments.
- identify Orff instruments SX, AX, BX, etc.
- identify and play instruments that are available in my program: recorder, guitar, ukulele, bucket drum, body percussion.



Elements of Music: Form

I can

- define and use phrase form, repeat signs, 1st and 2nd endings, coda, D.S., D.C., fine.
- describe ABA, AABA, rondo, theme and variations, verse chorus.
- use and create rhythmic and melodic ostinato.

Elements of Music: Harmony

I can

- sing rounds, partner songs, and in 2-3 parts
- play in ensembles with muliple parts

Elements of Music: Expression

I can identify, define and perform

- ***pp p mp mf f ff***
- crescendo, decrescendo
- adagio, andante, moderato, allegro, presto, prestissimo, fermata
- staccato, legato and accent

Vocabulary

beat, rhythm	*theme & variations*	*a cappella*
staff, treble	*timbre*	*extended rest*
and bass clef	*time signature*	*key signature*
solo, divisi	*tempo, dynamics*	*monophonic*
canon	*form*	*homophonic*
round	*intervals*	*polyphonic*
rondo	*cut time*	*stems*

Create

I can improvise, create and play

- rhythms, melodies, new verses, and accompaniments for songs.
- I can write parodies, 12 bar blues and rap

Perform

I can

- sing, move, and play instruments.

As an Audience I can

- describe and model performance and concert etiquette.

Respond

I can

- write about how music makes me feel and explain the elements of music the composer used to create that mood.

Connect

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS
MUSICPLAY

Musicplay Scope and Sequence K-6 (Middle School)

Element: Rhythm (Duration)	K	1	2	3	4	5	M
music may move to a steady beat	*	*	*	*	*	*	*
distinguish between beat and rhythm *(ex=experience)*	ex	*	*	*	*	*	*
there are strong and weak beats in music	ex	*	*	*	*	*	*
beats may be grouped in 2s, 3s or 4s	ex	ex	*	*	*	*	*
2/4, 4/4 meter		*	*	*	*	*	*
3/4 meter				*	*	*	*
6/8 meter						*	*
compound meter, 5/4 meter						*	*
♩ ♫ 𝄽 quarter note (ta), eighth notes (ti-ti), rest	*	*	*	*	*	*	*
duration is extended by tie or fermata			*	*	*	*	*
rhythmic ostinato: eg. ta ta ti-ti ta ♩ ♩ ♫ ♩	ex	*	*	*	*	*	*
𝅗𝅥 𝄻 𝅝 𝄼 half note, half rest, whole note, whole rest	ex	ex	*	*	*	*	*
𝅗𝅥. 𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 dotted half note, sixteenth notes				*	*	*	*
♪ 𝄾 eighth note, eighth rest					*	*	*
♪ ♩ ♪ syncopation					*	*	*
♩. ♪ dotted quarter - eighth note						*	*
triplets							*
Element: Melody (Pitch)							
sounds may be high, low or in the middle	*	*	*	*	*	*	*
melodic contour: sounds move high-low or low-high	*	*	*	*	*	*	*
simple melodic patterns: so-mi, so-mi-la	*	*	*	*	*	*	*
drm sl (do re mi so la)			*	*	*	*	*
high do, low la, low so				*	*	*	*
5 line staff, letter names in treble clef					*	*	*
unison, step, skip, leap					*	*	*
major and minor tonality					*	*	*
major scales (C, F, G), key signatures						*	*
accidentals							*
modes							*
Element: Timbre	K	1	2	3	4	5	M
singing voice. speaking voice, vocal timbre	*	*	*	*	*	*	*
body percussion	*	*	*	*	*	*	*
classify non-pitched percussion	*	*	*	*	*	*	*
identify families of orchestral instruments			*	*	*	*	*
identify orchestral instruments				*	*	*	*
identify world instruments					*	*	*

Element: Expression - Dynamics, Tempo, Articulation	K	1	2	3	4	5	M
the beat in music may be fast or slow	*	*	*	*	*	*	*
tempo tells us how fast or slow the music should be played			*	*	*	*	*
tempo markings: adagio, moderato, allegro, presto			*	*	*	*	*
tempo markings: adagio, andante, presto, prestissimo				*	*	*	*
music may be fast or slow and change to one or the other suddenly or gradually			*	*	*	*	*
rit, accel, allegro, andante				*	*	*	*
music may express feelings	*	*	*	*	*	*	*
music may be soft or loud	*	*	*	*	*	*	*
dynamic terms and symbols: *f mp mf p* piano, forte, mezzo forte,			*	*	*	*	*
dynamic levels: *pp p mp mf f ff*				*	*	*	*
dynamics may change suddenly or gradually (accent, cresc. dim sfz)				*	*	*	*
changes in dynamics add to the effect of music:	*	*	*	*	*	*	*
music can be smooth or separated			*	*	*	*	*
legato, staccato refer to articulation				*	*	*	*
Element: Form							
music can be organized into sections - same / different (AB)	*	*	*	*	*	*	*
a section may be repeated (verse, chorus)					*	*	*
music is organized into phrases		*	*	*	*	*	*
phrases may be long or short		*	*	*	*	*	*
a whole piece may be comprised of few sections		*	*	*	*	*	*
sections may be identified by letter AB, ABA, AABA		*	*	*	*	*	*
there may be an introduction, interlude and ending					*	*	*
rondo form: ABACADA		*	*	*	*	*	*
theme and variations				*	*	*	*
first and second endings					*	*	*
Element: Texture and Harmony							
two or more sounds can occur simultaneously	*	*	*	*	*	*	*
melodies may be accompanied by harmony		*	*	*	*	*	*
accompany simple melodies with ostinato or bordun		*	*	*	*	*	*
pitched percussion instruments can create harmony	*	*	*	*	*	*	*
rounds and canons			*	*	*	*	*
two part songs, partner songs				*	*	*	*
layered melodies (Scoo Be Doo)					*	*	*
I and V chords can accompany melodies				*	*	*	*
I-IV-V chords can accompany melodies						*	*
monophonic, polyhonic, homophonic music					*	*	*

Month:	Beat/Rhythm:	Melody:	Expression:	Instruments:	Listening, Form, Culture:	Create, Movement	Themes:
September	Listen to the Rhythm 4. Snail, Snail ♩ ♫ 5. Sam the Robot Man (beat) 9. Choo Choo Train ♩ ♫ 12. Counting Song ♩ ♫ 17. Hop Old Squirrel (beat)	2. Mountaintop - high/low poems - Three Little Fishies, Grandma's Glasses 4. Snail, Snail **m sl** 9. Choo Choo Train **m s** 12. Counting Song **m s**	singing - speaking oice fast-slow song7, Listen 1: #3, 7, 8 Listen 1: #4 (loud - soft)	Orff arrangements for songs 4, 9 Unpitched with 3, 8, 13	Listen 1: #1, 2, 3, 8, 9, 28	3. Little Red - create verses 5. Sam Robot - movement 8. - actions 13. - effects	
October	23. Hey, Betty Martin (beat) 20. Bye Low Baby Oh ♩ ♫	20. Bye Low Baby Oh **m s**	20 Bye Low soft, lullaby 30 spooky sounds	Orff for songs 23, 24, 29 unpitched (u/p) 29, poem	Listen 1: #5, 10, 13 19. Kye Koolay, Africa 31. Juanito, Spanish	21. new verses 27. movement 29. sound effects 30 movement	Turkeys and Pumpkins
November	34. Bounce the Ball ♩ ♫ (accent) 36. Cuckoo ♩ ♫ 37. Peter Rabbit ♩ ♫ 41. Hello Game ♩ ♫	34. Bounce the Ball **m sl** 36. Cuckoo **m s** 37. Peter Rabbit **m sl** 41. Hello Game **m s**	43 Fais dodo soft, lullaby Expressive Singing: 33 Just One Candle 38 Bear Hunt	Orff for songs 34, 36, 37, 41, 43	Listen 1: #14 (Cuckoo), #32 (Galliard) 43. Fais dodo, French	42. Down by the Bay, new verses 44. Punchinello - movement	Peace Bears
December	47. Lemonade ♩ ♫ 50. Ho, Ho, Ho! ♩ ♫ 𝄽	47. Lemonade **m s**	Expressive Singing: 48, 49	Orff for songs 47 unpitched (u/p) for song 51 Bells on the Sleigh	Listen 1: #33, 34	44. Hanukkah 52. Slippers - create dance 47. Lemonade, dramatize	Holiday Fun
January	55. Strawberry ♩ ♫ 60. Tommy ♩ ♫ 64. Un, deux, trois ♩ ♫ 𝄽	55 Strawberry **m sl** 60 Tommy Tiddlemouse **m sl**	Listen 1: #35 (slow - keep beat with balloons)	u/p with Listen 1 #28 Orff song 60	Listen 1: #28, 35, 36 54. One Big Family, world 56. Pimpón, Spanish 57. Vive, French 64. Un, deux, trois, French	56. Pimpón 57. Vive 59. Little Red Car 61. Head and Shoulders - create movement	Music Around the World
February	68. I Like You ♩ ♫ 𝄽 69. Tick Tock ♩ ♫ 74. We Are Dancing ♩ ♫	4. Snail, Snail **m sl** 69. Tick Tock **m sl** 71. Mr. Potato Head **d m s** 74. We Are Dancing **m sl**	72 (fast-slow) Listen 1: #11, 18 (smooth-separated) 70 Haul Away Joe (expressive singing)	Orff with song 68, 69, 71, 74 u/p with song 67	Listen 1: #18, 11, 37, 38, 24, 25	67. Aikendrum - create effects with u/p	Special Friends
March	78. Bee Bee Bumblebee ♩ ♫ 86. Bow Wow Wow ♩ ♫ 𝄽	76. Bee Bee **d m s** 90. Hurry Easter **d m s**	Expressive Singing: 79 Baby Bumblebee	Orff with songs 78, 86 u/p with song 82	Listen 1: #22, 39, 40, 20-27 80. Leprechaun (Irish Theme)	8.0 Leprechaun - create movement	Animals and Leprechauns
April	89. Bunny Hides ♩ ♫ 𝄽 90. Hurry Easter ♩ ♫ 𝄽 94. Apple Tree ♩ ♫ 𝄽 96. Old Dog ♩ ♫ 𝄽	89. Bunny Hides the Basket **drm sl** 90. Hurry Easter Bunny 94. Apple Tree **drm sl** 96. Old Dog **drm sl**	Expressive Singing: 87 Little Rabbit Foo Foo 85 Five Little Ducks loud-soft: song 89, 95	Orff with songs 89, 90, 94, 96	Listen 1: #21, 7	91. Bunny Boogie 95 Country Song - create movement	Spring is Here!
May	101. How Many Fingers ♩ ♫ 𝄽	101. How Many Fingers **d m s**	Expressive Singing: 97 That's My Mom 104 Heebie Jeebies	use u/p with story of Chicken Little	Listen 1: #6-19 review and 41 100. Savez Vous, French 102. La Vibora, Spanish 103. El Coqui, Spanish	99. Oats and Beans 100. Savez Vous 104.å Heebie Jeebies - create movement	Farms
June					Listen 1: #6-19 review #30 (ABA), 42	Jumping Game	Summer Fun: The Sea, Picnics

Gr. K-1-2-3 Reading Songs with Interactive Beat and Rhythm Activity

Musicplay Kindergarten
009 Follow Follow
015 Walk to School
023 Hey Hey
037 Pumpkin Fat
050 Teddybear
060 Curly Joe
072 Old Mother
090 Little Airplane
095 Kangaroo
0102 Tisket
109 Burnie Bee
121 Four in a Boat
124 Bubblegum
126 Easter Bunny
130 Old Mr. Rabbit
145 On a log
146 Scie leb ois
155 Los pollitos
159 Seesaw
163 Nughty Kitty cat
167 The Mill
168 Hotaru Koi
133 Rain Rain Go Away
(23 songs)

Musicplay 1
004 Snail Snail
009 Choo Choo Train
020 Bye Low Baby
024 Hey Betty Martin
036 Cuckoo
037 Lucy Locket
050 Ho Ho Ho!
055 Strawberry
060 Tommy
068 I Like You
069 Tick Tock
094 Apple Tree
078 Bee Bee
086 Bow Wow Wow
096 Old Dog
101 How Many Fingers
(16 songs)

Musicplay 2
04 Engine #9
05 Hill Hill
10 Bounch High
12. Obwisana
13 Bell Horses

Musicplay 2 (continued)
13 Bell Horses
16 Time to Play
18 Falling Leaves
20 Icka Backa
25 Old Mother Witch
27 Starlight
36 Bluebells
37 Johnny Caught a Flea
39 Pease Porridge Hot
46 Apples Peaches Pears
49 Mouse Mousie
59 I See the Moon
71 Rain on the Green Grass
73 Hot Cross Buns
75 Find the Easter Basket
82 Johnny One Hammer
95 Here Comes a Bluebird
96 Down Came Johnny
(23 songs)

Musicplay 3
2. Number Concentration
5. Missus Tong
6. Plainsies Clapsies
7. No Robbers
8. Whoopee Cushion
9. Rocky Mountain
10. Turkey Lurkey
12. Pass a Beanbag
16. Bells in the Steeple
17. Seven Up
22. Closet Key
23. Trampin
24. Pass the Broom
28. Old Brass Wagon
31. Long Legged Sailor
33. Playing on the Washboard
41. Paw Paw Patch
42. Santa Claus is Coming
43. King's Land copy
50. Donkey's Love Carrots
52. Tideo
56 New Shoes
60 Love Somebody
64 E Papa
65 Eating is Fun
66 Shiny Penny
68 Song of the Frog
69 Old Blue
70 Dinah
73 Stella
78 Rabbits
83 FInd the Basket

Musicplay 3 (continued)
92 Someone's Tapping
95 Chicken on a Fence Post (34 songs)

Gr. 4-5-6 Reading Songs
Rhythm Erase and Rhythm Sort

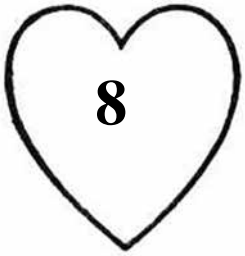
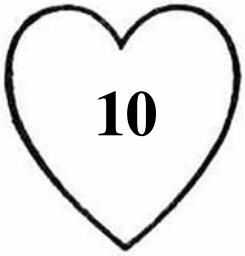
Musicplay 4
004 Frère Jacques
005 Good Morning
015 Canoe Song
018 Cheki Morena
021 Bats
022 MaKuAy
026 Pass the Pumpkin
028 Cut the Cake
044 Clock Round
058 Let's Catch a Rooster
059 Nobody Likes Me
074 Under the Chestnut
080 Shoo Fly
089 Built My Lady
(14 songs)

Musicplay 5
003 Little Tommy Tinker
008 Ickle Ockle
013 Button You Must Wander
015 Alabama Gal
018 Ghost of Tom
019 Whistle Daughter Whistle
024 Raindrops Round
028 Our Old Sow
030 Sing the Scale
034 Ho Ho Watanay
038 Winter is Here
050 Music Alone Shall Live
052 Hot Potato
054 I've a Car
058 Cobbler
059 Rainbow Color
063 Johnny Lost a Quarter
064 En Roulant
070 Deep and Wide
072 I am Slowly Going Crazy
075 Funga Alafia
077 Old Woman
082 Hey Ho
085 Come Follow
090 Come and Sing
099 The Capitals of Canada
(26 songs)

Musicplay 6
001 Barges
002 Why Shouldn't My Car
005 Mango Walk
06 Now We'll Make the Rafters Ring
016 Fish and Chips
019 Dollar
025 Dona Nobis Pacem
031 Suogan
032 Hagdalena
037 Round and Round
038 All Night, All Day
042 le Divin Enfant
046 COFFEE
056 Oh My Love
059 Tell My Ma
063 Wade in the Water
065 Arupusu
068 Black Socks
074 Entendezvous
076 A Ram Sam Sam
097 Jubilate Deo
099 Laugh Ha Ha
101 Take Time
112 Mi Gallo
119 Blood on the Saddle
(25 songs)

The Gr. 4-5-6 Rhythm Erase and Rhythm Sort activities are illustrated on the page that follows.

There are 161 songs with over 800 Beat and Rhythm Interactive activities at Musicplayonline.com!!!

1	2	3	4
5	6	7	 8
9	 10	11	12
13	14	15	16

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Music Worksheet

Name _____

Class _____ Date _____

Beat Pointing Page - Built My Lady

Point to the beat as you sing the song.

Built my	lady a	fine brick	house.
Built it	in a	garden.	- The
roof fell	in but	she jumped	out.
Fare ye	well, my	darlin'.	

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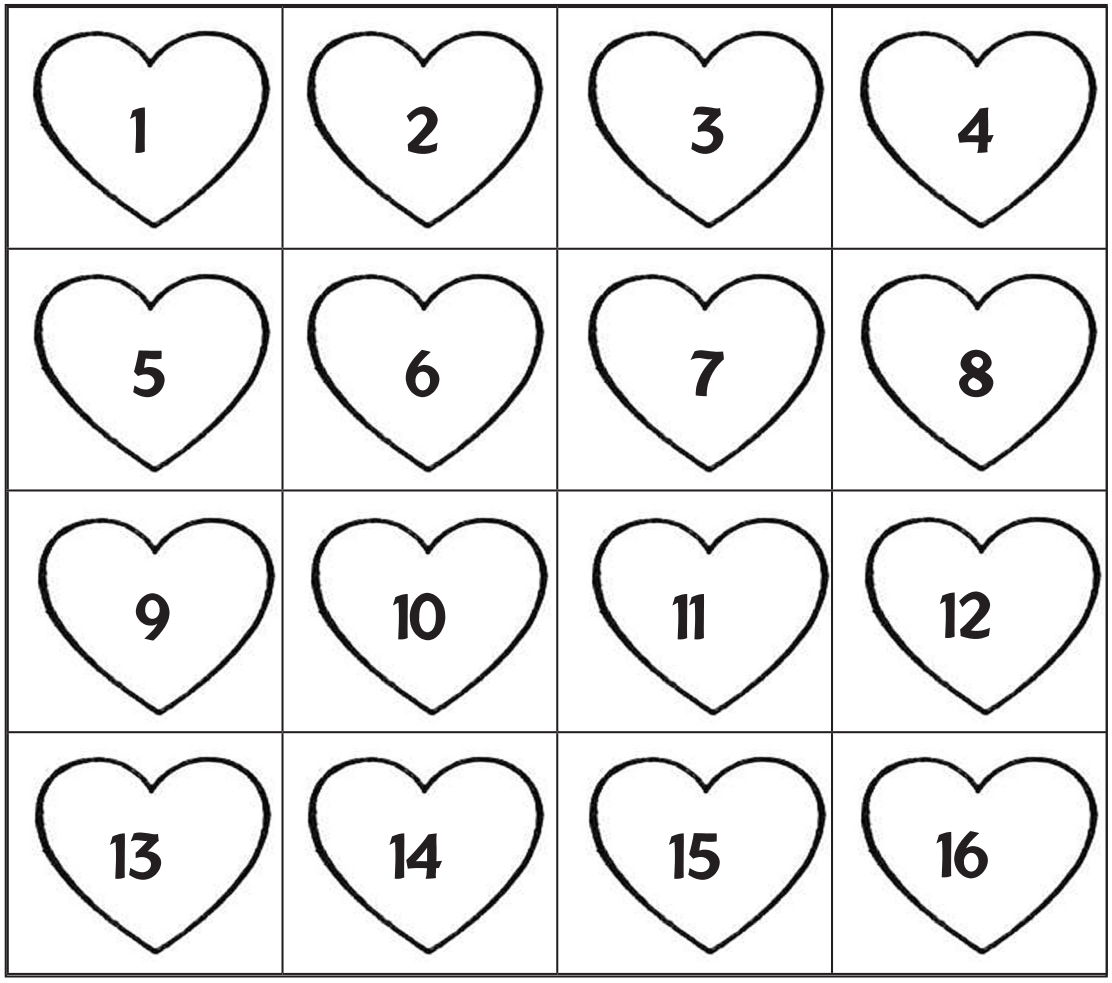
Music Worksheet

Name _____

Class _____ Date _____

Beat Assessment - Built My Lady

Sing Built My Lady in your head and tap the beats on the chart.
Answer the questions below.



1. What word falls on beat 4? _____
2. What word falls on beat 12? _____
3. What beat does the word "garden" fall on? _____
4. What beats does the word "darlin'" fall on? _____

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Built my

la - dy a

fine brick

house.

Built it

in a

gar - den.

- The

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roof fell

in but

she jumped

out.

Fare ye

well, my

dar -lin'.

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Music Worksheet

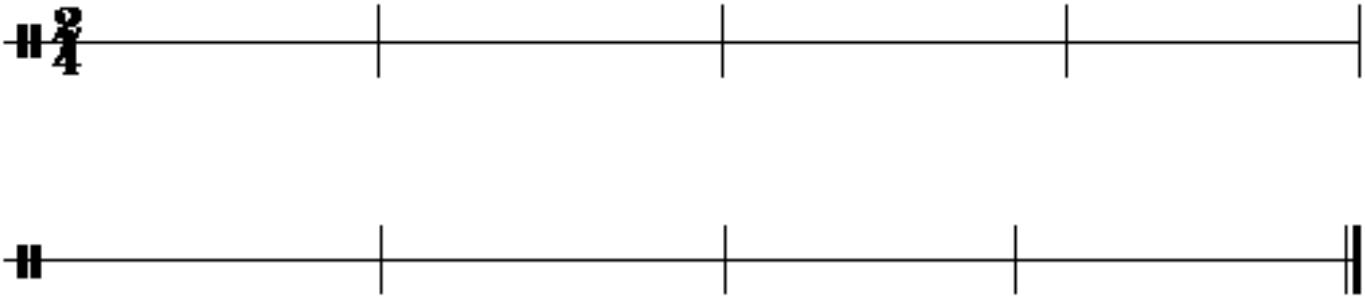
Name _____

Class _____ Date _____

8 Beat Rhythm Composition

Create an 8-beat rhythm pattern.

Transfer your rhythm to the staff.



Performance Ideas:

1. Choose body percussion, instruments or found sounds to play your rhythm.
2. Try it out. Do you like it? If you do, keep it. If not, change it.
3. You could use the song as an A theme and this rhythm as a B section.

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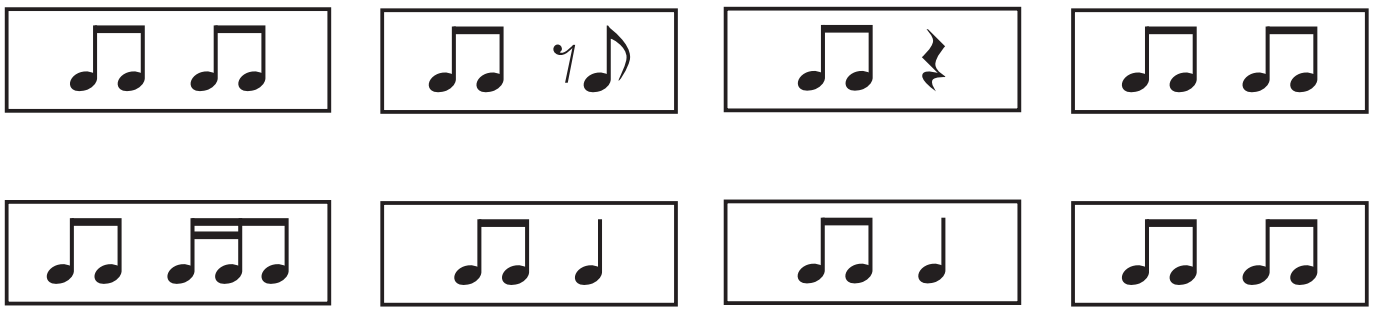
Music Worksheet

Name _____

Class _____ Date _____

2 Beat Rhythm Sort - Built My Lady

Read and clap the words.
Choose the rhythm that matches and write it above the words.



Built my lady a	fine brick house.	Built it in a	garden. - The

roof fell in but	she jumped out.	Fare ye well, my	darlin'.

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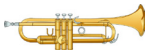
Name: _____ Grade: _____

Listening Kit 2
Listening Log

Directions: As you listen, think about the music and try to answer as many of the questions as you can. When the selection ends, discuss your answers.

1. What instrument families do you hear? _____

Strings Brass  Woodwind Percussion

2. What instruments do you hear? _____

_____

3. How fast is the music? (tempo) _____

slow • • •

Name: _____ Grade: _____

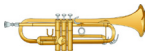
Listening Kit 5

Listening Log

Directions: As you listen, think about the music and try to answer as many of the questions as you can. When the selection ends, discuss your answers.

1. What instrument families do you hear? Name some of the instruments. _____

_____

Strings Brass  Woodwind Percussion Voices

2. Describe the tempo of the music. How does the use of tempo make you feel? _____

_____

_____

3. Describe the dynamics in this music. How does the use of dynamics make you feel?

_____

_____

4. Is the music in a major or minor key? _____

5. How are the beats grouped? (two, three, four, other) _____

6. Describe the mood of the piece. How did the composer create the mood?_____

_____

_____

7. What style or era is this piece from? Why do you think that? _____

_____

_____

8. How does this music make you feel? _____

_____

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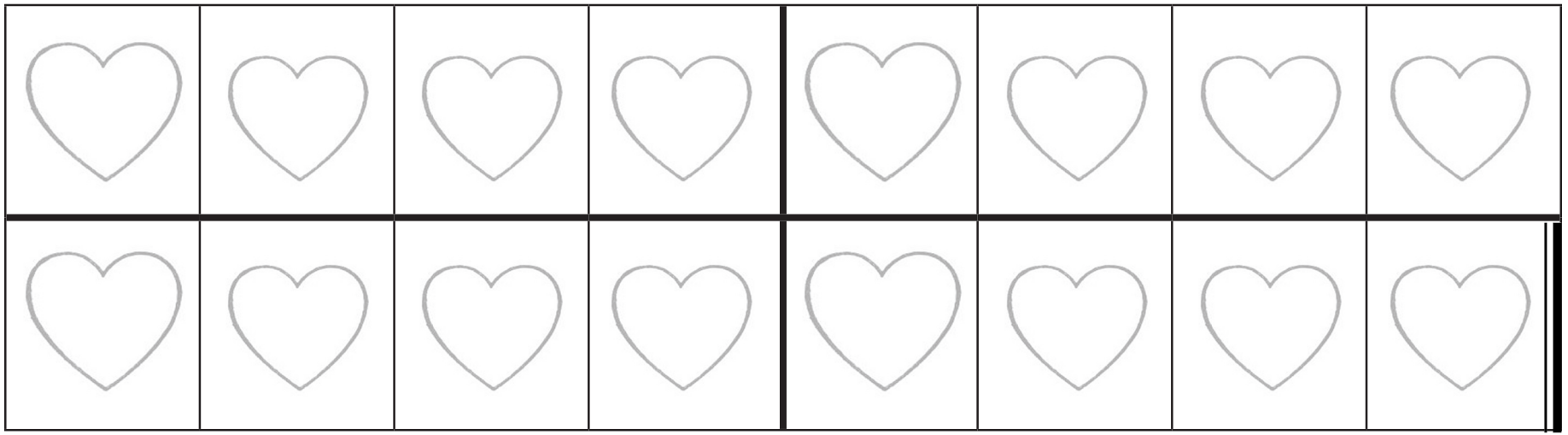
Rhythm Composition Level 6

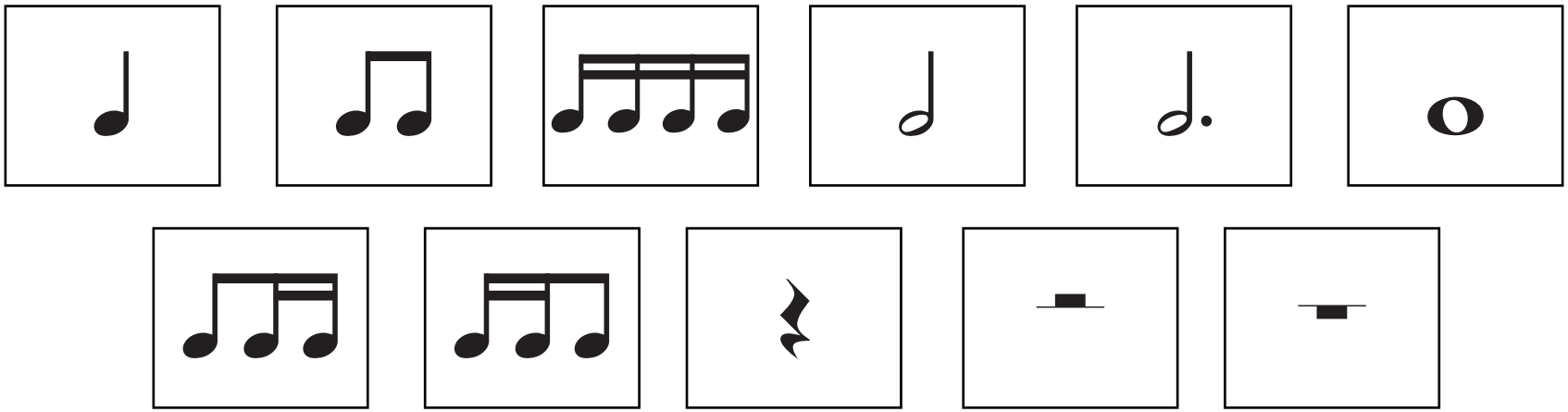
Name: _____

Class: _____

To do: Create rhythms using the note values at the bottom of the page. Write your rhythms on the blank heart staff. When you have written all 16 beats, play or clap your rhythm composition!

$\frac{4}{4}$





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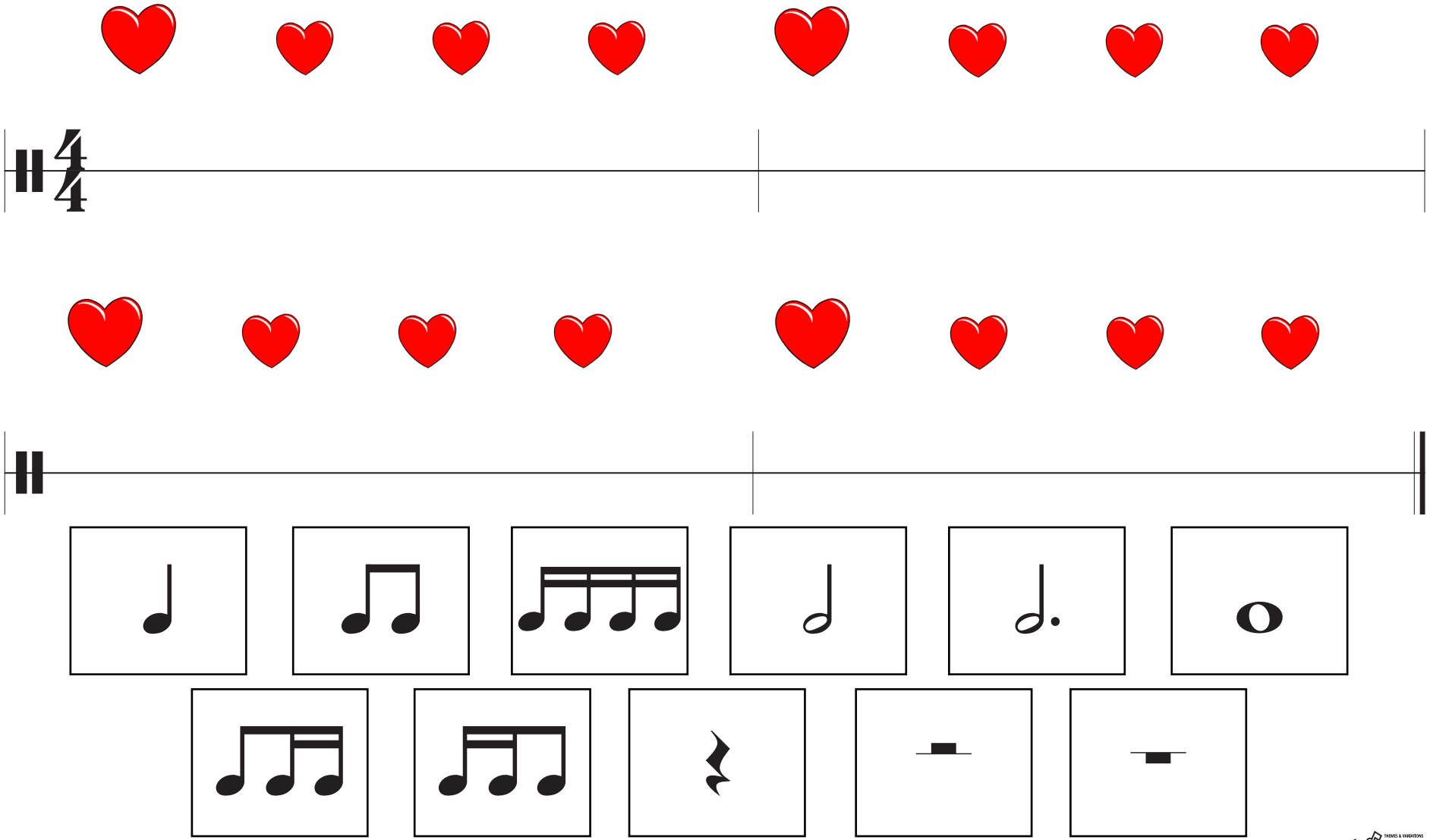
Rhythm Composition Level 6

Name: _____

Class: _____

To do: Create rhythms using the note values at the bottom of the page. Write your rhythms on the blank heart staff. When you have written all 16 beats, play or clap your rhythm composition!



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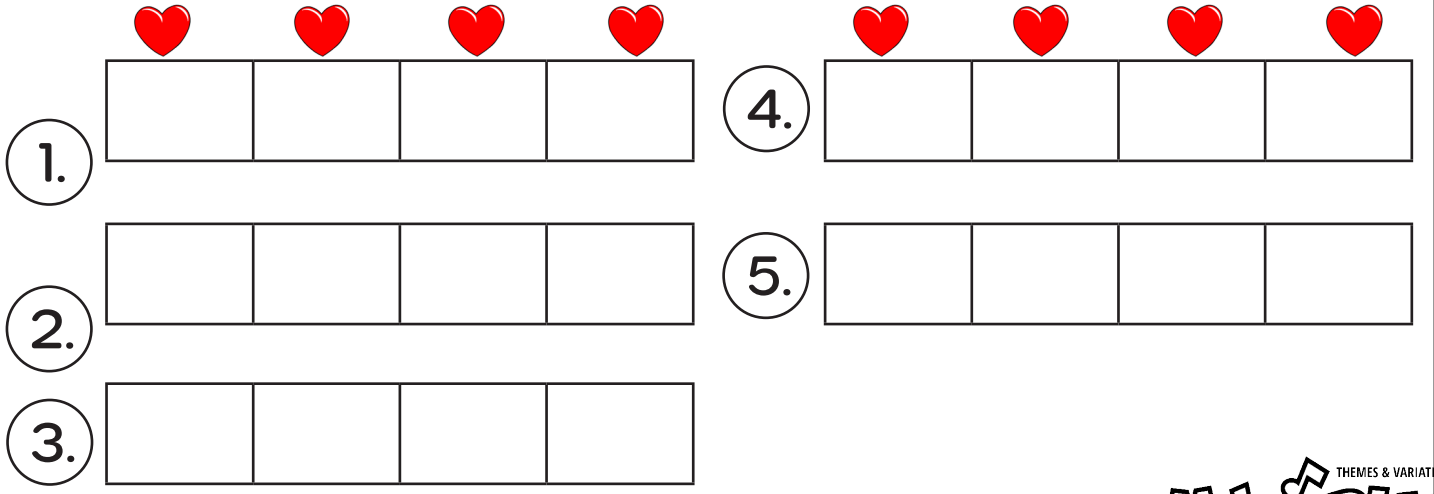
4 Beat Rhythm Dictation

Name: _____ **Class:** _____

To do: Listen to the rhythm and notate the rhythm that you hear.



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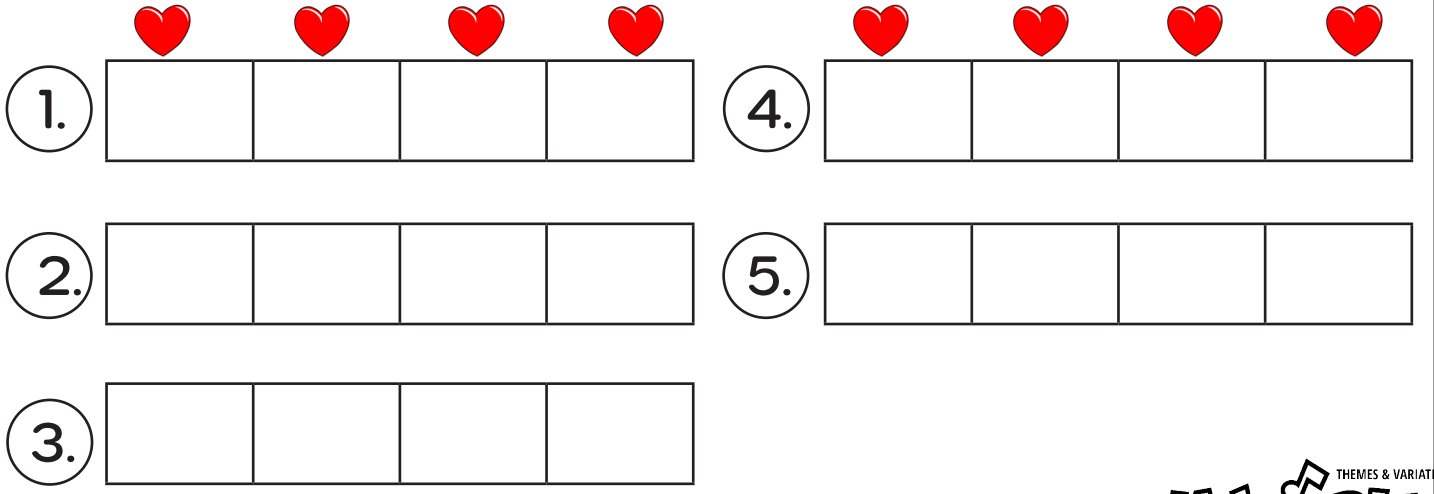
4 Beat Rhythm Dictation

Name: _____ **Class:** _____

To do: Listen to the rhythm and notate the rhythm that you hear.



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4 Beat Rhythm Dictation

Name: _____ **Class:** _____

To do: Listen to the rhythm and notate the rhythm that you hear.

1.				
2.				
3.				
4.				
5.				

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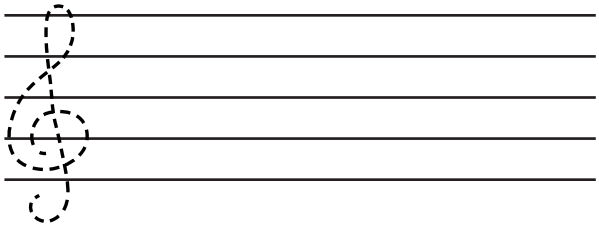
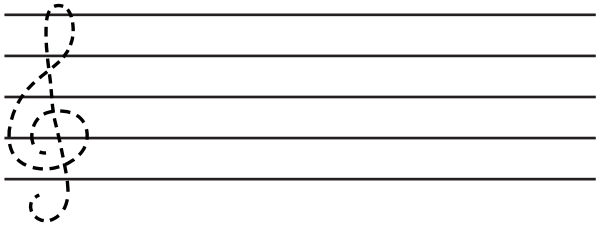
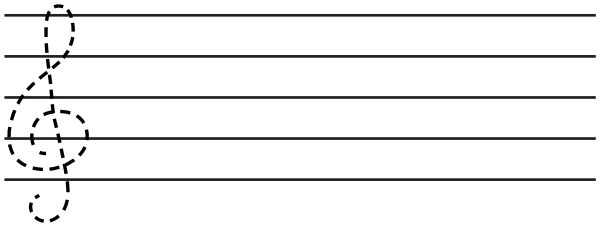
THEMES & VARIATIONS MUSICPLAY ONLINE

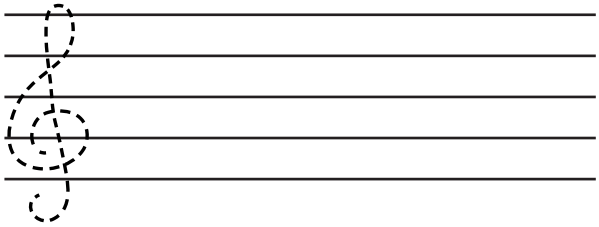
Melody Hunt

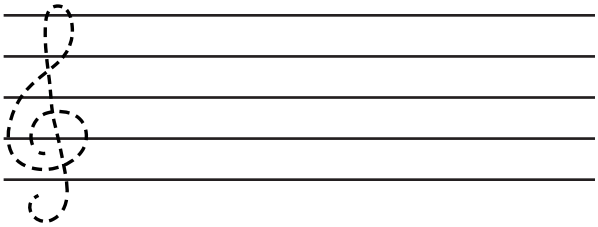
Find the melody cards around the room and copy them onto the staff with the same number.

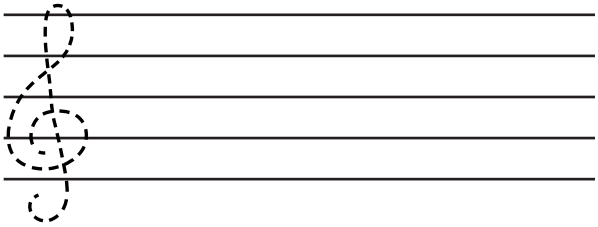
1. 

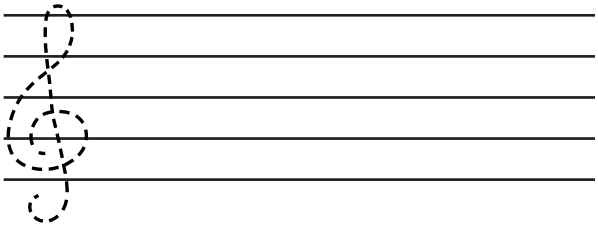
2. 

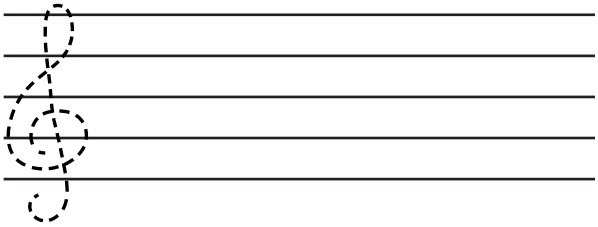
3. 

4. 

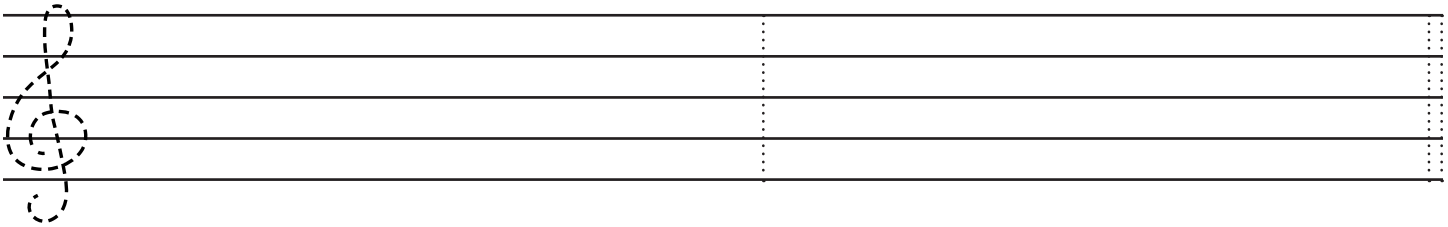
5. 

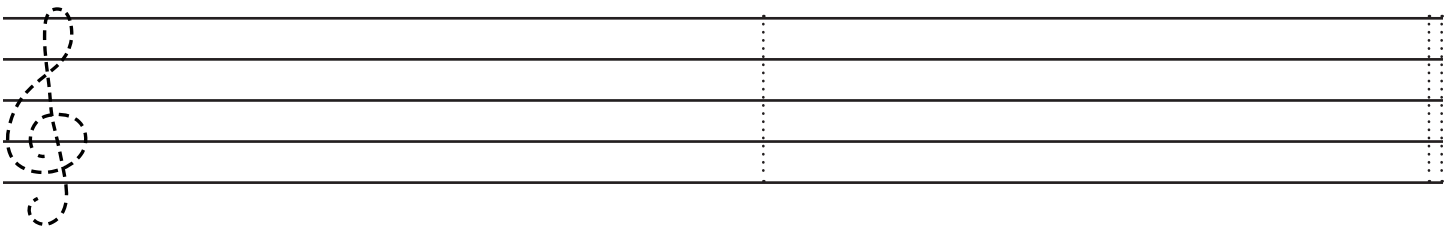
6. 

7. 

8. 

Choose 4 patterns from above to create your own melody OR write your very own melody.





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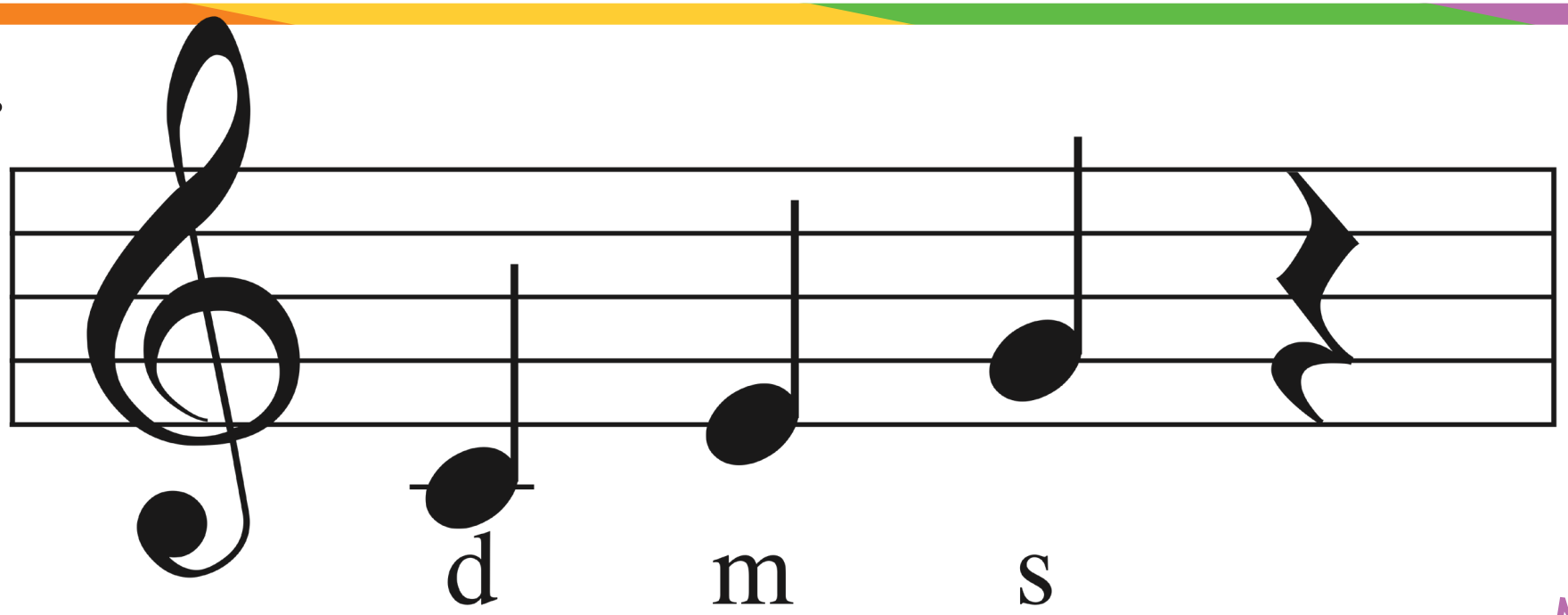

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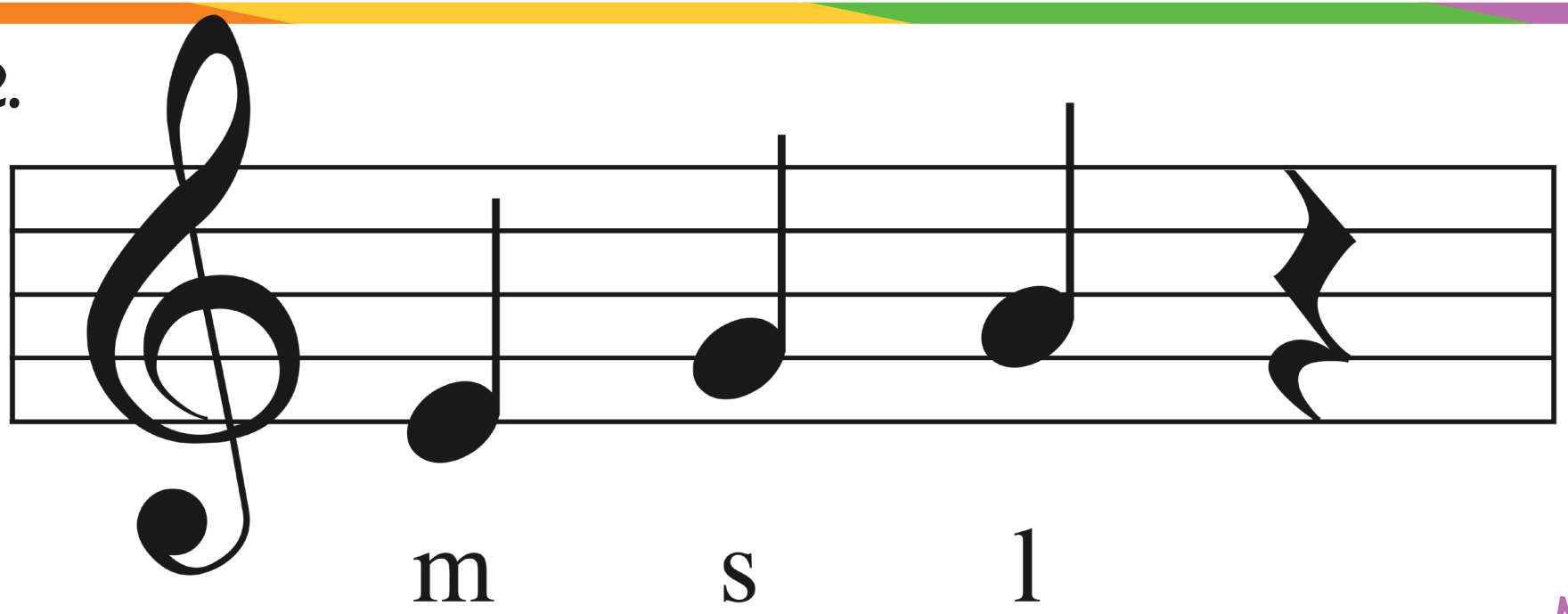

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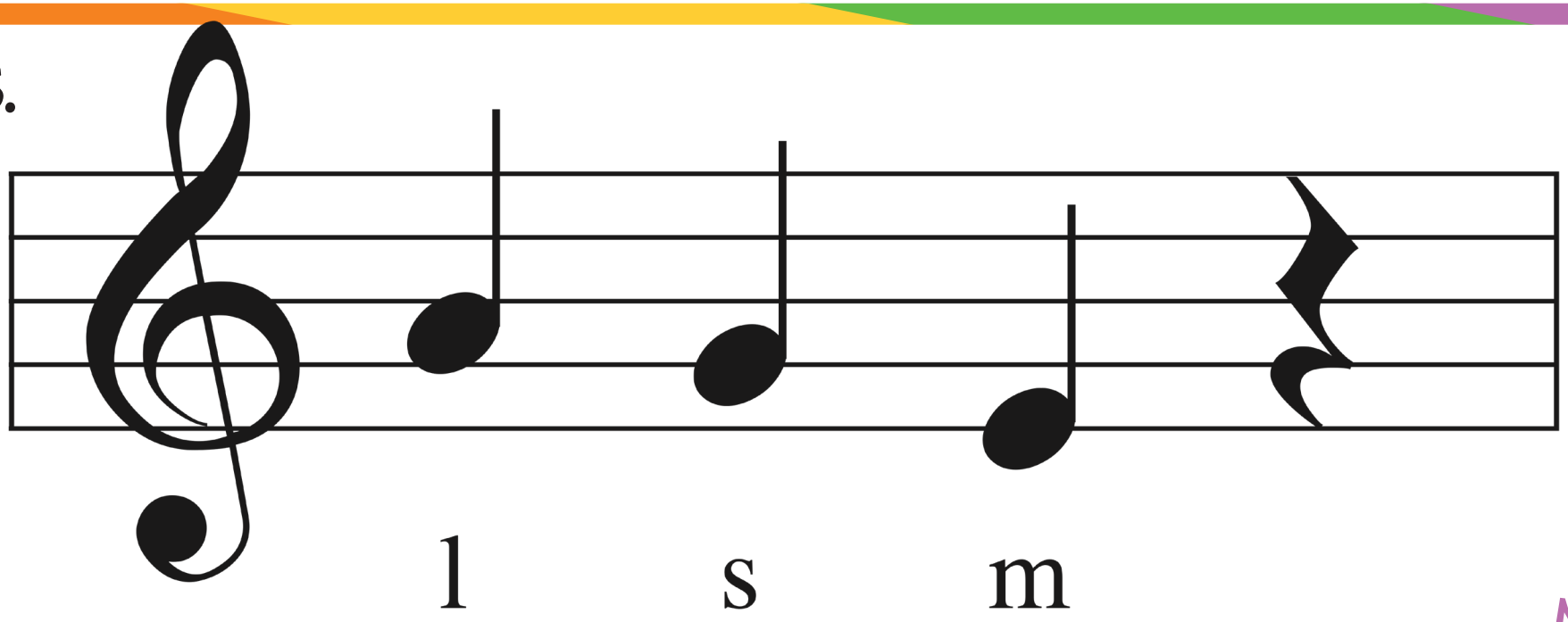

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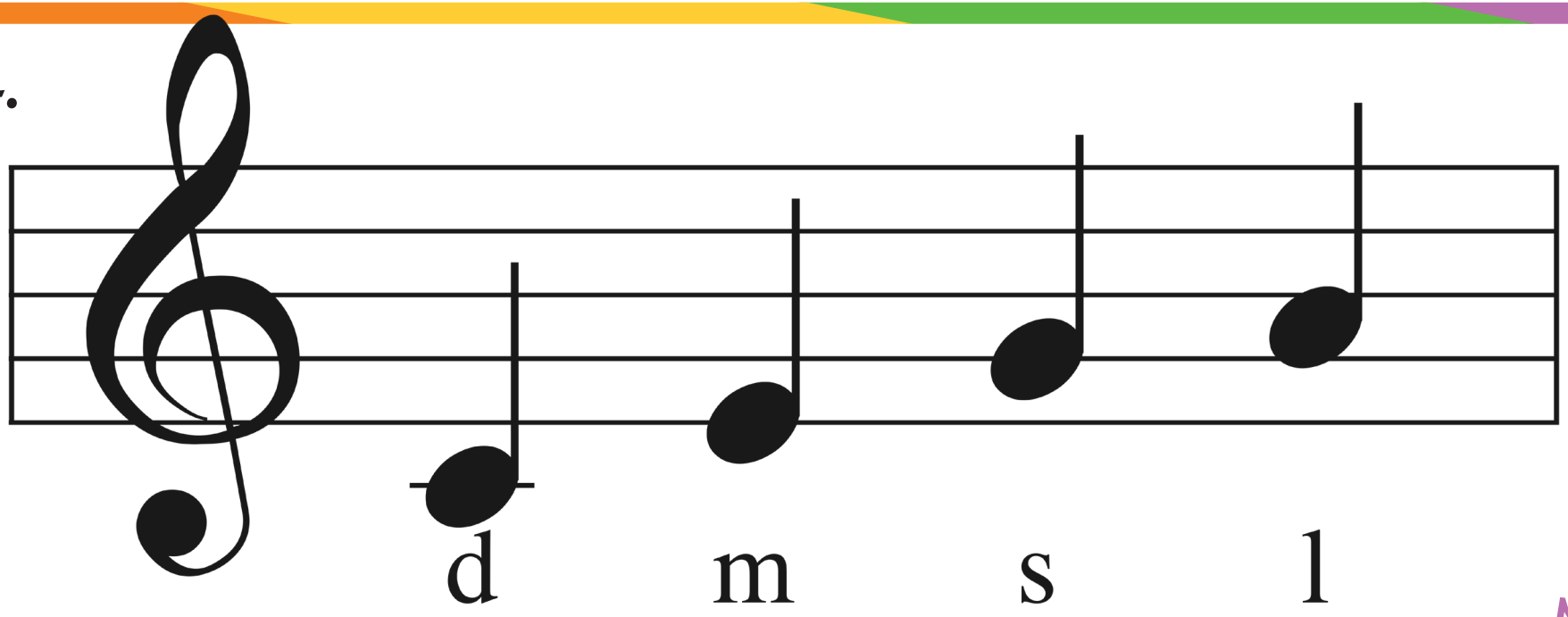

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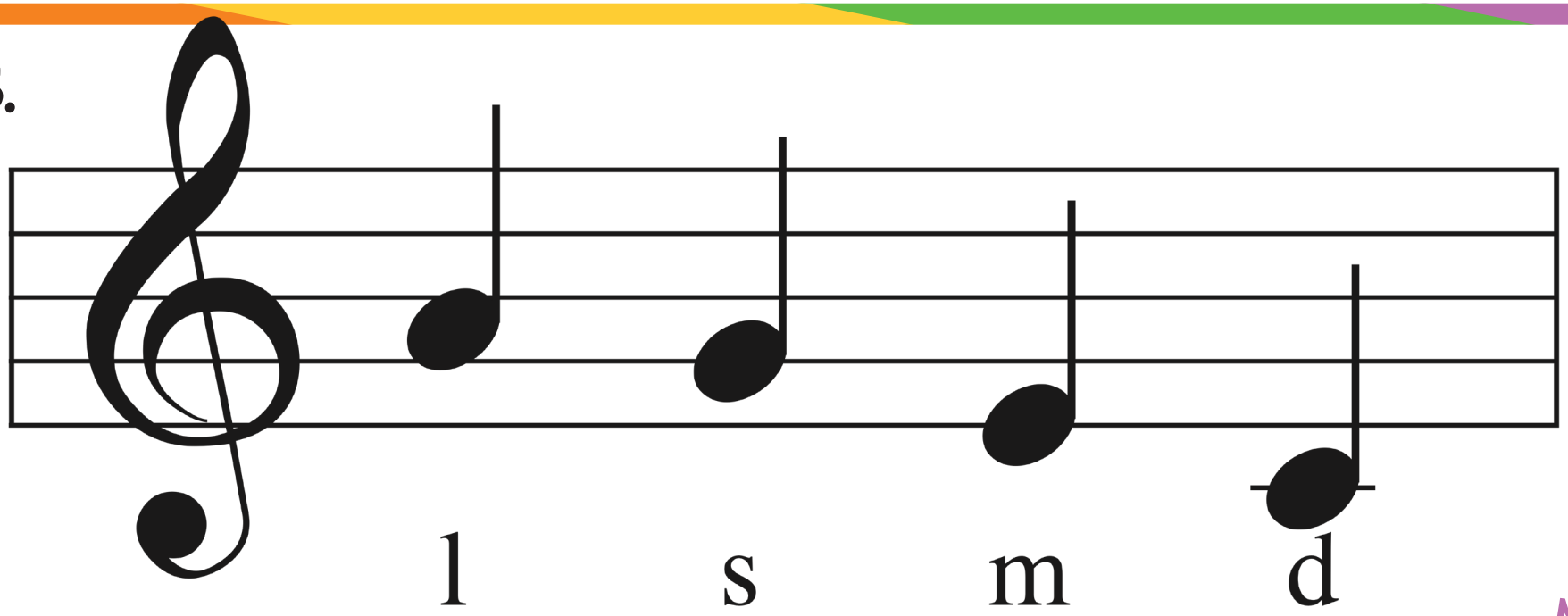

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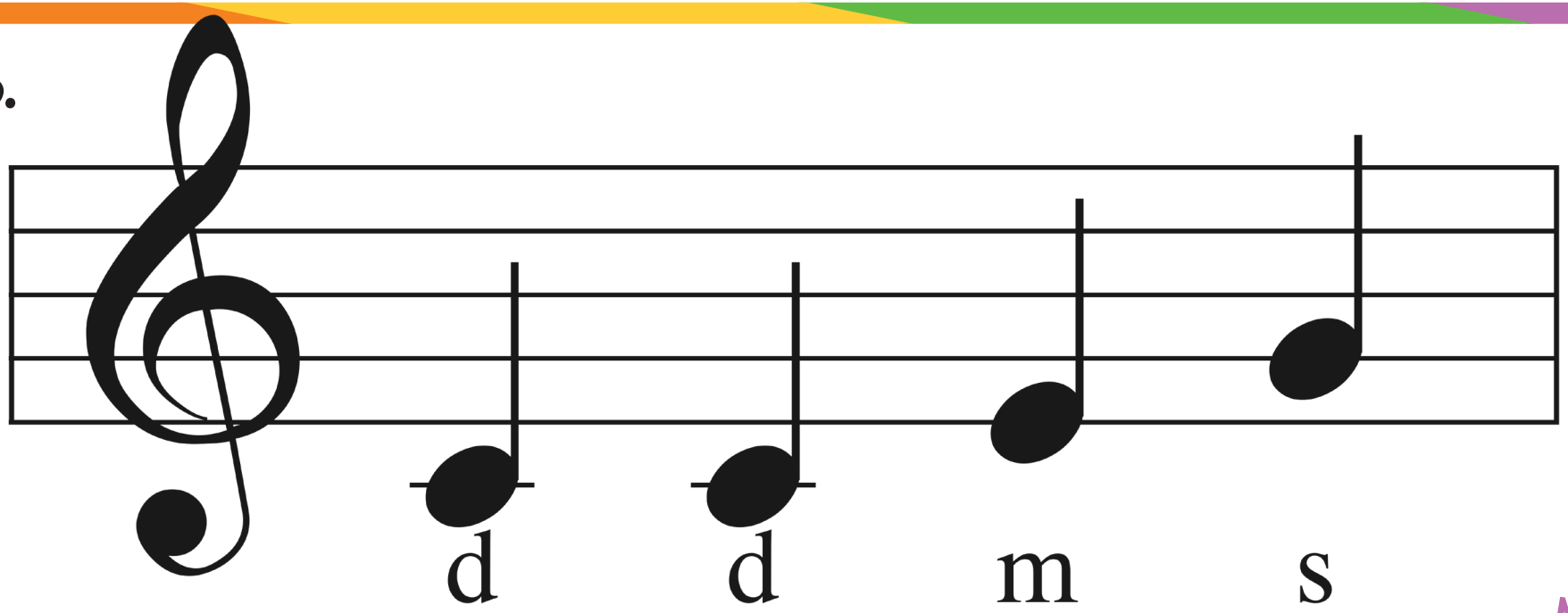

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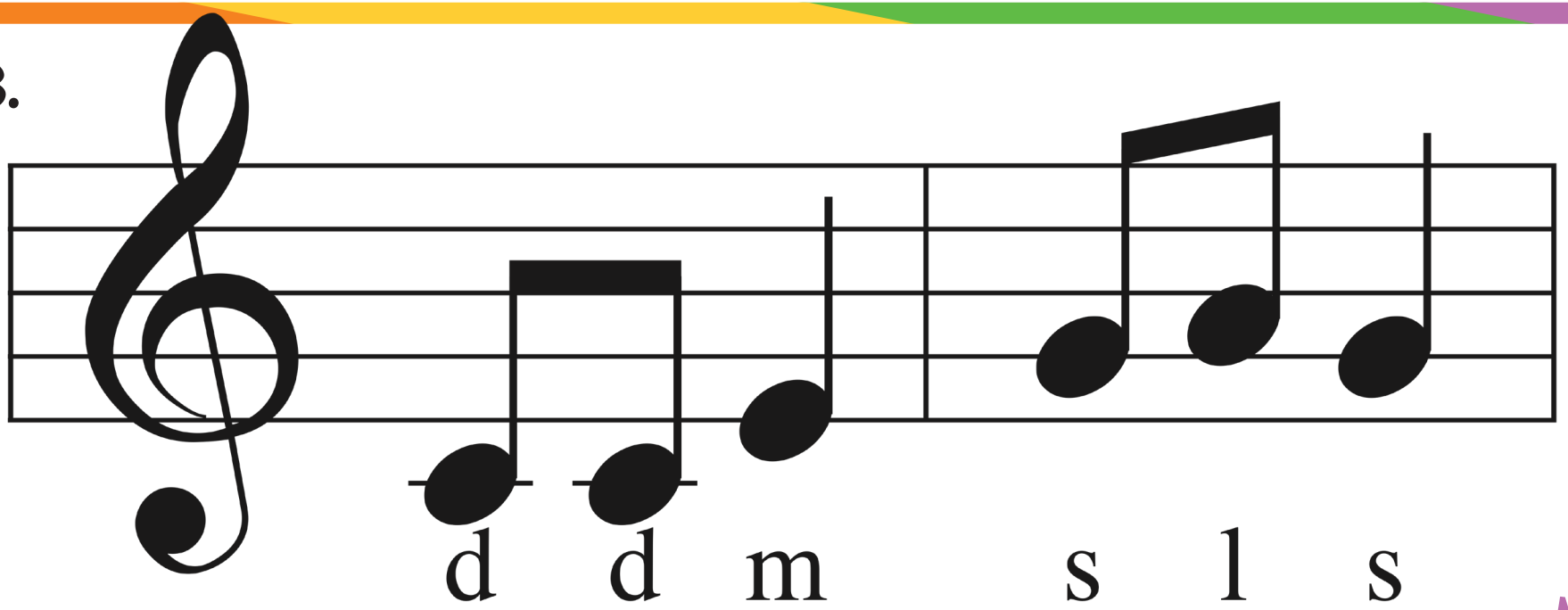
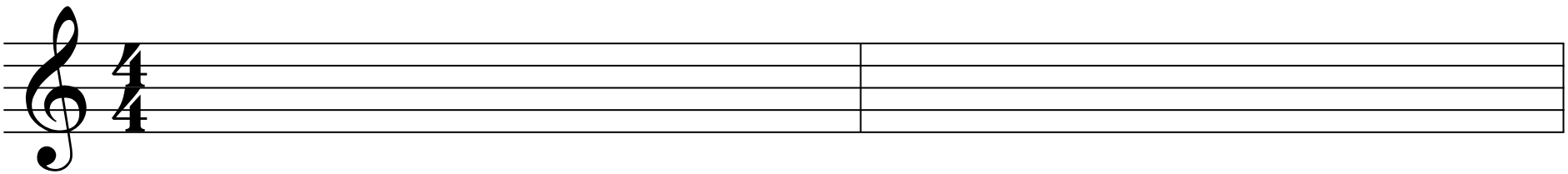


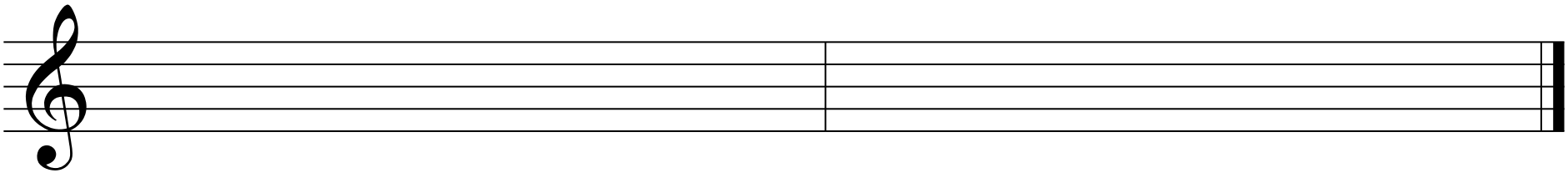
Melody Composition Level 5

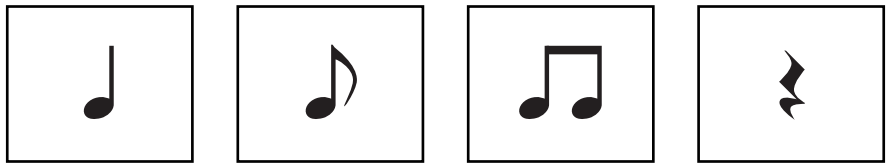
Name: _____

Class: _____

To do: Write a composition using the note values at the bottom of the page. Write your melody on the staff below. When you have completed all four measures, play your composition!







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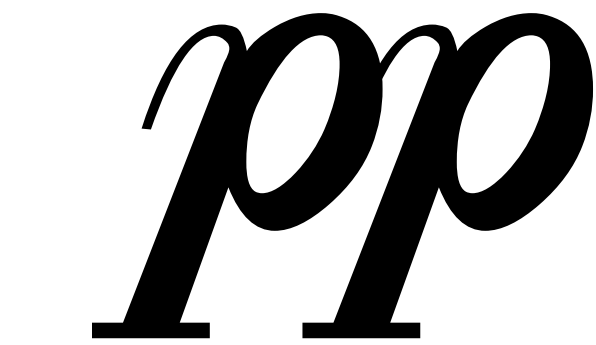

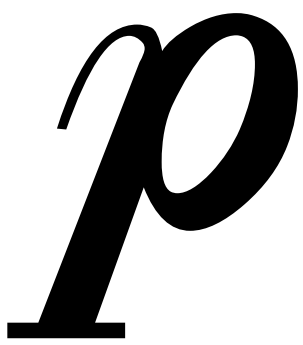

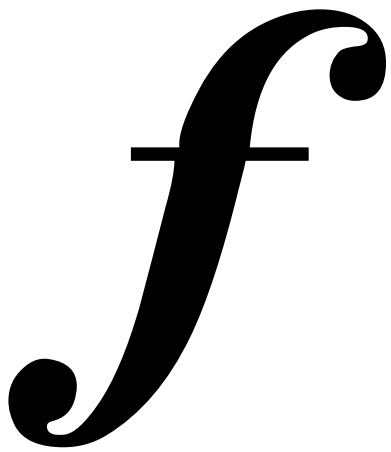

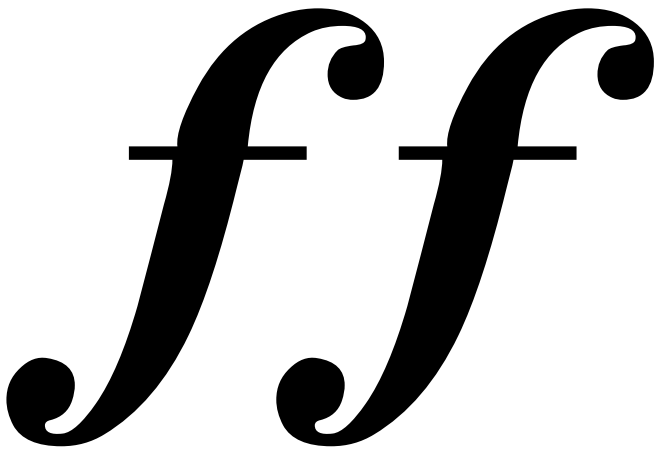

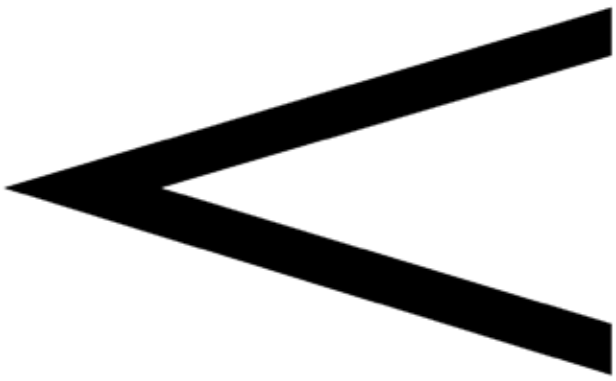

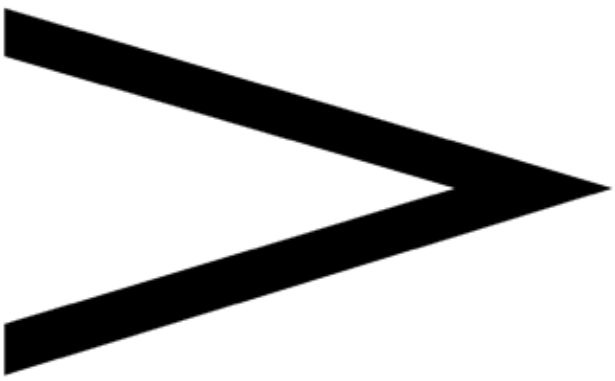

piano *quiet*	pianissimo *very quiet*
mezzo forte *medium loud*	mezzo piano *medium quiet*
fortissimo *very loud*	forte *loud*
decrescendo *gradually softer*	crescendo *gradually louder*

Orff Ensemble Performance Rubric

Student Name: _____

Class: _____

Date: _____

To assess performance of Orff accompaniments, it is necessary to record the actual performance and observe each child, or do the observations as they perform.

Standards	Level 1	Level 2	Level 3	Level 4
Maintains a steady beat	Rarely maintains a steady beat	Occasionally maintains a steady beat	Usually maintains a steady beat	Always maintains a steady beat
Uses proper mallet technique	Rarely uses proper mallet technique	Occasionally uses proper mallet technique	Usually uses proper mallet technique	Always uses proper mallet technique
Plays patterns correctly	Rarely plays patterns correctly	Occasionally plays patterns correctly	Usually plays patterns correctly	Always plays patterns correctly
Stays with the ensemble while playing	Rarely stays with the ensemble while playing	Occasionally stays with the ensemble while playing	Usually stays with the ensemble while playing	Always stays with the ensemble while playing
Can maintain an independent part	Rarely can maintain an independent part	Occasionally can maintain an independent part	Usually can maintain an independent part	Always can maintain an independent part

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MPO

Orff Ensemble Performance Rubric

Student Name: _____

Class: _____

Date: _____

To assess performance of Orff accompaniments, it is necessary to record the actual performance and observe each child, or do the observations as they perform.

Standards	Level 1	Level 2	Level 3	Level 4
Maintains a steady beat	Rarely maintains a steady beat	Occasionally maintains a steady beat	Usually maintains a steady beat	Always maintains a steady beat
Uses proper mallet technique	Rarely uses proper mallet technique	Occasionally uses proper mallet technique	Usually uses proper mallet technique	Always uses proper mallet technique
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Can maintain an independent part	Rarely can maintain an independent part	Occasionally can maintain an independent part	Usually can maintain an independent part	Always can maintain an independent part

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MPO

Orff Ensemble Performance Rubric

Student Name: _____

Class: _____

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To assess performance of Orff accompaniments, it is necessary to record the actual performance and observe each child, or do the observations as they perform.

Standards	Level 1	Level 2	Level 3	Level 4
Maintains a steady beat	Rarely maintains a steady beat	Occasionally maintains a steady beat	Usually maintains a steady beat	Always maintains a steady beat
Uses proper mallet technique	Rarely uses proper mallet technique	Occasionally uses proper mallet technique	Usually uses proper mallet technique	Always uses proper mallet technique
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Can maintain an independent part	Rarely can maintain an independent part	Occasionally can maintain an independent part	Usually can maintain an independent part	Always can maintain an independent part

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Orff Ensemble Self-Reflection

Name: _____ Date: _____

Think about how you played in today's performance.

1. **Did I keep a steady beat throughout the performance?**
   - ❑ I had a hard time keeping the beat.
   - ❑ I kept the beat sometimes, but I need more practice.
   - ❑ I kept the beat most of the time, with just a few slips.
   - ❑ I kept a steady beat from start to finish!

2. **Did I hold and use my mallets the right way?**
   - ❑ I had trouble using proper mallet technique.
   - ❑ I used the right technique sometimes, but not always.
   - ❑ I used good mallet technique most of the time.
   - ❑ I used excellent mallet technique confidently the whole time.

3. **Did I play the right notes and rhythms for my part?**
   - ❑ I had a hard time playing the correct patterns.
   - ❑ I played my patterns correctly sometimes but made mistakes.
   - ❑ I played my patterns correctly most of the time.
   - ❑ I played my patterns perfectly!

4. **Did I listen carefully and stay together with the group?**
   - ❑ I often played at a different time than the group.
   - ❑ I stayed with the ensemble sometimes but got ahead or behind.
   - ❑ I stayed with the ensemble most of the time and adjusted when needed.
   - ❑ I stayed perfectly with the group from start to finish!

5. **Could I play my part confidently, even when others played something different?**
   - ❑ I had trouble playing my part without getting distracted.
   - ❑ I could play my part sometimes, but I got mixed up by others.
   - ❑ I played my part well most of the time.
   - ❑ I confidently played my part the whole time!

What went really well in your performance?

_____

_____

_____

_____

What's one thing you'd like to improve next time?

_____

_____

_____

_____

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