

Music MP 2

Dr. Ronald E. McNair Elementary



Welcome to Marking Period 2 Music! Let's look at what we will be learning in Marking Period 2. The Measurement Topics you will see on the student's report cards this marking period are Creating Music and Reading and Notating Music.



Kindergarten

Kindergarten students have adapted well to class routines. The musical concepts we will be studying this marking period are High/Low, Long/Short, and Same/Different. We will also continue exploring steady beat. Our singing skills will continue to include vocal exploration (sliding our voices up and down).

The Creating Music (Composition) part of this marking period will be movement and iconic notation based. The students will create vocal compositions as well as sound compositions which will use

instruments and movements. We have a lot of fun in Kindergarten Music. The students are excited to participate and learn.



First Grade

In First Grade music class, the students will continue making personal connections to the songs we sing and perform throughout the marking period. The concepts taught in Marking Period 2 are:

- Music Reading: reading long and short sounds as Ta and Ti-Ti, and identifying High and Low sounds.
- Steady Beat: Feeling and performing the steady beat in both duple and triple meters. The students will play instruments to demonstrate their ability to feel the steady beat.
- Continue reviewing classroom instrument families (woods, metals, shakers/scrapers, drums)

Composition in First Grade will be a sound composition, a High/Low composition and a rhythm composition using Ta and Ti-Ti.



Second Grade

In Second Grade music class the students will continue making personal connections to the songs we sing and perform throughout the Marking Period. The concepts taught in Marking Period 2 are:

- Music Reading: Continue reading half note and half rest, tied quarter notes, and the rhythms we currently know. We will also be reading Mi, So, and La melodies on the staff. Students will explore and read the pentatonic scale using their voices and the xylophone, and be introduced to Do and Re.
- Steady Beat: Feeling and performing the steady beat in both simple and compound meters. The students will play instruments to demonstrate their ability to feel the steady beat.
- Musical Form: Question and answer and Rondo form (ABACA)
- Good Singing Skills: Posture and breath support
- Musical Symbols: Repeat Signs, Treble Clef, Bar Line, Double Bar Line.

Composition in 2nd grade will consist of rhythm compositions using word-chains which will be transferred to barred instruments and placed in a pentatonic scale.



Third Grade

In Third Grade music class, the students will continue making personal connections to the songs we sing and perform throughout the Marking Period. The concepts taught in Marking Period 2 are:

- Music Reading: The students will be exposed to High Do, Low La, and Low So this Marking Period, extending our reading to Low So and Low La, Do Re Mi, and High So and High La. In rhythm reading we will continue reading four sixteenth notes (Tika-Tika) as well as reviewing all known rhythms. The students will also learn simple 4/4 meter (4 beats in a measure).
- Musical Form: We will sing two part rounds, also called musical canons.
- Good Singing Skills: Posture and breath support
- Musical Symbols: Two articulation words such as legato (smooth) and staccato (short and detached).

Composition in 3rd grade will consist of a rhythm composition using four beamed sixteenth notes and performing it using the pentatonic scale with a barred instrument.



Fourth Grade

In Fourth Grade music class the students will continue making personal connections to the songs we sing and perform throughout the Marking Period. The concepts taught in Marking Period 2 are:

- Music Reading: The students will continue reading solfege Fa and Ti on the music staff. We will extend our rhythm reading to different combinations of 16th note rhythms (eighth note and two 16th notes, two 16th notes followed by an eighth note).
- Good Singing Skills: Posture and breath support. We will also develop vocal independence by singing three and four-part rounds and learning how to sing with expression.
- Musical Symbols: Coda

Composition in Fourth Grade will consist of rhythm compositions using words that match the 16th/8th note rhythm combinations we are learning during this marking period. Students will also be improvising and composing melodies using barred instruments on Do Mi So with a (I) chord and So Ti Re with a (V) chord.



Fifth Grade

In Fifth Grade music class, the students will continue making personal connections to the songs we sing and perform throughout the Marking Period. The concepts taught in Marking Period 2 are:

- **Music Reading:** We will be singing in a C Major diatonic scale and La based minor scale. The students will read melodies using solfege and play and compose melodies using this same scale. We will expand our rhythm reading to include syncopated and dotted quarter rhythms.
- **Good Singing Skills:** The students will be learning the proper techniques for good singing which include breath support, posture, phrasing, and expressive singing. We will be developing our vocal independence by singing partner songs. We will also be exploring pieces in different meters.
- **Music Vocabulary:** Tempo marking Andante
- **Musical Symbols:** Key Signatures

Composition in Fifth Grade will consist of improvisations on barred instruments on Do Mi So with a (I) Chord, So Ti Re with a (V) chord, and Fa La Do with a (IV) chord. Students will use these improvisations to write a rhythmic composition using known rhythms which will then be transferred to barred instruments.

We are so proud of how willing Dr. Ronald E. McNair students are to learn in our music classes. We are ready for a great Marking Period 2!



Ms. Booth (Full-Time)
Mrs. McPhee (Part-Time)