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ABSTRACT

GRADES OR AGES: Grade K-6. SUBJECT MATTER: Elementary Music. ORGANIZATION AND PHYSICAL APPEARANCE: This instructional guide is divided into seven sections covering grade levels K-6. The introductory material includes a statement of purpose for the teacher. Each section is presented in three columns: concept and skills, teacher and pupil activities, and resources. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed under Concepts and Skills. Detailed activities are suggested. INSTRUCTIONAL MATERIALS: Records, instruments, songs, books, films and additional materials are listed under Resources. STUDENT ASSESSMENT: No provision is made for student evaluation. (MJM)

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MUSIC

CURRICULUM GUIDE

K-6

JUL 13 1971

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

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ELEMENTARY MUSIC GUIDE

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INSTRUCTIONAL GUIDE FOR ELEMENTARY MUSIC
CONCEPTS AND ACTIVITIES

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FOREWORD

As you study the history of man, you will discover that a great part of the history of this culture can be found in his music. It has been a vital part of his life and an avenue for his personal expression that language alone cannot fulfill. The child will find his own potential for musical expression as he is given the opportunity to explore the important elements of rhythm, melody, and harmony, and is encouraged to try his own performance of these skills through singing and playing an instrument.

The Music Committee is to be commended for its work, especially Beatrice Schattschneider, who has seen the need for a more comprehensive guide in the area of elementary vocal music.

GEORGE A. OLDHAM
Superintendent

ELEMENTARY MUSIC GUIDE

TO THE TEACHER

This guide is made available to you as proposed in the Year of Assessment, and as developed by fellow professionals on the Central Curriculum Committee. It is their desire to present a challenge for you to explore the great variety of musical activities in which the children of your classroom can be involved.

The true appreciation of music is contingent upon knowledge. The study of music structure and literature will increase the child's understanding of music and therefore increase his capacity for the enjoyment of music as an art. The classroom teacher has the primary responsibility for the teaching of music in her classroom. The music teacher consultant visits the classroom periodically to reinforce the technical aspects of music. It is the classroom teacher, however, who motivates music experience through all the other facets of curriculum and integrates it with art and social studies to make it a living and viable experience for children. We implore you to explore your guide and discover what you can do to increase your own and your students' appreciation of music. Make suggestions to the music teacher consultant, and you will find her helpful in integrating music in your regular lesson plan.

Grateful acknowledgement is extended to Lena Cannella, a member of the Music Committee who took part in the motivation and writing of this document. Special recognition is given, however, to Beatrice Schattschneider, who performed yeoman service in its development.

John E. Sheehy
Assistant Superintendent, Instruction

ELEMENTARY MUSIC GUIDE	PARSIPPANY -TROY HILLS TOWNSHIP SCHOOLS	KINDERGARTEN
<p><u>CONCEPTS AND SKILLS</u></p> <p>I. LISTENING</p> <p>A. Enjoyment</p> <p>B. Loud and Soft (dynamics)</p>	<p><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p>Listen to music for enjoyment, mood, and story.</p> <p>For pupil listening the teacher can use her own singing voice, recordings, the piano, or other rhythm or melody instruments.</p> <p>Compare compositions which are louder or softer than each other.</p> <p>Compare and play instruments which are louder or softer than each other - large drums and large cymbals to loud music, and small drums and finger cymbals to soft music.</p> <p>Stamp, leap, or clap vigorously to loud music. Tiptoe, sway, or slide to soft music.</p> <p>Children can create "sound effects" with voices or instruments.</p>	<p><u>RESOURCES</u></p> <p>See AVA listing in your school.</p> <p><u>VOCAL</u> BRAHM'S LULLABY - <u>This Is Music</u> Allyn and Bacon Book 3</p> <p>O'SUSANNA - <u>This Is Music</u> Allyn and Bacon Book 3</p> <p><u>RECORDED (Instrumental)</u> THE SWAN from "The Carnival of the Animals" Saint-Saens</p> <p>ROYAL MARCH OF THE LIONS from "The Carnival of the Animals" Saint-Saens</p> <p>Standard set of rhythm instruments.</p> <p>Tuned bells</p>

<p>ELEMENTARY MUSIC GUIDE</p>	<p>PARSIPPANY -TROY HILLS TOWNSHIP SCHOOLS</p>	<p>KINDERGARTEN</p>
<p>CONCEPTS AND SKILLS</p> <p>C. Fast and Slow (tempo)</p> <p>D. Changes of Tempo</p>	<p>TEACHER AND PUPIL ACTIVITIES</p> <p>Recognize familiar songs which are fast or slow and then compare them with each other.</p> <p>Listen to recordings which are fast or slow, and then compare them with each other.</p> <p>Use songs which indicate changes in tempo.</p> <p>Listen to recordings which change tempo.</p> <p>Use body movements to music.</p> <p style="text-align: center;">6</p>	<p>RESOURCES</p> <p>FAST THIS OLD MAN RIG-A -JIG -JIG</p> <p>SLOW ROCK -A -BYE BABY LITTLE BOY BLUE</p> <p>FAST WILD DONKEYS (listed as Wild Horses on some recordings) from "The Carnival of the Animals" Saint -Saens</p> <p>SLOW TURTLES from "The Carnival of the Animals" Saint -Saens</p> <p>GAME SONG WHERE IS THE PEBBLE? Making Music Your Own Silver Burdett Goss & Manges</p> <p>RECORDING "GOLLIWOG'S CAKE WALK" from Children's Corner Suite - Debussy</p> <p>RECORDING THE ELEPHANT from Learning Basic Skills Through Music</p> <p>SONG NEW RIVER TRAIN Making Music</p>

ELEMENTARY MUSIC GUIDE

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

KINDERGARTEN

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

E. High and Low

Learn meaning of high and low through the use of play activities, such as the see-saw, bouncing a ball, etc.

SONG
SEE-SAW, MARGERY DAW Music
Round the Clock Follet page 30

Use rhythm and melody instruments which are high and low pitched, and compare to discover "higher" and "lower" sounds.

Standard rhythm and melody instruments.

Use recordings which have high and low voices and high and low instrument sounds.

RECORDINGS
HIGH
HENS AND COCKS "The Carnival of the Animals" Saint-Saens

Use finger and hand plays.

Draw high and low lines on board or easel.

Enlist the story of "The Three Bears".

LOW
THE ELEPHANT "The Carnival of the Animals" Saint-Saens

F. Recognizing Tonal Patterns

Through the following experiences, specific patterns of repeated and changing tones can be explored:

The teacher may sing or play repeated tones and have the children sing them back, attempting to match the tones the teacher has sung or played. (This will take repetition!)

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY - TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Follow the same procedure with different tones. Many question and answer games can be devised.

Follow the same procedure with ascending and descending tonal patterns and skips.

Use tuned bells or make tuned bottles, using identical bottles filled with various levels of water.

G. Harmony

Use recordings which have several voices or instruments singing or playing at the same time to illustrate harmony.

Use a harmony instrument (guitar, piano, autoharp) to show that songs can be accompanied by harmony.

Experiment with different types of rhythmic movements such as running, skipping, walking, etc.

Use the piano, drum or records.

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KINDERGARTEN

RESOURCES

Song using similar tones and skipping tonal pattern - TWINKLE, TWINKLE LITTLE STAR

Song using ascending and descending tonal patterns and skips - MY LITTLE PONY New Music Horizons, Book One Silver Burdett

See Teacher's Edition of Making Music Your Own, Silver Burdett Book One, page 77

Tuned bells are located in each school or available through Peripole.

See AVA listing in your school.

Piano music for rhythmic activities is located in the index of all good teachers manuals. Parsippany Schools have the teachers' edition of This Is Music, Book One Allyn and Bacon.

Consult your school record library for recordings.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

Recognize and explore different kinds of rhythmic sounds and movements that are part of the child's environment.

Rhythm of names, rhymes, movements of people, ticking clocks, heartbeats, train wheels, drum beat, etc.

Use singing games.

Use the Rhythm Band Instruments. This should be developed gradually and after a very modest beginning - children should keep with the beat of the music.

1. Start with clapping to the beat.
2. Use only rhythm sticks.
3. Add one or two other instruments.
4. Gradually add all the instruments in unison playing.
5. Divide instruments into sections - sometimes one section is quiet while the others play, or plays only when its "theme" appears.

KINDERGARTEN

RESOURCES

Environmental sounds plus rhythm instruments.

RECORDING
LEARNING BASIC SKILLS THROUGH
MUSIC

DID YOU EVER SEE A LASSIE?
LOOBY LOO

THE MUFFIN MAN

THE MULBERRY BUSH

ROUND AND ROUND THE VILLAGE
LONDON BRIDGE

(see last page for additional listings)

Standard set of rhythm instruments for a complete class (Consult Peripole Catalogue)

Various ideas concerning grouping rhythm instruments with the music may be obtained from your music consultant.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

III. SINGING

- A. Learn to enjoy singing in tune and with a light and clear tone quality.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Draw or finger paint of music to stimulate body movement. Also "dramatize" the music through body movements.

Use tone games and echo songs to learn to match tones. (Songs and phrases should be short.)

Pretend to be a whistle "too, too, too", cat, wind, bird, etc.

Use refrain songs.

No heavy or loud singing should be allowed. Light and clear tone quality should be stressed.

Encourage children to sing alone or in small groups.

KINDERGARTEN

RESOURCES

Suggested recordings:
 THE SYNCOPATED CLOCK Anderson
 BLUE DANUBE WALTZ Strauss
 THE NUTCRACKER SUITE
 Tschaiikowsky, and many other recordings which are in your school library.

WHAT IS YOUR NAME? from Learning Basic Skills Through Music - Hap Palmer

YANKEE DOODLE
 THIS OLD MAN

Use ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN from This Is Music Book One, Allyn and Bacon Teacher's Edition and add WHERE ARE YOU? by class; Individual responds with HERE I AM on the same pitch.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

For ascending and descending tones, have the children sing up and down a few scale tones using numbers.

"1, 2, 3" - "3, 2, 1"

Introduce simple rounds during the last part of the school year.

Phrase-wise method of teaching a rote song:

1. Sing the song to the children asking them to listen for specific things about the song, then have them answer your questions.
2. Sing the song again and ask the children to hum with you.
3. Sing the first phrase of the song to the children and have them sing it with you after they have listened. (Repeat this procedure until the children sing it correctly.)
4. Follow procedure #3 with the second phrase.
5. Sing the first and second phrases together to the children and have them sing them together with you after they have listened. (Repeat this procedure until the children sing it correctly.)
6. Follow procedure #3 with the third phrase.

KINDERGARTEN

RESOURCES

ROW ROW, ROW YOUR BOAT
FRERE JACQUES

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

7. Follow procedure #3 with the fourth phrase.
8. Follow procedure #5 with the third and fourth phrases.
9. Sing the entire song to the children.
10. Use an accompaniment so the children can hear the song with harmony after they are very sure of the melody.

KINDERGARTEN

RESOURCES

For songs under the following classifications, use the classified index in the Teacher's Edition of THIS IS MUSIC, KINDERGARTEN, Follett; or consult any of the other teachers' manuals or the music specialist in your school:

School, Home and Family, Motion, Community, Counting, Animals, The Farm, Circus, and Zoo, Holidays, Weather, Seasons, Travel, etc.

Additional Song Books:

THIS IS MUSIC, BOOK ONE - Follett
MAKING MUSIC YOUR OWN, BOOK ONE - Silver Burdett
SINGING FUN - Webster Division,
McGraw - Hill Book Co.

ELEMENTARY MUSIC GUIDE: <u>CONCEPTS AND SKILLS</u>	PARSIPPANY - TROY HILLS TOWNSHIP SCHOOLS <u>TEACHER AND PUPIL ACTIVITIES</u>	KINDERGARTEN <u>RESOURCES</u>
		<p>MORE SINGING FUN - Webster Division, McGraw-Hill Book Co. EXPLORING MUSIC BOOK ONE, Teacher's Manual - Holt Rinehart Winston</p> <p>THE FIRESIDE BOOK OF CHILDREN'S SONGS - Simon and Schuster</p> <p><u>RECORDINGS</u> BEST-LOVED FAIRY TALES, Volumes one and two. NUTCRACKER SUITE - Tchaikowsky RUDOLPH THE RED-NOSED REIN - DEER AND OTHER CHILDREN'S SONGS PETE SEEGER'S CHILDREN'S CONCERT CHILDREN'S CORNER SUITE - Debussy CARNIVAL OF THE ANIMALS - Saint-Saens SEGOVIA PLAYING CLASSICAL GUITAR SYNCOPATED CLOCK AND OTHERS - Leroy Anderson TUBBY THE TUBA - Decca SING 'N DO RECORDS - Sing "N Do Co., Inc. 214 Goodwin Ave, Midland Park, N.J.</p>

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

KINDERGARTEN

RESOURCES

LEARNING BASIC SKILLS THROUGH
MUSIC - Hap Palmer, Album AR514
volume 1, Activity Records, Educa-
tional Activities, Inc. Freeport, Long
Island, N. Y.
SUITE BERGAMASQUE -Debussy
TOY SYMPHONY -Haydn

FILMS

Consult the County Film Library
listing for films suitable for your
class.

BOOKS FOR RHYTHMS AND DANCES

from Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES
#22

DANCE STEPS #21

FUNDAMENTAL STEPS AND RHYTHMS
#20

SONG PLAYS (from Dance Syllabus)

FOLK DANCES (from Dance Syllabus)

All recordings (unless otherwise listed)
are available through:
Educational Record Sales
157 Chambers Street
New York, New York 10007

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

KINDERGARTEN

RESOURCES

The County Library has begun a Record Library to which they are continually adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.



<p>ELEMENTARY MUSIC GUIDE</p> <p>CONCEPTS AND SKILLS</p> <p>I. LISTENING</p> <p>A. Enjoyment</p> <p>B. Creativity</p> <p>C. Discrimination of Tone Color in Music</p>	<p>PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p> <p>TEACHER AND PUPIL ACTIVITIES</p> <p>Listen to music for enjoyment, mood, and story.</p> <p>Play composers for various moods to show the children that music changes "feelings".</p> <p>Encourage creativity by encouraging children to dramatize through bodily movements what they have heard in the music.</p> <p>Allow children to draw what the music has said to them.</p> <p>Discover, identify, and describe the difference between speaking and singing sounds.</p> <p>Compare the sound of a pattern or phrase when sung by an individual child with the sound of the same pattern or phrase sung by other individuals or the group.</p> <p>Compare the difference in timbre between men's and women's voices.</p> <p>Explore the characteristic sounds of percussion instruments, tonal instruments, and harmony instruments.</p>	<p>GRADE 1</p> <p>RESOURCES</p> <p>See AVA listing in your school.</p> <p>CHANGES IN MOOD NUTCRACKER SUITE - Tschailovsky CHILDREN'S CORNER SUITE - Debussy SYNCOATED CLOCK - Anderson CARNIVAL OF THE ANIMALS - Saint - Saens</p> <p>Use the men's and women's voices on SPACE SONGS - Tom Glazer</p>
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ELEMENTARY MUSIC GUIDE
CONCEPTS AND SKILLS

GRADE 1

TEACHER AND PUPIL ACTIVITIES

Recognize by sight and sound selected instruments of the band and orchestra.

D. Harmony

Use recordings which have several voices or instruments singing or playing at the same time to illustrate harmony.

Use a harmony instrument (guitar, piano, autoharp) to show that songs can be accompanied by harmony.

E. Phrases

Explain that a musical phrase is a group of notes which belong together.

Illustrate phrases by singing or playing them.

In a familiar song (or even new one) ask the children which phrases sound the same and which sound different in melody.

Ask them where the music stays the same but the words change and to identify similar and different phrases.

RESOURCES

Bells, triangle, tambourine, piano, guitar, violin, trumpet, tuba, drum.

RECORDINGS

TUBBY THE TUBA -Decca
 MEET THE INSTRUMENTS-Bowmar
 RUSTY IN ORCHESTRAVILLE-Bernstein

See AVA listing in your school.

SONG ILLUSTRATION

TWINKLE, TWINKLE LITTLE STAR



ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

F. Form

II. RHYTHM

A. Steady Beat

B. Accented Beat

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Through the various experiences of singing, listening, playing, and creating the children will discover that music is composed of similar and contrasting sections.

Through listening, singing, body movements, and the use of instruments, children will have numerous opportunities to respond to rhythmic nature of music - pulse (beat), rhythm patterns, and accent. They will also be adopting their movements to set tempos. These activities will provide a foundation for a systematic study of rhythm.

Keep time with body movements or rhythm instruments to a steady beat (children clap, clap, clap, etc. while teacher plays a steady beat on the drum.)

Keep time with body movements or rhythm instruments to an accented beat. Identify the strong beat in music as the accented beat.

Clap 1, 2, 3, 4, - 1, 2, 3, 4 by clapping 1 strong and 2, 3, 4 lighter.

Clap 1, 2, 3, 4 - 1, 2, 3, 4 by clapping 1 and 3 strong and 2 and 4 lighter.

GRADE 1

RESOURCES

Standard rhythm instruments.

RECORDINGS

LEARNING BASIC SKILLS THROUGH MUSIC

-Hap Palmer
Album AR514, Volume One
Activity Records
Educational Activities, Inc.
Freeport, Long Island, New York



CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

C. Changing Beat

> Clap 1, 2, 3 - 1 stronger and 2 and 3 lighter.

> Clap 1, 2 - 1 stronger, 2 lighter. Change from 1, 2, 3, 4 to 1, 2, 3.

SONG ILLUSTRATION
DRUM SONG - Music Round the Clock
Book One, Follett Page 61

Clap 1, 2, or use rhythm instruments.

D. Changing Tempo

Use body movements or instruments to music which changes tempo.

RECORDING
GOLLIWOG'S CAKEWALK - Children's
Corner Suite - Debussy

E. Melodic Rhythm

The children will discover that in addition to clapping the beat we can also clap the rhythm of the melody.

Use any familiar song.

Singing games and dances are fun.

See last page.

III. NOTATION

The children should learn that some notes are longer than others and that sometimes we have silence in music. They should be able to identify and feel the following notes and rests and know their values. Use the following sequence.



QUARTER NOTE - 1 count or beat



QUARTER REST - 1 count or beat

ELEMENTARY MUSIC GUIDE








CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS






GRADE 1

RESOURCES

TEACHER AND PUPIL ACTIVITIES

-  HALF NOTE - 2 counts or beats
-  HALF REST - 2 counts or beats
-  DOTTED HALF NOTE - 3 counts or beats
-  WHOLE NOTE - 4 counts or beats
-  WHOLE REST - 4 counts or beats
-  EIGHTH NOTE - 1/2 count or beat
-  EIGHTH REST - 1/2 count or beat

The children should also recognize the following:

-  BAR LINE
-  DOUBLE BAR
-  G CLEF OR TREBLE CLEF
-  STAFF
-  MEASURE

The children will enjoy playing, clapping, stepping, rhythm and instrument games to feel the value of notes and rests.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

A. Creativity

IV. SINGING

- A. Learn to enjoy singing in tune and with a light and clear tone quality.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Towards the end of the year, the children will enjoy looking at the notes from their music books.

Games with music flash cards are fun.

The children should learn that notes which are written on staff lines are called "line notes" and notes which are written in staff spaces are called "space notes".

Original songs, using the notes and rests which the children know, are fun to write towards the end of the year.

Children can make their own rhythm instruments.

No heavy or loud singing should be allowed. Light and clear tone quality should be stressed.

To encourage good tone quality and to help the children sing accurate pitches, singing "conversations" between teacher and child, questions and answers and songs with echoes will be useful.

Use tone bells to help further increase the child's understanding of high, low, same, and different pitches.

GRADE 1

RESOURCES

MUSIC ROUND THE CLOCK, Book One, Children's Edition - Follett

Standard set of music flash cards
(listed in most school supply catalogues)

GREETING SONG from This Is Music
Book One - Follett, page 15
MUSIC ROUND THE CLOCK - Follett
pages 41-45

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Choose songs with melodic appeal, melodic simplicity and words that children understand.

Dramatizing songs can be fun, also singing games and some simple folk dances.

Let children listen to the song many times before attempting to sing. For example of teaching a rote song by phrase method, see Kindergarten Unit on Singing.

Integrate songs with school program and home life, and be sure to keep songs within a child's vocal range.

Encourage the children to sing alone or in small groups.

As an introduction to singing in harmony, continue the rounds taught in Kindergarten and teach a few more simple ones. The children will also enjoy singing one or two foreign language songs. (See index of your Teacher's Manual)

GRADE 1

RESOURCES

If you need additional materials, see your music consultant.

ROW, ROW, ROW YOUR BOAT
FRERE JACQUES

(The two above rounds can even be sung together for added fun)

SCOTLAND'S BURNING
SWEETLY SINGS THE DONKEY

For the songs under the following classifications, use the classified index in the Teacher's Edition of THIS IS MUSIC, Book One Follett; or consult any of your other teacher's manuals or the music specialist in your school.



CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

School, Home and Family, Community Counting, Motion, Animals, The Farm, Circus and Zoo, Holidays, Weather, Travel, etc.

Additional Song Books:
(teacher's manual editions)

- MAKING MUSIC YOUR OWN Book One
Silver Burdett
- SINGING FUN - Webster Division
McGraw-Hill Book Co.
- MORE SINGING FUN - Webster Division
McGraw-Hill Book Co.
- EXPLORING MUSIC Book One
teacher's manual, - Holt, Rinehart,
Winston
- THE FIRESIDE BOOK OF CHILDREN'S
SONGS Simon and Schuster

RECORDINGS

- BEST-LOVED FAIRY TALES - Volumes
One and Two
- NUTCRACKER SUITE - Tchaikovsky
- RUDOLPH THE RED-NOSED REIN-
DEER AND OTHER CHILDREN'S
SONGS
- PETE SEEGER'S CHILDREN'S
CONCERT
- CHILDREN'S CORNER SUITE -
Debussy
- CARNIVAL OF THE ANIMALS-
Saint-Saens

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 1

RESOURCES

RECORDINGS FOR THE HUMANITIES
Siver-Burdett
SEGOVIA PLAYING CLASSICAL
GUITAR
SYNCOATED CLOCK AND OTHERS
Leroy Anderson
TUBBY THE TUBA - Decca
SING 'N DO RECORDS
LEARNING BASIC SKILLS THROUGH
MUSIC - Hap Palmer
SUITE BERGAMASQUE - Debussy
TOY SYMPHONY - Haydn

FILMS

Consult the County Film Library
listing for films suitable for your
class.

BOOKS FOR RHYTHMS AND DANCES
WITH ACCOMPANYING RECORDS

From Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES

#22

DANCE STEPS #21

FUNDAMENTAL STEPS AND RHYTHMS

#20

SONG PLAYS (from Dance Syllabus)

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CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 1

RESOURCES

All recordings (unless otherwise listed) are available through:
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157 Chambers Street
New York, New York 10007

The County Library has begun a Record Library to which they are adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.

CONCEPTS AND SKILLS

I. LISTENING

A. Enjoyment and Understanding

B. Form

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Learn to listen to music for enjoyment, mood, and story.

Help the children to understand that music does not have to have a story or a scene behind it, but help them observe that music is a combination of rhythm, melody, harmony, and form.

Use discussion and question methods that will encourage the children to verbalize their observations and ideas about rhythm, melody, harmony, and form.

Help children realize that form(design) in music is the order in which things happen.

Guide them to recognize repeated melodies or sections of the compositions.

Have them raise their hands when the melody begins again or when the new melody begins - label first melody "A" and the second melody "B" etc.

Encourage genuine participation through class discussion, interpretation, through movement, singing or playing themes on melody instruments, or playing the rhythm of themes on percussion instruments.

GRADE 2

RESOURCES

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

Use pictures of instruments or composers where they are available.

MEET THE INSTRUMENTS POSTERS
#123 - Bowmar
PORTRAITS OF COMPOSERS
#170 and #171 - Bowmar

C. Integration of Art and Music

1. Form and Rhythm

Form in art and music can be compared through:

1. Rhythm of repeated patterns, shapes, or colors.
2. Lines and their interactions which form the design of a work of art or a music composition.

Use pictures of great artists as illustrations of these forms. Look in your school library.

2. Tone Color

Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.

In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamic shadings in the music (louds and softs).

Use contrast in voices on SPACE RECORDS and WEATHER RECORDS
Tom Glazer

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ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

3. Harmony

4. Creativity

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Have children observe the difference in tone color which is achieved when the same melody is sung by a male or a female voice, also by various sounding instruments playing the same tune.

Children should recognize by sight and sound the following instruments: piano, guitar, triangle, tambourine, bells, violin, trumpet, tuba, drum, oboe, clarinet, flute, bassoon, french horn, tympani(kettle drums).

Experiment with producing combinations of tones with bells, piano, or autoharp. Use simple songs which use only one or two different chords.

Guide children to hear where chord changes should be made.

Encourage children to listen to changes in the combinations of sounds in the recordings which they hear.

Encourage creativity by encouraging children to dramatize through body movements what they have heard in the music.

GRADE 2

RESOURCES

Invite good 6th grade instrumentalists to come to the classroom and play the same tune. Example: flute, trumpet, clarinet, alto horn, etc.

RECORDINGS

MEET THE INSTRUMENTS - Bowmar
SPARKY'S MUSIC MIXUP-Bernstein
PETER AND THE WOLF - Prokofieff

PICTURES

MEET THE INSTRUMENTS POSTERS
#123- Bowmar

SONGS

ROW, ROW, ROW YOUR BOAT
FRERE JACQUES
LITTLE TOM TINKER

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS


II. RHYTHM

A. Measured Rhythm

2 3 4
4 4 4

In the time signature, the top number tells you how many counts or beats there are to every measure. The bottom number tells you what kind of note gets one count or beat.

Example:

2 - 2 counts to every measure
4 -  (quarter note) gets one count or beat

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Allow the children to draw what the music has said to them. Occasionally, try to get them away from drawing animals, places, etc. Ask them to paint colors, lines, shapes, etc. which the tone color of the music has suggested to them.

Children can make their own rhythm instruments.

Rhythm is basic in poetry, painting: sculpture, architecture, dance, and music.

Continue the study of the steady, strong, and weak beats, changing beat, accented beat, and changing tempos from Grade One and begin the study of the aural and visual recognition of rhythm patterns.

Introduce the study of the following time signatures:

GRADE 2

RESOURCES

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

B. Notation










PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 2




TEACHER AND PUPIL ACTIVITIES

RESOURCES

Continue the study of the following notes and rests which were introduced in Grade One:

-  QUARTER NOTE - 1 count or beat
-  QUARTER REST - 1 count or beat of silence
-  HALF NOTE - 2 counts or beats
-  HALF REST - 2 counts or beats of silence
-  DOTTED HALF NOTE - 3 counts or beats
-  WHOLE NOTE - 4 counts or beats
-  WHOLE REST - 4 counts or beats of silence
-  EIGHTH NOTE - 1/2 count or beat
-  EIGHTH REST - 1/2 count or beat of silence

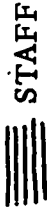
Also continue the study of the following:

-  G CLEF OR TREBLE CLEF
-  BAR LINE
-  DOUBLE BAR

CONCEPTS AND SKILLS

- 1. Creativity
- 2. Writing

TEACHER AND PUPIL ACTIVITIES



STAFF



MEASURE

(The section of the staff which is in between two bar lines is called a measure.)

The following new elements of notation should be introduced during the Second Grade academic year:



TIED NOTES



REPEAT SIGN



ACCENT

The children will enjoy playing, clapping, stepping and rhythm instrument games to feel the value of notes and rests.

Games with music flash cards are also fun.

Standard set of Music Flash Cards
(See office catalogue)

RESOURCES

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

3. Math Integration

4. Music Reading

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Put the following examples on the board and have the children give the answers. Use your ingenuity to think of more!

$$\begin{array}{r}
 \text{d} \\
 + \text{d} \\
 \hline
 4
 \end{array}
 \quad
 \begin{array}{r}
 \text{g} \\
 + \text{g} \\
 \hline
 2
 \end{array}
 \quad
 \begin{array}{r}
 \text{d} \\
 + \text{d} \\
 \hline
 3
 \end{array}
 \quad
 \begin{array}{r}
 \text{d} \\
 + \text{d} \\
 \hline
 2
 \end{array}
 \quad
 \begin{array}{r}
 \text{d} \\
 + \text{d} \\
 \hline
 7
 \end{array}$$

In the songs which they sing, have the children recognize the notes which they have learned.

They should identify notes which are located in the same space or on the same line as sounding the same and notes which are located on different lines or in different spaces as sounding different. Also, notes which "skip" will sound farther away than notes which "step".

The children should recognize repetition of melodic and rhythmic patterns in notation.

Example: Compare similar and contrasting phrases in the songs in their books.

Hand levels can be used for giving the direction of a melodic line.

Singing games and dances are fun.

GRADE 2

RESOURCES

See last page.



ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

III. SINGING

- A. Learn to enjoy singing in tune and with a light and clear tone.

TEACHER AND PUPIL ACTIVITIES

No heavy or loud singing should be allowed. Light and clear tone quality should be stressed at all times.

Develop a secure sense of high and low and the direction of melody movement.

Work to improve the child's ability to sing accurately within an expanding range and with pleasing tone quality and good diction.

Help to increase the child's two part round repertoire and his ability in singing them in tune and with a good tone quality.

Some songs may be fun to dramatize.

Encourage the children to sing alone or in small groups.

Continue to build on the song repertoire which the children have gathered in the First Grade.

For songs about the Community, Science, Seasons, Holidays, Travel, Circus, Play, etc. consult your Teacher's Manual for Music Round the Town - Follett, or any supplementary materials which you have.

The children will enjoy adding one or two more foreign language songs to their repertoire. (See index of your Teacher's Manual)

RESOURCES

Chromatic Pitch Pipe

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 2

RESOURCES

Additional Song Books:
(Teacher's Manual Editions)

DISCOVERING MUSIC TOGETHER

Book Two - Follett

MAKING MUSIC YOUR OWN

Book Two - Silver Burdett

THIS IS MUSIC Book Two

Allyn and Bacon

EXPLORING MUSIC. Book Two

Holt, Rinehart, Winston

THE FIRESIDE BOOK OF CHILDREN'S

SONGS Simon and Schuster

SINGING FUN Webster Division of

McGraw-Hill

MORE SINGING FUN Webster Division

of McGraw-Hill

RECORDINGS

SPACE SONGS - Tom Glazer

WEATHER SONGS - Tom Glazer

NUTCRACKER SUITE - Tchaikovsky

CARNIVAL OF THE ANIMALS -

Saint-Saens

SPARKY'S MUSIC MIXUP - Bernstein

RECORDINGS FOR THE HUMANITIES

Silver Burdett

PETE SEEGER'S CHILDREN'S

CONCERT

RUDOLPH THE RED-NOSED REIN-

DEER AND OTHER CHILDREN'S

SONGS

BEST-LOVED FAIRY TALES

Volumes one and two

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

GRADE 2

RESOURCES

CHILDREN'S CORNER SUITE
Debussy
SUITE BERGAMASQUE Debussy
TOY SYMPHONY Haydn
MEET THE INSTRUMENTS Bowmar
SYNCOPATED CLOCK AND OTHERS
Leroy Anderson
STRAUSS WALTZES
SOUSA FOREVER (a collection of
famous Sousa marches)
JOY OF CHRISTMAS Morman
Tabernacle Choir and New York
Philharmonic
SEGOVIA PLAYING CLASSICAL
GUITAR
LEARNING BASIC SKILLS THROUGH
MUSIC - Hap Palmer
Album AR 514 Volume One
Activity Records, Educational
Activities, Inc., Freeport, Long Island
New York
SING 'N DO RECORDS

BOOKS FOR RHYTHMS AND DANCES
WITH ACCOMPANYING RECORDS
from Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES
#22

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 2

RESOURCES

DANCE STEPS #21
FUNDAMENTAL STEPS AND RHYTHMS
#20
SONG PLAYS (from Dance Syllabus)
FOLK DANCES (from Dance Syllabus)

All recordings (unless otherwise listed) are available through:
Education Record Sales
157 Chambers Street
New York, New York 10007

The County Library has begun a Record Library to which they are continually adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.

FILMS

Check with the County Film Library. They have several good resources.

ELEMENTARY MUSIC GUIDE

RESOURCES

TEACHER AND PUPIL ACTIVITIES

CONCEPTS AND SKILLS

I. LISTENING

A. Enjoyment and Understanding

Continue the enrichment of musical experience through quiet listening to new and more complex music. Encourage genuine participation through class participation.

Never just put a record on (unless it is for background music), always give the children something specific for which to listen.

B. Form

Increase the ability to recognize two and three part song form and rondo form.

Develop the ability to recognize two and three part song form and rondo form.

Two part song form:

A - first tune or theme heard

B - second tune or theme heard

Three part song form:

A - first tune

B - second tune

A - back to first tune

Rondo form:

A - first tune

B - second tune

A - first tune

C - third tune

A - first tune

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

C. Creativity

D. Integration of Art and Music

1. Form and Rhythm

2. Tone Color

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

In the rondo form, the first subject occurs at least three times in the same key with contrasting themes in between.

Encourage the children to interpret the music by writing a composition in words, dramatization or painting what the music has said to them.

Sing or play the theme or themes on the melody bells.

Form in art and music can be compared through:

1. Rhythm of repeated patterns, shapes and colors.
2. Lines and their interactions which form the design of a work of art or a musical composition.

Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.

GRADE 3

RESOURCES

Use pictures by great artists as illustrations of these forms. Look in your school library.

<p>ELEMENTARY MUSIC GUIDE</p> <p><u>CONCEPTS AND SKILLS</u></p> <p>E. Study of the Music of Several Great Composers</p>	<p>PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p> <p><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p>In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs).</p> <p>Have the children observe the difference in tone color which is achieved when the melody is sung by a male or a female voice, also by various sounding instruments playing the same tune.</p> <p><u>JOHANN SEBASTIAN BACH</u></p> <p>Song - "Now Let Every Tongue Adore Thee"</p> <p>Picture and biography</p> <p>Play on the piano or on a recording, "Minuet in G" J. S. Bach</p> <p>The children will have fun accompanying this selection on rhythm instruments after they have heard it several times. The rhythm instrument score in on pages 126 and 127 of the pupil's book.</p> <p>Recordings - "Chromatic Fantasy" "Fugue in G Minor" "Minuet in G"</p> <p><u>LUDWIG VAN BEETHOVEN</u></p> <p>Song - "Friendship"</p> <p>Picture and biography</p>	<p>GRADE 3</p> <p><u>RESOURCES</u></p> <p>Use contrast in voices on SPACE RECORDS and WEATHER RECORDS - Tom Glazer</p> <p>Invite good 6th grade instrumentalists to come to the classroom and play the same tune. Example : flute and trumpet - clarinet and alto horn.</p> <p>THIS IS MUSIC, BOOK 3, page 126</p> <p>Bach Portrait from Bowmar's set of PORTRAITS OF GREAT COMPOSERS</p> <p>Standard set of rhythm instruments.</p> <p>on recording of GREAT COMPOSERS Walt Disney</p> <p>THIS IS MUSIC, BOOK 3, page 155</p> <p>PORTRAITS OF GREAT COMPOSERS</p>
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ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Recordings - "Für Elise"
"Moonlight Sonata"
"Sonata Pathétique"

JOHANNES BRAHMS

Song - "Lullaby"

Picture and biography

Recordings - "Hungarian Dance #5"
"Rhapsody in G Minor"
"Lullaby"

STEPHEN FOSTER

(Not a great composer but popular during his time)
People still enjoy singing his songs, and he is part
of our American Musical Heritage.

Song - "O Susanna"

FRANZ JOSEPH HAYDN

Song - "On Our Way Rejoicing"

Picture and biography

GRADE 3

RESOURCES

on recording of GREAT COMPOSERS

THIS IS MUSIC, BOOK 3, page 103

PORTRAITS OF GREAT COMPOSERS

on recording of GREAT COMPOSERS

Books on Stephen Foster can be found
in your school library.

Recordings of some of his songs are
found on MUSIC FOR THE HUMANITIES
Silver Burdett

THIS IS MUSIC, BOOK 3, page 14

THIS IS MUSIC, BOOK 3, page 128

PORTRAITS OF GREAT COMPOSERS



ELEMENTARY MUSIC GUIDE

RESOURCES

RCA VICTOR
ON RUSTY IN ORCHESTRVILLE -
Bernstein

THIS IS MUSIC, BOOK 3, page 151

PORTRAITS OF GREAT COMPOSERS

on the recording GREAT COMPOSERS

THIS IS MUSIC, Book 3, page 131

PORTRAITS OF GREAT COMPOSERS

GREAT OPERAS - Disney

TEACHER AND PUPIL ACTIVITIES

Recordings - "Toy Symphony"
Excerpt from "Surprise Symphony"

"Harpichord Concerto in D"
Wanda Landowska

The children will enjoy using rhythm instruments to play the score of the excerpt from "The Surprise Symphony" on page 129 in This Is Music, Book 3, after they have heard the music a few times.

FELIX MENDELSSOHN

Song - "Greetings of Spring"

Picture and biography

Recordings - Excerpt from "Italian Symphony"
"Midsummer Night's Dream Overture"
"Songs Without Words"
"Venetian Boat Song"

WOLFGANG AMADEUS MOZART

Song - "The Blacksmith"

Picture and biography

Recordings - Selections from "Don Giovanni"
Selections from "The Magic Flute"
"Marriage of Figaro Overture"

<p>ELEMENTARY MUSIC GUIDE</p>	<p>PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p>	<p>GRADE 3</p>
<p><u>CONCEPTS AND SKILLS</u></p>	<p><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p><u>SERGE PROKOFIEV</u> Picture and biography A unit on "Peter and the Wolf" with the themes which the instruments play and which the children can follow, is located on pages 62-64 in <u>This Is Music</u>, Book 3. Recording - "Peter and the Wolf" recorded by Bernstein</p> <p><u>CAMILLE SAINT-SAENS</u> Picture and biography A unit on "The Carnival of the Animals", with the themes which the instruments play and which the children can follow, is located on pages 82-90 in <u>This Is Music</u>, Book 3. Recording - "Carnival of the Animals" recorded by Bernstein</p> <p><u>PETER ILLYITCH TSCHAIKOVSKY</u> Picture and biography A unit on "The Nutcracker Suite", with the themes which the instruments play and which the children can follow, is located on pages 34-42 in <u>This Is Music</u>, Book 3.</p>	<p><u>RESOURCES</u></p> <p>PORTRAITS OF GREAT COMPOSERS Also use pictures from MEET THE INSTRUMENTS - Bowmar</p> <p>PORTRAITS OF GREAT COMPOSERS Also use pictures from MEET THE INSTRUMENTS - Bowmar</p> <p>PORTRAITS OF GREAT COMPOSERS</p>

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

F. Study of Instruments of the Orchestra

TEACHER AND PUPIL ACTIVITIES

Please do not limit yourself to only the material listed. Develop some of your own units. Your Music Consultant will be glad to help you!

The children should be able to identify both by sight and by sound, many of the instruments of the orchestra. They should also know that the instruments are grouped into "families".

String Family: Cello Harp
Violin Bass Viol
Viola

Woodwind Family: Oboe
Piccolo Clarinet
Flute Bassoon

Brass Family: Trombone
Trumpet Tuba
French Horn

Percussion Family: Cymbals
Drums Xylophone Triangle
Tambourine Celeste Maracas
Gong Glockenspiel

The children should also know that when one person plays an instrument or sings, he plays a solo, two people-a duet, three people-a trio, etc.

RESOURCES

Encourage the children to look in the TV section of the newspaper to find music programs which are listed for their enjoyment.

MEET THE INSTRUMENTS - Record, Film Strip, and Poster-Sized Pictures - Bowmar

RECORDINGS

SPARKY'S MUSIC MIXUP - Bernstein
CARNIVAL OF THE ANIMALS
Saint-Saens
PETER AND THE WOLF - Prokofiev
RUSTY IN ORCHESTRVILLE - Bernstein
TUBBY THE TUBA - Decca
THE NUTCRACKER SUITE - Tchaikovsky
YOUNG PEOPLE'S GUIDE TO THE ORCHESTRA - Bernstein

Additional Units:

Unit entitled "With My Friends In Orchestraville" in THIS IS MUSIC Allyn and Bacon, pages 49-59.

Bring in adults or children who play instruments well.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

1. Tone Color

The children should be learning to appreciate the differences in tone color between the instruments of the orchestra.

2. Sound

The children will have fun experimenting with the ways in which sounds are produced and the principles are applied to the playing of string and wind instruments.

3. Creativity

Use the experiments in the students' books to help encourage the children to make unusual instruments, using the principles which they have learned in the experiments.

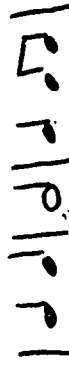
THIS IS MUSIC, Book 3, page 61
Allyn and Bacon

II. RHYTHM

The children should recognize rhythm as an underlying element in nature and environment and develop further understanding of rhythm as a moving force in music. They should also recognize rhythm as an essential element in other arts.

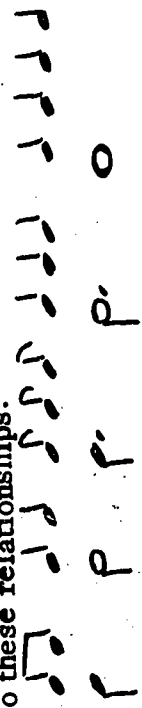
Continue the study of the steady, strong, and weak beats, changing beat, accented beat, changing tempos, and the study of aural and visual recognition of rhythmic patterns.

Students should recognize simple note relationships within rhythm patterns, such as:



TEACHER AND PUPIL ACTIVITIES

Also these relationships:



Continue the study of the following time signatures:

2	3	4	6
4	4	4	4

In the time signature, the top number tells you how many counts or beats there are to every measure. The bottom number tells you what kind of note gets one count or beat.

Example: 2 - 2 counts to every measure
4 - 4 (quarter note) gets one count

III. NOTATION

Continue the study of the following elements of notation which were introduced in the two previous grades:

- QUARTER NOTE - 1 count
- QUARTER REST - 1 count of silence
- HALF NOTE - 2 counts
- HALF REST - 2 counts of silence
- DOTTED HALF NOTE - 3 counts
- WHOLE NOTE - 4 counts
- WHOLE REST - 4 counts of silence


Tie in with Arithmetic


$$\begin{array}{r}
 \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \\
 \frac{1}{2} \times \frac{1}{2} = \frac{1}{4} \\
 \frac{1}{2} + \frac{1}{2} = 1 \\
 \frac{1}{2} \times \frac{1}{2} = \frac{1}{4}
 \end{array}$$

CONCEPTS AND SKILLS


TEACHER AND PUPIL ACTIVITIES

RESOURCES

 EIGHTH NOTE - 1/2 count


 EIGHTH REST - 1/2 count of silence


 TIED NOTES

 G CLEF OR TREBLE CLEF

| BAR LINE

|| DOUBLE BAR

 STAFF


 MEASURE

(the section of the staff which is located between two bar lines is called a measure)

 REPEAT SIGN

> ACCENT

Introduce the following:

 DOTTED QUARTER NOTE - 1 1/2 counts
 $\text{dotted quarter} = \text{quarter} + \text{eighth} = \frac{1}{2} + \frac{1}{4} = 1 \frac{1}{4}$
 $\text{quarter} = \frac{1}{2}$
 $\text{eighth} = \frac{1}{4}$

Have the children clap or play on the rhythm instruments the following:


1 2 and 3 "tis of thee"

46

Songs in THIS IS MUSIC, Book 3, Allyn and Bacon, in which appears:
HOME ON THE RANGE page 18
I LIVE IN MONTANA page 21
MORNING STAR page 26

CONCEPTS AND SKILLS


TEACHER AND PUPIL ACTIVITIES


RESOURCES


LULLABY page 103
 ALOUETTE page 99
 AMERICA, THE BEAUTIFUL page 162
 AMERICA page 160
 FIFTY STARS page 161

D. C. AL FINE (Go back to the beginning of the song until you come to the part that says "Fine").

Songs in THIS IS MUSIC Book 3 in which D. C. AL FINE appears:
 ALOUETTE page 99
 SKATING page 148
 ALL NIGHT, ALL DAY page 158

 FIRST AND SECOND ending sign (When you have played or sung the First Ending, go back to the beginning of the section and sing or play through again, omitting the First Ending and substituting the Second Ending in its place).

Songs in THIS IS MUSIC Book 3 in which  appears:
 CHIAPANECAS page 100
 DANCING THE MERENGUE page 114
 THE BLACKSMITH page 131
 BELL CAROL page 152

 FERMATA - hold

Observe this wherever it appears. It tells you to hold the note longer than its original value.

 CUT - Indicates a brief cause or break in the music

The "cut" appears in HALLOWEEN IS VERY QUEER in This Is Music, Book 3 page 138

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 3

TEACHER AND PUPIL ACTIVITIES

RESOURCES

Dynamic Markings (shadings)

p PIANO - soft

mp MEZZO PIANO - medium soft

pp PIANISSIMO - very soft

mf MEZZO FORTE - medium loud

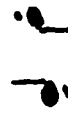
f FORTE - loud

ff FORTISSIMO - very loud

These markings appear in various songs throughout the book. Be sure that the children observe them so that they will get contrast in the tone color of their singing.

A TEMPO - up to original speed

STACCATO - A dot over or under a note indicates that the notes are to be performed in a distinct, short and detached manner.



 CRESCENDO (Get gradually louder)

 DECRESCENDO (Get gradually softer)

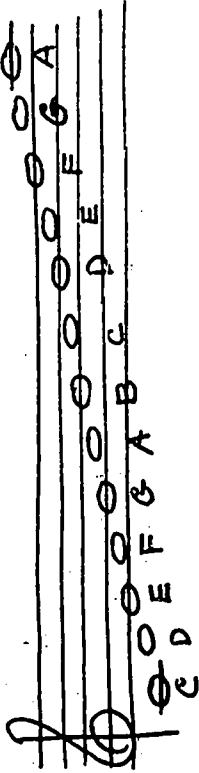
Example: HALLOWEEN IS VERY QUEER, page 138 in THIS IS MUSIC Book 3.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

Introduce the names of the lines and spaces of the G Clef staff as well as a few of them which are added above or below the staff.



An easy way to remember the spaces on the staff is that they spell "FACE".

An easy sentence to aid in the teaching and learning of the lines is:

Every Good Boy Deserves Fudge.

You will also notice that the lines and spaces proceed in alphabetical order.

Many games can be devised to learn music notation. The children especially enjoy "team games".

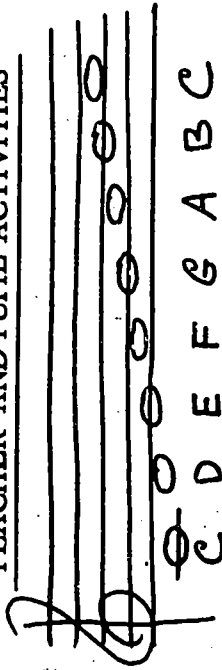
Songs can be sung using the letter names of the notes instead of the words. This also helps to give a definite pitch to the degrees of the staff.

The children should understand that our major scale is composed of eight tones which can go up or down the staff in step-wise order. We will deal with the scale of C major at this grade level.

A standard set of Flash Cards aids in the teaching of notation.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES



Teach the scale by rote-reading. (Sing it with letter names and point to the notes on the board as you sing them. Then have the children sing the scale with you several times, both ascending and descending. Next, let the children try it alone. Do the same with repeated tones and skips.)

Eventually, after much repetition and given the proper pitch, the children will be able to sing the skips, with letter names, by themselves as you point to them.

Adapt this method to the reading of songs in the book. Begin with the easiest songs.

IV. SINGING

The children should continue to develop a free and beautiful tone by singing with a light and clear tone quality. They should also enjoy singing and should understand that music is a great part of our cultural heritage.

The children will enjoy folk songs which relate to your units of study as well as composed and fun songs.

RESOURCES

The scale and piano keyboard are pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.

Chromatic Pitch Pipe

The scale and piano keyboard are pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.

For songs which relate to your units of study, use the classified index in the Teacher's Edition of THIS IS MUSIC Book 3. Also ask your Music Consultant for suggestions and supplementary materials.

CONCEPTS AND SKILLS

A. Harmony

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Work on correcting "uncertain" singers. All third grade children should be singing in tune and with a good tone quality.

Keep directing attention to the expressive and structural beauties of the songs which the children sing. Encourage good posture and good habits of breathing - also good diction.

Continue the study of rounds and introduce several "Partner Songs" so the children will have the benefit of hearing harmony.

Use the autoharp to accompany some of the songs so the children can hear the chord harmony with many of their songs. Some of the children can learn to use the autoharp with your guidance. Try to show them where the chord should be changed by hearing the harmony as well as seeing it written.

Use rhythm instruments along with the autoharp for some of the songs.

GRADE 3

RESOURCES"PARTNER SONGS"

THREE BLIND MICE and FRERE JACQUES

HOME ON THE RANGE and I LIVE

IN MONTANA pages 18 and 21 in

This Is Music, Book 3

THE LONE STAR TRAIL and LEAVIN'

OLD TEXAS pages 20 and 22 in

This Is Music, Book 3

The chord diagram for the autoharp is pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

B. Creativity

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Separate the class into halves or thirds and have each section sing a note simultaneously to hear themselves in harmony.

Example:

- Section 1, Sing C
- Section 2, Sing E
- Section 3, Sing G

Foreign language songs are fun. (See classified index in your Teacher's Manual.)

Encourage the children to "compose" original songs, both individually and as a group.

GRADE 3

RESOURCES

Additional Books for Song Material:

- DISCOVERING MUSIC TOGETHER, Book 3 - Follett
- MAKING MUSIC YOUR OWN, Book 3 Silver-Burdett
- EXPLORING MUSIC, Book 3 Holt, Rinehart, Winston
- THE FIRESIDE BOOK OF CHILDREN'S SONGS Simor and Schuster

RECORDINGS

DANIEL BOONE - Tom Glazer
ADVENTURES IN MUSIC FOR GRADE 3-RCA Educational Sales (Dept MEJ)
1133 Avenue of the Americas
New York, New York 10036

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 3

RESOURCES

FOLK SONGS OF THE NEW WORLD

Roger Wagner Chorale

THE MONTHS and THE SEASONS

Tschaikovsky

RUDOLPH THE RED-NOSED REIN-

DEER AND OTHER CHILDREN'S

SONGS

SEGOVIA - GUITAR SOLOS

SOUSA FOREVER - J.P. Sousa

STRAUSS WALTZES

SYNCPATED CLOCK AND OTHERS

Leroy Anderson

JOY OF CHRISTMAS - Morman

Tabernacle Choir

All recordings (unless otherwise listed) are available through:

Educational Record Sales

157 Chambers Street

New York, New York 10007

The County Library has a good group of records. Consult their catalogue.

FILMS

Use the County Film Library

DANCES AND RHYTHMS from:

Folkraft Records

1159 Broad Street

Newark, New Jersey

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 3
<u>CONCEPTS AND SKILLS</u>	<u>TEACHER AND PUPIL ACTIVITIES</u>	<u>RESOURCES</u> <u>DANCE SYLLABUS</u> Song Plays American Play Party Square Dance - Folk Dance Mixers RHYTHMS FOR GROUP ACTIVITIES EASY MIXERS, TRIO DANCES, LINE DANCES Television, Radio and Community Music Programs (Look in the Music Section of the newspaper and maga- zines.) For help with any special units you may wish to develop, or other sub- jects with which you wish to correlate with music, see your Music Consultant.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

I. LISTENING

A. Enjoyment and Understanding

B. Form and Rhythm

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Encourage the children to develop the ability to think as they hear music; also, to be able to analyze the ways in which melodies, harmonies and rhythms are used and to observe the composer's style.

Continue the study of the music of several of the composers introduced in the Third Grade.

When a composition is too long to study in one lesson, use the first lesson to grasp the general character of the piece. Use subsequent lessons to study the sections of the composition in more detail.

Listen for specific instruments.

Guide the children to realize that form (design) in music is the order in which things happen.

Raise their hands when the melody begins again or when the new melody begins.

Children can play some of the themes played on the melody instruments.

Play rhythms they have heard on rhythm instruments.

GRADE 4

RESOURCES

Tone bells, piano, Song Flutes

Standard set of rhythm instruments.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

In addition to identifying the two and three part song forms and rondo forms from the previous grades (See Form Section in Third Grade Curriculum) the children should develop an understanding of the following forms:

1. Theme and Variations
A theme is introduced and then is used as ground work for many different variations. The theme, however, will not be covered by the variations. The listener should be able to distinguish it under the variations.

2. Suite
The original form of the suite was a group of various types of dances. However, composers began to diversify and gradually labeled as a suite compositions which were grouped together on any principle. These principles included pure musical relationships, contrasts in mood, etc.

In a suite, each section is a composition which could be played as a separate selection.

C. Creativity

Encourage the children to interpret the music by writing a composition in words, dramatizing, or painting what the music has said to them.

Sing or play the theme or themes on melody or tone bells.

Examples of Theme and Variations:
Surprise Symphony - Haydn ANDANTE (second movement) is the theme with variations.

Suite V - Haydn HARMONIOUS
BLACKSMITH played on harpsichord

Examples of Suites:

NU'CRACKER SUITE - Tchaikovsky
PEER GUNT SUITES, Nos. 1 and 2
Grieg
CHILDREN'S CORNER SUITE - Debussy
FIREBIRD SUITE - Stravinsky



<p style="text-align: center;">ELEMENTARY MUSIC GUIDE</p> <p style="text-align: center;">CONCEPTS AND SKILLS</p> <p>D. Integration of Art and Music</p> <p>1. Form</p> <p>2. Tone Color</p>	<p style="text-align: center;">PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p> <p style="text-align: center;">TEACHER AND PUPIL ACTIVITIES -</p> <p>Form in art and music can be compared through:</p> <ol style="list-style-type: none"> 1. Rhythm or repeated patterns, shapes, or colors. 2. Lines and their interactions which form the design of a work of art or a musical composition. <p>Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.</p> <p>In music, tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs).</p> <p>Guide the children to listen for differences in tone in the recordings which they hear.</p>	<p style="text-align: center;">GRADE 4</p> <p style="text-align: center;">RESOURCES</p> <p>Use pictures by great artists as illustrations of these forms. Look in your school library.</p> <p>Use the different arias listed for Soprano, Contralto, Tenor, and Bass on GREAT OPERAS - also on THE MESSIAH (Highlights from)</p> <p>Have good instrumental players visit the classroom to demonstrate differences in tone.</p>
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ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

E. Study of the Music of
Several Great Composers

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

EDVARD GRIEG

Picture and biography

(If you are studying Norway, be sure to use this material.)

RECORDINGS - "Peer Gynt Suites "Nos. 1 and 2
"Piano Concerto in A Major"

SONG FLUTE - Norwegian Dance
Page 27 in Melody Makers

JOHANN SEBASTIAN BACH
(Introduced in Grade 3)

Picture and biography

SONG - "Now Let Every Tongue Adore Thee"

RECORDINGS - "Brandenberg Concerto #5"
"Fugue in G Minor"

LUDWIG VAN BEETHOVEN
(Introduced in Grade 3)

Picture and biography

GRADE 4

RESOURCES

PORTRAITS OF GREAT COMPOSERS
Bowmar

Conn Song Flute
Book - MELODY MAKERS
Golding and Landers
Carl Van Roy Company
Far Rockaway, Long Island, New York

PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 4 page 173

On GREAT COMPOSERS - Disney

PORTRAITS OF GREAT COMPOSERS

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

SONG - "The Message of the Spire"
(play on Song Flute)

RECORDINGS - Excerpts from Symphony #3
Symphony #6

JOHANNES BRAHMS
(Introduced in Grade 3)

Picture and biography

SONGS - "Where Are You Going So Proudly?"
"Fair Maid"
"Lullaby" (Sing Alto and use autoharp
accompaniment on this one.)

RECORDINGS - "Concerto No. 2 in B Flat"
"Lullaby"
Excerpts from Symphony #3 in F
Symphony #1 in C Minor

WOLFGANG AMADEUS MOZART
(Introduced in Grade 3)

Picture and biography

SONG - "Come, Let Us Be Glad"
(Both sing and play on Song Flute)

RESOURCES

THIS IS MUSIC, Book 4, page 56

On GREAT COMPOSERS

·PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 4, page 48
page 110
page 148 (also in MELODY MAKERS
Page 30 for Song Flute)

On GREAT COMPOSERS

·PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 4, page 105

<p>ELEMENTARY MUSIC GUIDE</p> <p><u>CONCEPTS AND SKILLS</u></p>	<p>PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p> <p><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p>SONG FLUTE - "Minuet" The majority of the class can play the melody on the Song Flutes, the remainder can follow the rhythm score with rhythm instruments. "Air" from "The Magic Flute"</p> <p>RECORDINGS - "Concerto in D #26" (Coronation) for Piano - First Movement :Selections from "The Magic Flute"</p> <p><u>JACQUES OFFENBACH</u> Picture and biography</p> <p>RECORDING - "Gaité Parisienne" Boston Pops</p> <p><u>NICOLAI RIMSKY-KORSAKOV</u> Picture and biography</p> <p>Read the story of "Scheherazade" from the book Arabian Nights, to the children.</p> <p>The themes from "The Scherherazade Suite" are on pages 92 and 93 of <u>This Is Music</u>, Book 4.</p> <p>Play the themes on the piano and ask the children to follow them so they will know what to listen for.</p>	<p>GRADE 4</p> <p><u>RESOURCES</u></p> <p>THIS IS MUSIC Book 4, page 184 Conn Flute Standard Set of Rhythm Instruments</p> <p>MELODY MAKERS page 25</p> <p>on GREAT OPERAS - Disney</p> <p>RCA Victor Educational Records 155 East 24th Street New York, New York 10010</p> <p>PORTRAITS OF GREAT COMPOSERS School Library</p>
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CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

Play the entire suite, a movement at a time, having the children raise their hands when each new theme begins

RECORDING - "Scheherazade Suite"

GIOCCHINO ROSSINI

Picture and biography

A complete unit on the Story of William Tell, set to music, is found on page 78-83 in This Is Music, Book 4.

Use this in both the study of Italy and Switzerland, as the composer was Italian and the hero of the story was Swiss.

RECORDING - "William Tell Overture"

ROBERT SCHUMANN

Picture and biography

SONG - "Star of the Evening"

RECORDING - "Romance in F Sharp" op 28

SIR ARTHUR SULLIVAN

(Use when you study the English People)

Picture and biography

PORTRAITS OF GREAT COMPOSERS

On GREAT OPERAS - Disney

PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 4, page 140

On GREAT COMPOSERS - Disney

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

SONG - "Come Ye Faithful, Raise the Strain"
Both sing and play it on the Song Flute

RECORDING - "The Pirates of Penzance"

THOMAS TALLIS

English composer of the Sixteenth Century who wrote music for the English Church.

SONG - "All Praise To Thee, My God, This Night"
Both sing and play on Song Flutes

Encourage children to go to children's concerts, watch children's concerts on television and to listen to good music on recordings and on the radio at home.

F. Instruments

Continue the study of the families of the orchestra which are listed in the Listening Section in Grade 3 on Instruments.

The children should be learning to identify these instruments by sight and sound more readily than they did in Grade 3.

GRADE 4

RESOURCES

THIS IS MUSIC, Book 4, page 161

County Library Record Department

If you wish material on Tallis, ask your Music Consultant to help you.

THIS IS MUSIC, Book 4, page 124

For additional listening suggestions, see page 139 in the Classified Index of your Teacher's Manual, use your own ingenuity, and ask your Music Consultant for help.

MEET THE INSTRUMENTS POSTERS -
Bowmar

Films from County Library

Listen for the sounds of instruments in all the recordings which the children hear.



CONCEPTS AND SKILLS

G. Major and Minor Mode

TEACHER AND PUPIL ACTIVITIES

The children should begin to tell the difference in sound between the major and minor modes (scales). The difference lies in the first three tones of the scale. In the major scale, there is a whole step between the second and third tones of the scale; in the minor scale, there is a half step between the second and third tones of the scale.

Example:

MAJOR MINOR

C D E F G A B C C D E^b F G A B C

Play these scales on the piano or tune bells and let the children identify them. Some of the children can also play them.

Play minor and major chords on the piano or autoharp and let the children identify them. Lower the middle note of a chord (3 note chord) by a half step to change the chord from major to minor.

Example: C E G (Major) C E^b G (Minor)

Play recordings or sing songs, both in major and minor modes. Point out the difference in the sound and feeling of the song or composition.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

RECORDINGS - "Fugue in G Minor" - Bach
"Minuet in G" - Bach

SONGS

Minor: "When Johnny Comes Marching Home"

Major: "Noah's Ark"

II. RHYTHM

Extend perceptions of the great variety in uses of rhythm in music, in the other arts, and in everyday life.

Continue the study of the steady, strong, and weak beats, accented beat, changing tempos, and the study of aural and visual recognition of rhythm patterns.

Use folk dances and marches for body movement.

Begin the study of the upbeat (unaccented part of a measure).

GRADE 4

RESOURCES

On GREAT COMPOSERS - Disney

THIS IS MUSIC, Book 4, page 116

A unit on the minor mode, with songs to sing and play on the Song Flute and Piano, is on pages 116 - 119 of THIS IS MUSIC, Book 4 - Allyn and Bacon.

THIS IS MUSIC, Book 4, page 104

Songs in THIS IS MUSIC which begin on an upbeat. (there are more than these throughout the book).
SWEET BETSY FROM PIKE page 47
WHERE ARE YOU GOING SO PROUDLY page 48
OLD WOMAN OF THE CAVERN page 54
THE MESSAGE OF THE SPIRE page 56



CONCEPTS AND SKILLS

RESOURCES

TEACHER AND PUPIL ACTIVITIES

Sometimes a song begins with a partial measure as illustrated:

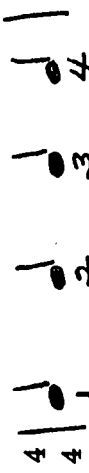


The first part of the song is an incomplete measure, beginning on the count of 4 which is a weak beat. Sometimes composers begin this way because they do not want the emphasis on the first note. However, you will find the other three counts (beats) in the last incomplete measure of the song. Both incomplete measures total one complete measure. (The weak beat at the beginning is called an "anacrusis").

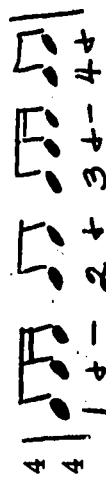
The children should be able to imitate rhythmic patterns using all the note and rest values which they have learned. Also, one group should be able to keep the beat while another group claps the rhythm of the notes:

Example:

Group 1



Group 2



ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

A. Meter


PARSEPPANY-TROY HILLS TOWNSHIP SCHOOLS


TEACHER AND PUPIL ACTIVITIES

Continue the study of the following:

2 3 4 6
4 4 4 4

Introduce the following:

 (common time)
4 counts to a measure
quarter note = 1 count

 (alla breve - cut time)
2 counts to a measure
half note = 1 count

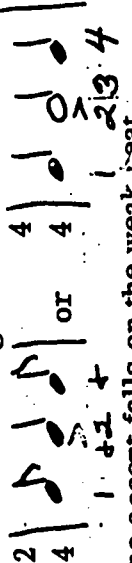
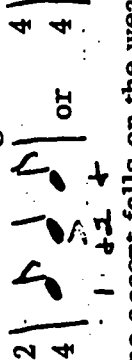
2 - 2 counts to a measure
2 - half note = 1 count

3 - 3 counts to a measure
8 - eighth note = 1 count

6 - 6 counts to a measure
8 - eighth note = 1 count

9 - 9 counts to a measure
8 - eighth note = 1 count

Syncopation : the tying over of a weak beat to the next strong one.

Example:  or 








Note that the accent falls on the weak beat.

GRADE 4

RESOURCES

Music Flash Cards

Standard Set of Rhythm Instruments

<p style="text-align: center;">PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p>	<p style="text-align: center;">GRADE 4</p>
<p style="text-align: center;">ELEMENTARY MUSIC GUIDE</p> <p style="text-align: center;"><u>CONCEPTS AND SKILLS</u></p> <p style="text-align: center;">B. Creativity</p>	<p style="text-align: center;"><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p>Sight read rhythm patterns in all the meters listed above.</p> <p>The children can compose rhythmic accompaniments for percussion instruments or even improvise while the class is singing.</p> <p>Let student "conductors" keep the beat for the class.</p> <p>Have children mark phrases with arm movements.</p> <p>Encourage the children to make up dance steps to go with songs or compositions heard in the listening program.</p>
<p style="text-align: center;">III. NOTATION</p>	<p>Continue the study of the following elements of notation which were presented in the previous grades:</p> <p> QUARTER NOTE - 1 count</p> <p> QUARTER REST - 1 count of silence</p> <p> HALF NOTE - 2 counts</p> <p> HALF REST - 2 counts of silence</p> <p> DOTTED HALF NOTE - 3 counts</p> <p> WHOLE NOTE - 4 counts</p> <p> WHOLE REST - 4 counts of silence</p>
	<p style="text-align: center;"><u>RESOURCES</u></p> <p style="text-align: center;">Standard Set of Rhythm Instruments</p> <p style="text-align: center;">Tie in with Arithmetic</p> $\begin{array}{r} \text{♩} \quad \text{♩} \quad \text{♩} \quad \text{♩} \\ + \text{♩} \quad \text{♩} \quad \text{♩} \quad \text{♩} \\ \hline 4 \quad 2 \quad 6 \quad 7\frac{1}{2} \end{array}$

CONCEPTS AND SKILLS


TEACHER AND PUPIL ACTIVITIES


RESOURCES

 EIGHTH NOTE - 1/2 count

 EIGHTH REST - 1/2 count of silence

 TIED NOTES


 DOTTED QUARTER NOTE - 1 1/2 counts

 G CLEF OR TREBLE CLEF

 BAR LINE

 DOUBLE BAR

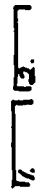
 STAFF

 MEASURE
(The section of the staff which is located between two bar lines is called a measure.)

 REPEAT SIGN

 ACCENT

D. C. AL FINE (Go back to the beginning of the song and sing until you come to the part that says "Fine")

 FIRST AND SECOND ENDING SIGN (When you have played or sung the First ending, go back to the beginning of the section and sing or play through again, omitting the First Ending and substituting the Second Ending in its place.)

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES



FERMATA - held

Observe this wherever it appears. It tells you to hold the note longer than its original value.



CUT or BREAK indicates a brief pause or break in the music.

Dynamic Markings (shadings)



PIANO - soft



MEZZO PIANO - medium soft



PIANISSIMO - very soft



FORTE - loud



MEZZO FORTE - medium loud



FORTISSIMO - very loud

A TEMPO - up to original speed



STACCATO - A dot over or under a note indicates that the notes are to be performed in a distinct, short, and detached manner.



CRESCENDO (get gradually louder)



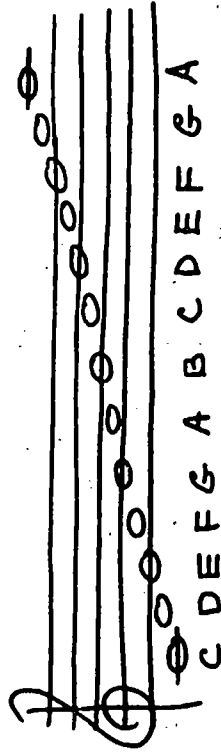
DECRESCENDO (get gradually softer)

ELEMENTARY MUSIC GUIDE

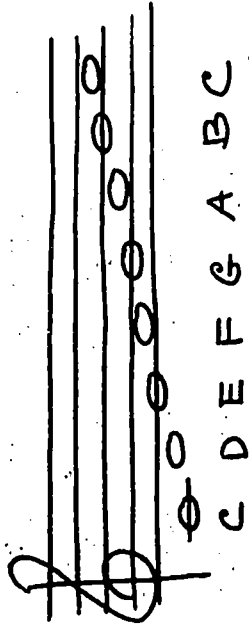
CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

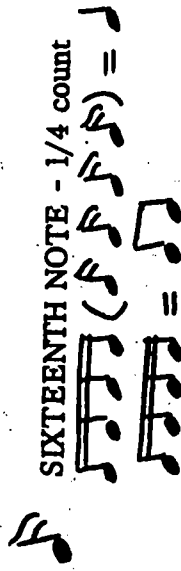
TEACHER AND PUPIL ACTIVITIES



Sing ascending and descending patterns and intervals on the following C scale.



Introduce the following:



SIXTEENTH REST - 1/4 count of silence

GRADE 4

RESOURCES

Look in Grade 3 Section on Notation for ways of learning these notes.

Scale on the piano keyboard is notated on the inside back cover of THIS IS MUSIC, Book 4.









CONCEPTS AND SKILLS


TEACHER AND PUPIL ACTIVITIES

RESOURCES

IMPORTANT: In 6 3 9 time, all note and rest values are **DOUBLED**. Tell the children to multiply the values by "2".

Example:

4		= 1 count
4		
6		= 2 counts
8		
4		= 1/2 count
4		
6		= 1 count
8		

D.S. AL FINE (Go back to the sign () and sing to "Fine".

SHARP - raise a note one half step

b FLAT - lower a note one half step

n NATURAL - takes away a sharp (lowering the note one half step) and takes away a flat (raising the note one half step)

 **TRIPLET** - Three notes sung in the time of two notes.




SLUR


CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RIT. (Ritard) become gradually slower

 GRACE NOTE - Small ornamental note, played or sung quickly and not counted in the note value of the measure.

Study half steps and whole steps in scale construction, using the chart on page 129 in This Is Music, Book 4, and the keyboard on the back inside cover of the same book.

Play whole and half steps on tone bells, song flutes, piano.

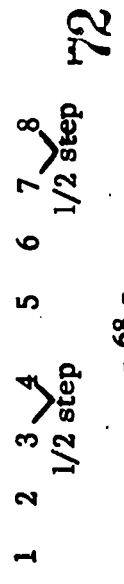
Song half steps with letter names of notes.

Show how chromatic scale is made up entirely of half steps.

Learn to construct scales beginning on C, F, G - discovering why sharps, flats, or nothing appear in the key signature.

Know that in our major scale half steps must appear between the steps 3 and 4 and 7 and 8. The rest of the tones are whole steps.

Major Scale Pattern:



Your Music Consultant should help you with this new concept.

Ask your Music Consultant to teach a demonstration lesson on scale construction.

<p style="text-align: center;">PARAIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p>	<p style="text-align: center;">GRADE 4</p>
<p style="text-align: center;">ELEMENTARY MUSIC GUIDE</p> <p style="text-align: center;">CONCEPTS AND SKILLS</p> <p>IV. SINGING</p> <p>A. Harmony</p> <p>B. Folk Songs</p>	<p style="text-align: center;">TEACHER AND PUPIL ACTIVITIES</p> <p>Encourage the singing of songs for pleasurable musical experience, always endeavoring to sing with a good tone, with correct pitch, and good diction.</p> <p>Develop pleasure in singing as a means of self-expression.</p> <p>Continue to use rounds, canons, songs with descants and partner songs to increase the children's enjoyment of singing in harmony.</p> <p>Introduce the singing of two part songs (soprano and alto).</p> <p>Use folk songs of our country and of the other countries studied in your social studies units to help the children become acquainted with the cultures of many different groups.</p> <p>Compare the folk songs of other countries with our own in the categories of Text, Rhythm, Melody, Mode.</p>
<p style="text-align: center;">RESOURCES</p> <p>Chromatic Pitch Pipe</p> <p>Songs in <u>This Is Music</u>, Book 4 to be sung in harmony: CANONS pages 123, 124, 139, 183 DESCANTS pages 28, 39, 65, 73 ROUNDS pages 106, 118, 172 TOGETHER SONGS pages 68, 122, 158</p> <p>SOPRANO AND ALTO pages 122, to 126 70, 80, 141, 155, 172, 182. SOPRANO AND OPTIONAL ALTO pages 34, 40, 49, 61, 69, 74, 85, 104, 148, 168.</p>	

ELEMENTARY MUSIC GUIDE

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 4

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

C. Tone Color

Encourage the boys to sing separately as a group and then the girls to listen to the difference in the timbre of the voices. Also, compare the contrast with adult voices.

D. Intervals

The children's ability to read music should be improved through the study of hearing and reading music in intervals.

An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone.

Major Second - C to D

Minor Second (half step) - C to C[#]

Major Third - C to E

Minor Third - C to E^b

Perfect Fourth - C to F

Perfect Fifth - C to G

Octave - C to C

Develop the ability to sing these intervals both ascending and descending, and recognize them in the songs they sing - both by hearing them and seeing them written.

Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately)

Your Music Consultant will be glad to help you with this concept.

Chromatic Pitch Pipe

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

E. Creativity

V. SONG FLUTES

A. Playing

B. Reading

C. Harmony

PARSIPPANY - TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Sing intervals with letter names without looking at the board. Concentrate on HEARING them. Also play them on Song Flutes, Piano, and Tone Bells.

Encourage the children to compose original songs.

The Song Flute enables the child to put to practical use the elements of notation which he has learned. It also helps his habits of self-discipline through systematic daily practice.

The individual child should learn to enjoy playing the Song Flute with the technical facility which is acceptable for his grade level

The children should learn to sight read songs from This Is Music, Book 4 which are listed for Song Flute as a result of his background of notation.

Playing the Song Flute in harmony with other members of the class is good ear training and also fun. Two and three part selections will sound pleasing if practiced well.

GRADE 4

RESOURCES

Conn Song Flutes

MELODY MAKERS (book)

Golding and Landers

Carl Van Roy Company

Far Rockaway

Long Island, New York

Ask your Music Consultant for three part songs. Two part songs are in MELODY MAKERS and THIS IS MUSIC, Book 4.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

D. Rhythm Fun and Accompaniments

E. Performance

F. Creativity

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Use rhythm instruments piano and autoharp for accompaniments.

Encourage the children to play solos, duets, trios, etc.

Some of the children may like to compose some of their own songs for the Song Flute.

GRADE 4

RESOURCES

Additional Fourth Grade Music Books:

DISCOVERING MUSIC TOGETHER
Book 4 Follett

MAKING MUSIC YOUR OWN, Book 4
Silver-Burdett

EXPLORING MUSIC, Book 4 Holt,
Rinehart, Winston

RECORDINGS

BARBER OF SEVILLE (selections

Rossini on Great Operas - Disney

PICTURES AT AN EXHIBITION -

Moussorgsky

CHILDREN'S CORNER SUITE -

Debussy

FIREBIRD SUITE - Stravinsky

FIRE DANCE - De Falla

FOLK SONGS OF THE NEW WORLD

Roger Wanger Chorale

ELEMENTARY MUSIC GUIDE

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 4

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

LE COG D'OR - Rimsky Korsakoff
THE MONTHS and THE SEASONS
Tschaikovsky
SEGOVIA - GUITAR SOLOS
SOUSA FOREVER - Marches
SUITE BERGAMASQUE - Debussy
THE SORCERER'S APPRENTICE -
Dukas

All recordings (unless otherwise listed)
are available through:
Educational Record Sales
157 Chambers Street
New York, New York 10007

The County Library has a good group
of records. Consult their catalogue.

DANCES AND RHYTHMS from
Folkraft Records
1159 Broad Street
Newark, New Jersey

EASY MIXERS
TRIO DANCES
LINE DANCES
RHYTHMS FOR GROUP ACTIVITIES
Album #21 - Dance Steps
Album #22 - Skills
DANCE SYLLABUS - Song Plays,
American Play Party, Square Dance,
Folk Dance Mixers

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 4

RESOURCES

Television, Radio and Community Music Programs. (Look in the music section of the paper and magazines).

For help with any special units you may wish to develop, or other subjects with which you want to correlate music, see your Music Consultant.

CONCEPTS AND SKILLS

I. LISTENING

- A. Enjoyment and Understanding

Help the children to increase their abilities to listen with discrimination. They should be able to recognize chord-line and scale-line melodic patterns in major and minor melodies and distinguish the beat, accent and rhythmic pattern of a composition.

Correlate with the Social Studies by putting emphasis on the music of American Composers and on the music of people from other cultures who make a great contribution to our American Musical Heritage.

B. Form

Refine and extend the concept that form, organization and structure are basic in all art expressions. Art works vary according to the artist's imagination, style, techniques, and the function of a specific work.

Continue the study of form in music as studied in the preceding grades.

1. Two and three part song form
2. Rondo form
3. Theme and variations
4. Suite

Introduce:

1. SONATA FORM

A Sonata is an instrumental composition in four movements which are contrasted in theme, tempo, and mood; usually for a solo instrument.

- 75 -

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RESOURCES

See Form section of Grade 3 Guide

See Form section of Grade 4 Guide

RECORDING

SONATA #14 IN C# MINOR (Moonlight)

Beethoven

RCA Victor Educational Sales

155 East 24th Street

New York, New York 10010

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

- a. First Movement:
 "Allegro" (fast)
 "Exposition" two main themes are introduced:
 - A. Bold and Bright
 - B. Softer and Gentler
- "Development" themes are played in different tempos, on different instruments, played together, etc.
 "Recapitulation" themes appear to say "good-bye" as their natural selves.

- b. Second Movement:
 Andante, Adagio, Largo (slow)
 Ternary form ABA
 or sometimes
 Theme with Variations

- c. Third Movement: Minuet
 An early French dance form in 3 time
 and in a stately tempo. 4

- d. Fourth Movement
 Rondo

- 2. SYMPHONY
 An orchestral composition in from three to five distinct movements (usually four) each with its own theme (or themes) and its own development. It is a type of sonata for orchestra.

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GRADE 5

RESOURCES

See Form Section of Grade 3 Guide

See Form Section of Grade 4 Guide

See form Section of Grade 3 Guide

RECORDINGS

SYMPHONY #9 IN E MINOR - Dvorak
 New World Symphony - Before listening to this symphony use the unit materials on pages 144-149 of THIS IS MUSIC, Book 5. Also sing SWING LOW, SWEET CHARIOT on page 147

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLSTEACHER AND PUPIL ACTIVITIES

- a. **First Movement- Allegro**
Same form as the first movement of a sonata; it often starts with a slow introduction.
- b. **Second Movement**
Adagio - slow
Usually the same form as the second movement of a sonata.
- c. **Third Movement**
Scherzo (a joke or jest)
A vivacious movement with strongly marked rhythm and sharp and unexpected contrasts in rhythm and in harmony. (This used to be a conventional minuet, as in a sonata, but Beethoven adapted the Scherzo.)
- d. **Fourth Movement**
Allegro or Presto (fast) - Rondo form

Be sure to go over the Sonata Form before you get to the symphony. Also, do not try to go through all four movements of a symphony in one day. Spend one lesson on each movement.

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GRADE 5

RESOURCES

SYMPHONY #94 IN G - Haydn from
Surprise Symphony
SYMPHONY #101 IN D - Haydn from
Clock Symphony
SYMPHONY #5 IN C MINOR op 67
Beethoven

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

C. Creativity

D. Integration of Art and Music

1. Form and Rhythm

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

3. BALLET

Either a spectacular dance, accompanied by music and introduced in an opera or other stage piece or pantomime, with music and dance setting forth the thread of the story.

Ballet music does not depend upon the dance for its performance, it can be played separately.

Encourage the children to interpret the music by making up a dance, composition in words, dramatizing, or painting what the music has said to them.

Inspire some of them to create musical compositions of their own, using some of the simpler forms such as AB, ABA, Rondo and Theme with Variations.

Form in art and music can be compared through:

1. Rhythm of repeated patterns, shapes, or colors.
2. Lines and their interactions which form the design of a work of art or a musical composition.

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GRADE 5

RESOURCES

RECORDINGS

BILLY THE KID - Copland (American)
RODEO - Copland
THE FIREBIRD SUITE - Stravinsky (Russian)
NUTCRACKER SUITE - Tchaikovsky (Russian)

Use pictures by great artists as illustrations of these forms. Look in your school library.

CONCEPTS AND SKILLS

2. Tone Color

3. Texture

E. Study of the Music of
Several Great Composers

TEACHER AND PUPIL ACTIVITIES

Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.

In music, tone color is achieved by the differences in timbre between voices and instruments and in the dynamics in the music (louds and softs).

Guide the children to listen for differences in tone in the recordings which they hear.

The blending of elements (texture) is achieved in music through the blending of parts (especially in harmony) and in painting through the blending of pigment and brushwork.

Enlarge the study of the following composers who were introduced during the Third and Fourth Grades.

JOHANN SEBASTIAN BACH

Picture and Biography

SONG - "The Piper's Tune"

RECORDING - "Organ Music of the Bach Family"
Carl Weinrich

RESOURCES

PORTRAITS OF GREAT COMPOSERS
Bowmar

THIS IS MUSIC, Book 5 page 39

RCA Victor Educational Sales



<p style="text-align: center;">ELEMENTARY MUSIC GUIDE</p>	<p style="text-align: center;">PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p>	<p style="text-align: center;">GRADE 5</p>
<p style="text-align: center;"><u>CONCEPTS AND SKILLS</u></p>	<p style="text-align: center;"><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p><u>LUDWIG VAN BEETHOVEN</u> Picture and biography</p> <p>SONG - "The Scale"</p> <p>Coordinate the study of the form of Symphony with this composer.</p> <p>RECORDING - "Symphony #5 in C Minor" op, 67</p> <p><u>FRANZ JOSEPH HAYDN</u> Picture and Biography</p> <p>SONG - "Glorious Things of These Are Spoken"</p> <p>A unit on Haydn is found on pages 54-58 of <u>This Is Music</u>, Book 5. Use it in preparation for hearing:</p> <p>RECORDING - "String Quartet in C Major" ("Emperor" String Quartet)</p> <p><u>WOLFGANG AMADEUS MOZART</u> Picture and biography</p> <p>SONG - "The Bird Keeper"</p>	<p style="text-align: center;"><u>RESOURCES</u></p> <p>PORTRAITS OF GREAT COMPOSERS</p> <p>THIS IS MUSIC, Book 5, page 16</p> <p>PORTRAITS OF GREAT COMPOSERS</p> <p>THIS IS MUSIC, Book 5, pages 54-55</p> <p>GREAT COMPOSERS - Disney</p> <p>Picture of String Quartet - Bowmar Instrumental Pictures.</p> <p>PORTRAITS OF GREAT COMPOSERS</p> <p>THIS IS MUSIC, Book 5, page 45</p>

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

Review excerpts from "The Magic Flute" (heard in Grade 4)

Introduce:

RECORDING - "Concerto for Clarinet and Orchestra"
Goodman and Boston Symphony

Introduce the Following Composers and Their Music:

ANTON DVORAK (Bohemia)

Picture and biography

SONG - Teach the Negro Spiritual "Swing Low, Sweet Chariot" which Dvorak thought very beautiful and which influenced his music.

RECORDING - "Symphony #5 in E Minor"
(New World Symphony)

GEORGE FREDERICK HANDEL (Germany)

Introduce this unit around Christmas with the Oratorio Form.

Picture and Biography

SONG - "Joy to the World"

RECORDING - "The Messiah (Highlights from)

GRADE 5

RESOURCES

RCA Victor Educational Sales

PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 5, page 147

PORTRAITS OF GREAT COMPOSERS

THIS IS MUSIC, Book 5, page 196

<p style="text-align: center;">ELEMENTARY MUSIC GUIDE</p> <p style="text-align: center;"><u>CONCEPTS AND SKILLS</u></p>	<p style="text-align: center;">PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS</p> <p style="text-align: center;"><u>TEACHER AND PUPIL ACTIVITIES</u></p> <p><u>FRANZ SCHUBERT</u> (Germany)</p> <p>Picture and biography</p> <p>SONG- "The Linden Tree"</p> <p>RECORDINGS - "Romance" played by Rubenstein Ballet Music from "Rosa Munde" "Symphony in B Minor. #8" ("unfinished symphony")</p> <p><u>JOHN PHILIP SOUSA</u> (American)</p> <p>A unit on this famous American band master is found in the Teacher's and Pupil's textbooks.</p> <p>Discuss the difference between the instruments of a band and orchestra. (The band has no strings.)</p> <p>RECORDING - "Sousa Forever" Marches</p> <p><u>GEORGE GERSHWIN</u> (American)</p> <p>Picture and biography</p> <p>RECORDINGS - "An American in Paris" "Rhapsody in Blue"</p>	<p style="text-align: center;">GRADE 5</p> <p style="text-align: center;"><u>RESOURCES</u></p> <p>PORTRAITS OF GREAT COMPOSERS</p> <p>THIS IS MUSIC, Book 5, page 89</p> <p>On back of GRIEG PIANO CONCERTO RCA Victor Regular Retail Sales RCA Victor Regular Retail Sales</p> <p>THIS IS MUSIC, Book 5, pages 201-204</p> <p>PORTRAITS OF GREAT COMPOSERS</p> <p>Ask your Music Consultant for Gershwin songs which would be suitable for Grade 5.</p>
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CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

FERDE GROFE (American)

Picture and biography

RECORDINGS - "Grand Canyon Suite"
"Mississippi Suite"

Continue the study of the families of the orchestra which are listed in the Grade 3 Section on Instruments.

The children should be learning to identify these instruments by sight and sound more readily than they did in the previous grades.

G. Major and Minor Mode

The children should be able to label a composition "major" or "minor" quite readily.

11. RHYTHM

Keep extending the perceptions of the great variety in uses of rhythm in music, in the other arts, and in every day life.

The children should be developing more facility in distinguishing beat, accent and rhythmic pattern of composition. They should also be recognizing more complex patterns than in the previous grades, including syncopation

PORTRAITS OF GREAT COMPOSERS

Review "Suite" as defined in the Form Section of the Grade 4 Guide.

MEET THE INSTRUMENTS POSTERS -
Bowmar

Films from County Library

Listen for the sounds of instruments in all the recordings which the children hear.

For review, see the major and minor explanation in the Grade 4 Listening Section.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 5

TEACHER AND PUPIL ACTIVITIES

RESOURCES

The individual child should be able to reproduce rhythm patterns accurately.

Use folk dances for body movements.

Continue the study of the following:

2	3	4	6	C
4	4	4	4	
3	6	9	2	6
8	8	8	2	8
			3	9
			8	8

Sight read rhythm patterns in the above meters.

B. Creativity




Improvise rhythms in a variety of meters, using rhythm instruments.

Work in groups to create compositions using several rhythmic patterns simultaneously.

Make up dance steps using more complex rhythms.

III. NOTATION

Continue the review of the following elements which were presented in the preceding grades:
















-  QUARTER NOTE - 1 count
-  QUARTER REST - 1 count of silence
-  HALF NOTE - 2 counts

Standard set of rhythm instruments for use with older children

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

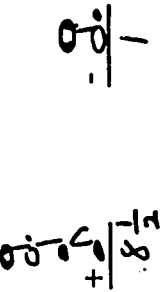
TEACHER AND PUPIL ACTIVITIES

-  HALF REST - 2 counts of silence
-  DOTTED HALF NOTE - 3 counts
-  WHOLE NOTE - 4 counts
-  WHOLE REST - 4 counts of silence
-  EIGHTH NOTE - 1/2 count
-  EIGHTH REST - 1/2 count of silence
-  TIED NOTES
-  DOTTED QUARTER NOTE - 1-1/2 counts
-  G CLEF OR TREBLE CLEF
-  BAR LINE
-  DOUBLE BAR
-  STAFF
-  MEASURE The section of the staff between two bar lines is called a measure.
-  REPEAT SIGN
-  ACCENT

D. C. AL FINE (Go back to the beginning of the song and sing until you come to the part that says "Fine".

RESOURCES

Tie in with Math:



 $8 \frac{1}{2} + 8 \frac{1}{2} = 17$

o x o = 16

ELEMENTARY MUSIC GUIDE


CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 5

TEACHER AND PUPIL ACTIVITIES


RESOURCES

1/2  **FIRST AND SECOND ENDING SIGN** (When you have played or sung the First Ending measure, go back and sing or play through again - omitting the First Ending and substituting the Second Ending).


 **FERMATA - hold**

 **CUT OR BREAK**

Dynamic Markings (Shadings)

 **PIANO - soft**

 **MEZZO PIANO - medium soft**

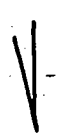
 **FORTE - loud**

 **MEZZO FORTE - medium loud**

 **FORTISSIMO - very loud**

A TEMPO up to the original speed

 **STACCATO** (soft and crisp)

 **CRESCENDO** (Get gradually louder)

 **DECRESCENDO** (Get gradually softer)

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

C D E F G A B C D E F G A

SIXTEENTH NOTE - 1/4 count

7 SIXTEENTH REST - 1/4 count of silence

D.S. AL FINE - Go back to the sign and sing to "Fine".

SHARP - raises a note one half step.

b FLAT - lowers a note one half step

♮ NATURAL - takes away a sharp (lowering the note one-half step). Also, takes away a flat (raising the note one-half step).

TRIPLET - three notes sung in the time of two notes.

SLUR

GRADE 5

RESOURCES

Look in the Third Grade section on Notation for ways of learning these notes.

ELEMENTARY MUSIC GUIDE

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 5

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES



GRACE NOTE - Small, ornamented note, played or sung quickly and not counted in the note value of the measure).

MAJOR SCALE PATTERN -
 1 2 3 4 5 6 7 8
 1/2 step 1/2 step
 (all the others are whole steps)

Introduce:

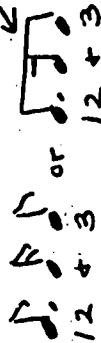


DOTTED EIGHTH NOTE
 in 4 = 3/4 count
 4



in 6 = 1 1/2 counts
 8
 (In 6 time, all note values are doubled.)
 8

THE PATTERN OF IN 6:



THE PATTERN OF IN VARIOUS METERS:

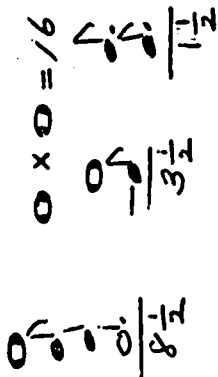


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RESOURCES

A standard set of music flash cards is a great help in either reviewing or teaching notation.

Tie in with Math:




Songs in This Is Music, Book 5 in which appears:
 BLOW THE MAN DOWN page 59
 WHOOPEE TI-YI-YO page 133

Songs in text book in which appears:
 THE FARMER COMES TO TOWN page 133
 ROLL ON, WAGONS page 115
 (in the rhythm accompaniment for the song above)

FAREWELL SONG page 134
 KUM BA YA page 163
 WITCHES page 183

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

THE PATTERN OF  IN VARIOUS METERS:

The children should be able to find the key tone in all major keys.

Introduce the construction of the natural minor scale and the finding of the relative minor key tone.

Introduce the construction of the Pentatonic Scale.

The children should be able to recognize by sight and sound the tonic, sub-dominant, and dominant seventh chords. (Notated as I, IV, V7). Singing these chords is good ear training and also good for part singing.

Teach the following tempo markings and their meanings:

ANDANTE - moving, moderately slow

ADAGIO - slow; leisurely

LENTO - slowly but not dragging

LARGO - the slowest temp mark; large and broad

MODERATO - moderately

ALLEGRO - lively, brisk, rapid

ALLEGRETTO - moderately fast; slower than allegro

PRESTO - faster than allegro

VIVACE - lively, animated, brisk.

RESOURCES

Song in text book in which appears 

THE SON OF THE COUNT page 175

Ask your Music Consultant to teach a demonstration lesson on this.

THIS IS MUSIC, Book 5, page 21

THIS IS MUSIC, Book 5, page 122

Ask your Music Consultant to teach a demonstration lesson on this.

Use the autoharp, guitar, or piano to play the chords.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

IV. SINGING

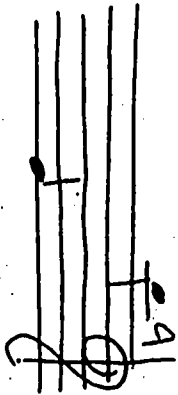
A. Intervals

1. Sing, hear, and recognize intervals by sight.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

The children should have fun singing. The majority of the children should be singing with good tone quality, good diction, good rhythm, and accurately and independently within the range of B Flat to F.



The children should possess a repertoire of many songs from various places and periods in our country in addition to songs from other countries. The children should reveal sensitivity to musical expressiveness by singing with appropriate tempos and dynamics.

An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone.

- Major Second - C to D
- Minor Second (half step) - C to C[#]
- Major Third - C to E
- Minor Third - C to E^b
- Perfect Fourth - C to F
- Perfect Fifth - C to G
- Octave - C to C

GRADE 5

RESOURCES

Consult the classified index of your Teacher's Edition of This Is Music, Book 5. Also, ask your Music Consultant for help.

Chromatic Pitch Pipe

ELEMENTARY MUSIC GUIDE

GRADE 5

CONCEPTS AND SKILLSTEACHER AND PUPIL ACTIVITIESRESOURCES

The intervals listed above are review from the Fourth Grade. Introduce the following:

Sixth - C to A
Seventh - C to B

Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately).

Sing intervals with letter names without looking at the board. Concentrate on hearing them. Also play them on melody instruments.

B. Reading Vocal Music

Follow this procedure in having your class read a song for the first time.

1. Determine the Time and Key signatures.
2. Clap the rhythm of the song.
3. Read the words in rhythm.
4. Isolate difficult note patterns and sing them with the letter names until they are accurate.
5. Sing the entire song with the letter names.
6. Sing the song with the words, observing tempo markings and dynamics and using good diction.

C. Harmony

Continue the use of rounds, canons, songs with descants, and partner songs.

Tone Bells, piano, etc.

ELEMENTARY MUSIC GUIDE

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 5

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

The children should be able to harmonize in two part songs with ease.

Two part songs in THIS IS MUSIC, Book 5, pages 40, 51, 65, 67, 77, 92, 99, 102, 104, 119, 120, 125, 135, 137, 142, 144, 145, 150, 166, 169, 171, 24, 36, 26, 34, 39, 43, 62, 72, 75, 79, 96, 113, 118, 134, 159, 202.

Towards the end of the year, introduce the singing of some simple three part songs.

Songs with three parts in THIS IS MUSIC, Book 5, pages 64, 180, 193, 35, 147.

The children should indicate an awareness of the accompaniment as they sing.

Use autoharp, piano, guitar, and other instruments which the children in your class can play.

D. Creativity

Encourage the children to compose songs both in unison and in parts.

It is also fun to sing along with recordings.

E. Performance

Encourage the children to perform the compositions which they have created.

Several children will enjoy singing in the Fifth and Sixth Grade Chorus where they can work on more challenging music and also gain pleasure and experience from public performance.

Some of the children will like to form classroom ensembles for the pleasure of harmonizing in a more intimate group.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

V. FIELD TRIPS

TEACHER AND PUPIL ACTIVITIES

Music field trips can be fun if the children are properly prepared for them.

Hearing professional performers, seeing a huge symphony orchestra perform, and seeing an opera or operetta performed in a large theatre can be a memorable and educational experience for a child.

RESOURCES

WHEELER BECKETT CONCERTS at Lincoln Center.

Programs are sent in advance so the children can prepare for what they will hear.

A large symphony orchestra performs and various instruments are introduced to and demonstrated for the children.

Ask your Music Consultant for information concerning the above and other programs.

Additional Fifth Grade Music Books:

MAKING MUSIC YOUR OWN, Book 5

Silver-Burdett

DISCOVERING MUSIC TOGETHER,

Book 5, Follett

EXPLORING MUSIC, Book 5, Holt,

Rinehart, Winston.

RECORDINGS

MUSIC FOR THE HUMANITIES - Silver Burdett

DANIEL BOONE - Tom Glazer

FAREWELL SYMPHONY (On Great Composers)

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 5

RESOURCES

FOLK SONGS OF THE NEW WORLD

Roger Wagner Chorale

GEORGE M. COHAN MEDLEY (On

"Irish Night at the Pops")

IRISH NIGHT AT THE POPS - Boston

Pops

JOY OF CHRISTMAS - Mormon

Tabernacle Choir and N. Y.

Philharmonic

SEGOVIA - Guitar Solos

STORY OF JAZZ - Narration plus

music

SYNCOATED CLOCK AND OTHERS

Leroy Anderson

All recordings (unless otherwise listed) are available through:

Educational Record Sales

157 Chambers Street

New York, New York 10007

The County Library has a good group of records. Consult their catalogue.

FILMS

Use the County Film Library.

DANCES AND RHYTHMS from:

Folkraft Records

1159 Broad Street

Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES

Album #22 - Skills

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 5

RESOURCES

EASY MIXERS
TRIO DANCES
LINE DANCES.

(\$1.50 per record)

DANCE SYLLABUS - American Play
Party, Square Dance, Folk Dance,
Mixers

Television, Radio, and Community
Music Programs (Look in the Music
Section of the paper and magazines)

For help with any special units you may
wish to develop, or other subjects with
which you want to correlate music, see
your Music Consultant

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

I. LISTENING

- A. Enjoyment and Understanding

PARSPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

Select a variety of materials so that the children will learn to find enjoyment from many types of music.

Rather than always listening for a story or scene to come to their minds, guide the children to learn to observe the musical elements of the composition - its melody, rhythm, harmony and form - and to recognize that its greatest charm may lie in one or more of these elements.

Acquaint the children with the historical period surrounding the music, as well as some of the national characteristics, in order that they can better understand the work of the composer.

Have the children recall melodic themes and rhythms which they have heard and perhaps play them on tone bells, piano, or rhythm instruments.

Play compositions which have been heard either in the Sixth Grade classroom or in the preceding grades to encourage the children to remember what they have heard and thus to be able to discuss the works and style of several famous composers.

- B. Form

Develop an awareness of the prevalence of form, design, and structure in a city, in buildings, interior design and clothing as well as in music and the other arts.

GRADE 6

RESOURCES

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ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLSTEACHER AND PUPIL ACTIVITIES

Review the following forms studied in the preceding grades:

1. Two and Three Part Song Form
2. Rondo Form
3. Theme and Variations
4. Suite
5. Sonata Form
6. Symphony
7. Ballet

Introduce the following:

1. OPERA

A form of drama, of Italian origin, in which vocal and instrumental music are essential and predominant. The script is poetic and in several acts, usually preceded by instrumental introductions, consists of vocal scenes - recitatives, songs, arias, duets, trios, choruses, etc., accompanied by the orchestra.

"Opera Buffa" - versified comedy set to music with spoken interludes.

"Operetta" - the poem of the script is a comic mock - pathetic, paradistic, or anything but serious vein. The music is light and lively and often interrupted by spoken dialogue.

Units on the opera are found in the text books (both students' and teachers').

GRADE 6

RESOURCES

See Form section of Grade 3 Guide

See Form section of Grade 4 Guide

See Form section of Grade 5 Guide

THIS IS MUSIC, Book 6, pages 147 and 155-157.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 6

TEACHER AND PUPIL ACTIVITIES

Use the following recordings:

Great Operas - Disney

Pirates of Penzance (operetta) - Gilbert and Sullivan

Amahl and the Night Visitors (opera) Menotti
Porgy and Bess (opera) - Gershwin

2. ORATORIO

An extended dramatic composition for vocal solos and chorus, with accompaniment by orchestra or organ (or both), sung without stage play or scenery. The text is usually religious. (Do this unit around Christmas and listen to the "Messiah").

Recordings: Highlights from "The Messiah"
Handel

3. CONCERTO

An extended composition for solo instrument or instruments, usually with orchestral accompaniment and in Sonata Form

There are generally three movements to a concerto.

A unit of the First Movement of Grieg's Piano Concerto in A Minor is located in the text book. Go over the themes with the class and ask them to identify them as they hear them and follow the music in their books.

RESOURCES

Education Records Sales
County Library

RCA Victor Educational Records
155 East 24th Street,
New York, New York 10010

See Form Section of Grade 5 Guide.

ELEMENTARY MUSIC GUIDE

GRADE 6

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

Recordings: Piano Concerto in A Minor
Grieg

4. FUGUE

A composition made up by a theme introduced by one section of the chorus or orchestra and being taken up successively by all parts, bringing each in turn into special prominence.

Recording: Fugue in A Minor - Bach

On GREAT COMPOSERS - Disney

D. Integration of Art and Music

1. Form and Rhythm

Form in art and in music can be compared through:

1. Rhythm of repeated patterns, shapes, or colors.
2. Lines and their interactions which form the design of a work of art or a musical composition.

Use pictures by great artists as illustrations of these forms. Look in your school library.

2. Tone Color

Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, literature, and language.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

3. Texture

E. Study of Several Great Composers (Relating to Social Studies Units)

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs).

Guide the children to listen for differences in tone in the recordings which they hear.

The blending of elements (texture) is achieved in music through the blending of parts (especially harmony); and in painting, the blending of pigment and brush work.

FRIEDRICH SMETANA (Bohemia)

Picture and biography

Themes from his composition "The Moldav" are found on page 173 of the text book. Play them on a melody instrument so that the children will recognize them when they hear them. Then encourage the children to identify the themes as they hear them - also, discuss their instrumentation and their effectiveness in description of the river and its surroundings.

Recording: "The Moldav"

FRANZ LISZT (Hungary)

Picture and biography

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GRADE 6

RESOURCES

5
PORTRAITS OF GREAT COMPOSERS -
Bowmar

THIS IS MUSIC, Book 6, page 173

On back of THE SORCERER'S
APPRENTICE

PORTRAITS OF GREAT COMPOSERS
Bowmar

ELEMENTARY MUSIC GUIDE

GRADE 6

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

Themes from his "Hungarian Rhapsody No. 2 in C# Minor" are found in the text book. Play them and discuss them so that the children will recognize the themes when they hear them. They should follow the books as they listen and be able to follow the themes both by sight and by sound.

Recording: "Hungarian Rhapsody No. 2 in C# Minor"

SERGEI RACHMANINOFF (Russia)

Picture and biography

Play his Concerto No. 2 in C Minor for the class. Tie in with the Minor Mode and Concerto Form.

Recording: "Concerto No. 2 in C Minor," played by Rubinstein

Additional Russian Composers Studied in Previous Grades:

SERGE PROKOFIEFF

NIKOLAS RIMSKY

IGOR STRAVINSKY

PETER ILLYITCH TSCHAIKOVSKY

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RESOURCES

THIS IS MUSIC, Book 6, page 169

PORTRAITS OF GREAT COMPOSERS -
Bowmar

RCA Victor Educational Record Sales

LOVE FOR THREE ORANGES MARCH
(on Grieg Piano Con certo)

SCHEHERAZADE SUITE

FIREBIRD SUITE

OVERTURE TO 1812
NUTCRACKER SUITE



ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY -TROY HILLS TOWNSHIP SCHOOLS

GRADE 6

TEACHER AND PUPIL ACTIVITIES

RESOURCES

GEORGES BIZET (France)

Picture and biography

Discuss the opera "Carmen" and the fact that Bizet was copying the Spanish style of music. Play parts of the opera for the children and then compare this music with that of the Spanish composer below.

Story of Carmen
Recording of Carmen

MANUEL DE FALLA (Spain)

Picture and biography

Play music from the ballet "The Three Cornered Hat" and compare it with the Spanish music written by Bizet for the opera "Carmen".

Recording: "The Three Cornered Hat Suite"

JOHANN STRAUSS, JR. (Austria)

Picture and biography

Discuss Vienna as a great waltz center and talk about the life of the people in this era. Play some of the Strauss Waltzes for the children.

Recording: "Strauss Waltzes"

PORTRAITS OF GREAT COMPOSERS -
Bowmar

County Library

PORTRAITS OF GREAT COMPOSERS -
Bowmar

On the recording SPAIN - RCA Victor
Educational Record Sales

PORTRAITS OF GREAT COMPOSERS
For information look in your school
library or county library.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

GERMANY - review some of the works of the following composers listed in Grades 3, 4, & 5.

- FRANZ JOSEF HAYDN
- WOLFGANG AMADEUS MOZART
- LUDWIG VAN BEETHOVEN

F. Instruments

Continue the study of the families of the orchestra which are listed in the Grade 3 Listening section on Instruments.

MEET THE INSTRUMENTS POSTERS. -
Bowmar

The children should be learning to identify these instruments by sight and sound more readily than they did in the previous grades.

Films from County Library

Sounds of instruments in all the recordings which the children hear.

G. Major and Minor Mode

The children should be able to label a composition "major" or "minor".

See explanation in Grade 4 Listening section.

II. RHYTHM

Continue to develop an awareness of the many rhythms which surround us in the other arts and in every day life. Help the children to develop facility in using more complex rhythms, both in singing and in playing.

Use folk dances for body movement.

Review:

2	3	4	6	C
4	4	4	4	

A. Meter

3	6	9	2	♩	6	3	9
8	8	8	2	♩	8	8	8

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

EIGHTH NOTE - 1/2 count

EIGHTH REST - 1/2 count of silence

TIED NOTES

DOTTED QUARTER NOTE - 1 1/2 counts

SIXTEENTH NOTE - 1/4 count

SIXTEENTH REST - 1/4 count of silence

DOTTED EIGHTH NOTE - 3/4 count

(In 6 time, all of the rest and note values listed above would be doubled.)

G CLEF OR TREBLE CLEF

BAR LINE.

DOUBLE BAR

STAFF

MEASURE

REPEAT SIGN

ACCENT

GRADE 6

RESOURCES

Tie in with Math:

+ = $8 \frac{1}{2}$
 x = 16
 - = 1
 \div = $1 \frac{1}{2}$

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

D. C. AL FINE Go back to the beginning of the song and sing until you come to the part that says "Fine".

D. S. AL FINE Go back to the sign (*S*) and sing to "Fine".

7. 7 FIRST AND SECOND ENDING
SIGN (When you have played or sung the First Ending measure, go back to the beginning of the section, or the song, and sing or play it again - omitting the First Ending and substituting the Second Ending in its place).

o FERMATA - hold

// CUT OR BREAK

Dynamic markings (shadings)

p PIANO - soft

mp MEZZO PIANO - medium soft

f FORTE - loud

mf MEZZO FORTE - medium loud

ff FORTISSIMO - very loud



CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

A. TEMPO - up to the original speed



STACCATO - short and crisp



CRESCENDO - get gradually louder



DECRESCENDO - get gradually softer



SHARP - raises a note one half step



FLAT - lowers a note one half step



NATURAL - takes away a sharp (lowering the note one half step); also takes away a flat (raising the note one half step).



TRIPLET - three notes sung or played in the time of two notes.



SLUR



GRACE NOTE - small ornamental note, played or sung quickly and not counted in the note value of the measure.

GRADE 6

RESOURCES

Look in the Grade 3 section on Notation for ways of learning these notes.

A standard set of Music Flash Cards is a great help in either reviewing or teaching notation.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

MAJOR SCALE PATTERN
1 2 3 4 5 6 7 8
1/2 step 1/2 step

(All the other steps are whole steps)

NATURAL MINOR SCALE PATTERN
1 2 3 4 5 6 7 8
1/2 step 1/2 step

PENTATONIC SCALE - played on the following tones of the major scale.
1 2 3 5 6 8

The children should be able to find the key tone in all major and relative minor keys.

The children should be able to recognize by sight and sound the tonic, sub-dominant and dominant seventh chords. (Notated as I, IV, V7) Singing these chords is good ear training and also good for part singing.

Review the following tempo markings and their meanings:

- ANDANTE - moving, moderately slow
- ADAGIO - slow, leisurely
- LENTO - slowly but not dragging
- LARGO - the slowest tempo mark; large and broad

GRADE 6

RESOURCES

Ask your Music Consultant to give you help in teaching these concepts.

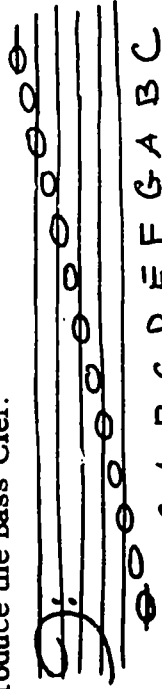
Ask your Music Consultant for help with all of this chord study.

Use the autoharp, guitar, or piano to play the chords.

CONCEPTS AND SKILLSTEACHER AND PUPIL ACTIVITIESRESOURCES

MODERATO - moderately
 ALLEGRO - lively, brisk, rapid
 ALLEGRETTO - moderately fast; slower than allegro
 PRESTO - faster than allegro
 VIVACE - lively, animated, brisk

Introduce the Bass Clef:



IV. SINGING

The children should enjoy singing.

The majority of the children should be singing with good tone quality, good diction, good rhythm, good breath control, good posture, and accurately and independently.

Be aware that the boys' voices approaching change may have a temporary limitation of range.

Help to increase the children's repertoire of many types of songs.

A. Intervals

An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone.

Major Second - C to D
 Minor Second (half step) - C to C[#]
 Major Third - C to E
 Minor Third - C to E^b
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Consult the classified index of THIS IS MUSIC, Book 6, for songs for specific purposes. Also, ask your Music Consultant for help.

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

GRADE 6

TEACHER AND PUPIL ACTIVITIES

RESOURCES

- Perfect Fourth - C to F
- Perfect Fifth - C to G
- Sixth - C to A
- Seventh - C to B

Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately.)

Sing intervals with letter names without looking at the board. Concentrate on hearing them. Also play them on melody instruments.

B. Reading Vocal Music

See method of teaching a reading song in Singing Section of Grade 5 Guide.

C. Harmony

Continue the use of rounds, canons, songs with descants, partner songs, and two part songs.

Do chord blending in three parts.

Example:

	Part 1	Part 2	Part 3
Sing	C	E	G
Change	B	F	G
Return to	C	E	G

Work on three part songs.

Chromatic Pitch Pipe

Tone bells, piano, etc.

THIS IS MUSIC, Book 6, pages 30, 35, 38, 58, 93, 98, 105, 115, 130, 139, 160, 163, 167, 196, 205, 207-209.



ELEMENTARY MUSIC GUIDE

GRADE 6

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

D. Creativity

Improvise a harmonizing part to familiar songs, vocally.
Compose songs, showing knowledge of tone color, form, harmony, and rhythm.

E. Performance

Organize classroom ensembles.

Sing for class programs.

Sing in the School Chorus.

V. FIELD TRIPS

See Field Trip Section of Grade 5 Guide.

Additional Sixth Grade Music Books:

DISCOVERING MUSIC TOGETHER,
Book 6, Follett

MAKING MUSIC YOUR OWN, Book 6,
Silver-Burdett

EXPLORING MUSIC, Book 6,
Holt, Rinehart, Winston

RECORDINGS

MUSIC FOR THE HUMANITIES - Silver-Burdett

AFTERNOON OF A FAWN - Debussy

CHOPIN, PIANO MUSIC - played by
Horowitz

FOUNTAINS OF ROME - Respighi

SORCERER'S APPRENTICE - Dukas

ELEMENTARY MUSIC GUIDE

CONCEPTS AND SKILLS

PARSPANY-TROY HILLS TOWNSHIP SCHOOLS

TEACHER AND PUPIL ACTIVITIES

GRADE 6

RESOURCES

LA MER - Debussy
THE MONTHS AND THE SEASONS -
Tchaikovsky
PINES OF ROME - Respighi
ROMANIAN RHAPSODIES, Nos. 1 & 2
Enesco
SOUND OF WAGNER - Excerpts
STORY OF JAZZ - Narration plus
Music

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DANCE SYLLABUS FOR ELEMENTARY
SCHOOL

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