

# Ella B. Allen Elementary

## Quarter 1-2022/2023

### Kindergarten- K/1 Combo. Music

## Essential Question

How do musicians generate creative ideas?

## Vocabulary

Beat vs. no beat

Solfege (So-mi)

Rhythm

## Standard

K.MU:Cr1a. With guidance, explore and experience music concepts (such as beat and melodic contour)b. With guidance, generate musical ideas (such as movements or motives).

K.MU:Pr4.3 With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

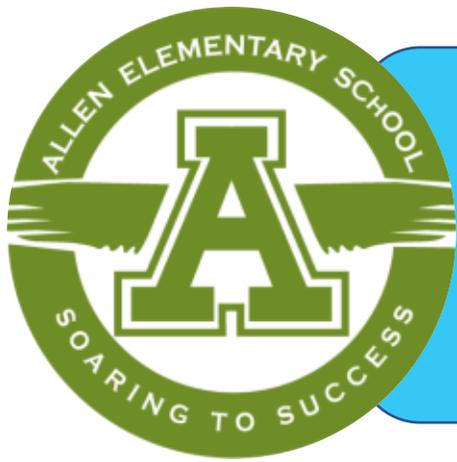
## Message From: Ms. Godoy

Hello Families,

This quarter in music class was spent exploring sounds with beat vs. no beat and dancing. We also learned the beginning solfege signs and sounds and sang songs such as Lucy Locket and Engine, engine. It was a pleasure getting to know and teach your students this quarter and I am very excited to teach more music this school year.

-Ms. Godoy





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### 1<sup>st</sup> Grade. Music

## Essential Question

How does understanding the structure and context of musical works inform performance?

## Vocabulary

Strong vs. Weak beat

High vs. Low

Types of voices

Solfege

## Standard

1.MU:Pr4.2a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

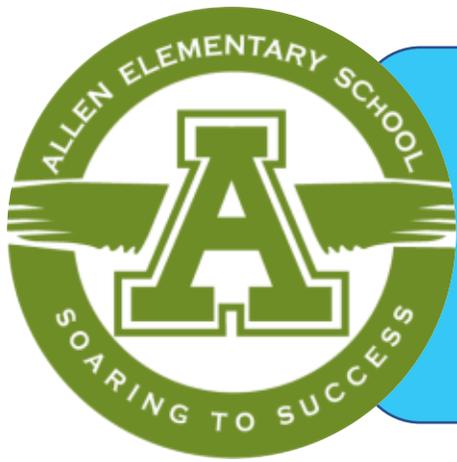
## Message From: Ms. Godoy

Hello Families,

This quarter in music class first graders kept a steady beat on their bodies, moved to strong and weak beats and explored musical opposites such as high and low using solfege hand signs. We had a great time using different types of voices and making music together. I look forward to a great rest of the year!

- Ms. Godoy





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### 2<sup>nd</sup> Grade. Music

## Essential Question

How do musicians generate creative ideas?

## Vocabulary

Strong vs. Weak

Meter in 2, 3, and 4

## Standard

2.MU:Cr1a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)

## Message From: Ms. Godoy

Hello Families,

This quarter in music class was full of movement, listening and a lot of fun. Students moved around to strong and weak beats, listened for different meters and worked together to find the answers to our meter game. It was a joy having your students in my class and I look forward to more music making in the future.

-Ms. Godoy

Duple Time	Triple Time	Quadruple Time
$\frac{2}{4}$ ♪ ♪	$\frac{3}{4}$ ♪ ♪ ♪	$\frac{4}{4}$ ♪ ♪ ♪ ♪

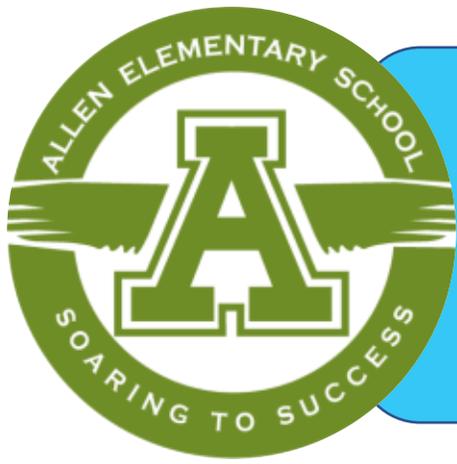
**Strong or Weak?**

**Strong Beat =**  
The first beat of a measure.

**Weak Beat =**  
Any beat that comes after the strong beat.

MENU PREVIOUS 4. Strong or Weak? NEXT EXIT





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### 3<sup>rd</sup> Grade. Music

## Essential Question

How does understanding the structure and context of musical works inform performance?

## Vocabulary

Quarter note

Eighth notes

Meter

Ostinato

## Standard

3.MU:Pr4.2a. Demonstrate understanding of the structure in music selected from a variety of cultures for performance

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

## Message From: Ms. Godoy

Hello Families,

This quarter in music class we reviewed eighth notes and quarter note values, explored meters in 2, 3 and 4, and explored the concept of ostinato. Students had a great time moving around the room to different meters, playing rhythms and ostinatos with music. I have linked a fun video explaining what ostinato is below.

I look forward to more music making this school year!

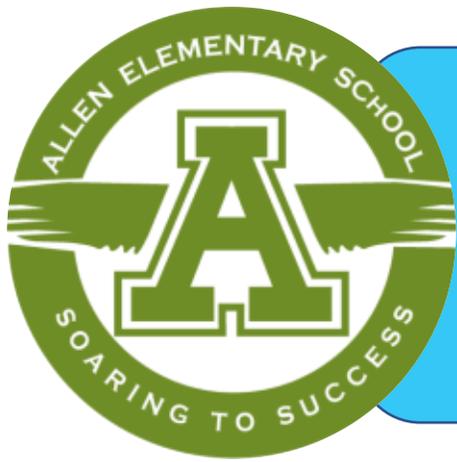
-Ms. Godoy



[https://youtu.be/OVksrMqE\\_4c](https://youtu.be/OVksrMqE_4c)

Duple Time	Triple Time	Quadruple Time
$\frac{2}{4}$ ♪ ♪	$\frac{3}{4}$ ♪ ♪ ♪	$\frac{4}{4}$ ♪ ♪ ♪ ♪





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### Rm 801 and 802. Music

## Essential Question

How does understanding the structure and context of musical works inform performance?

## Vocabulary

Meter

Genre

Rhythm Sticks

Castanets

## Standard

6.MU:Re7.1 Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.

6.MU:Pr4.2b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

5.MU:Pr4.2b. When analyzing selected music, read and perform using standard notation

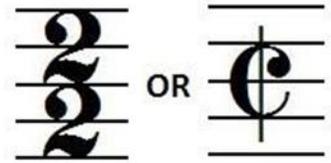
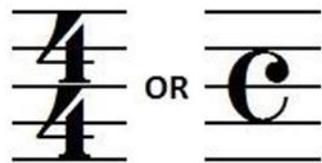
## Message From: Ms. Godoy

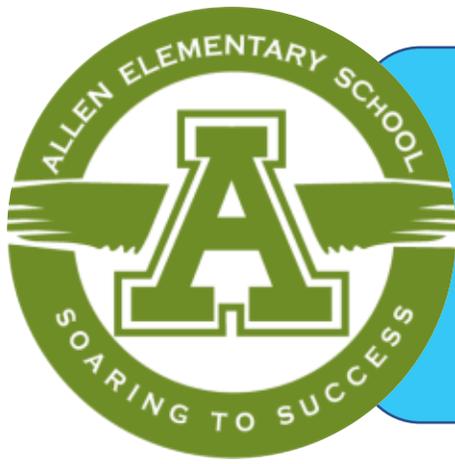
Hello Families, Hello Families,

This quarter in music class, your students learned about meter and meter signs. We spent time marching to a meter in 2/4, swaying to a meter in 3/4 and walking to a meter 4/4 around the room. We also enjoyed analyzing some of your student's favorite songs in attempt to decode its meter and using rhythm sticks and castanets to play selections of rhythms to different background music.

I look forward to more music making this school year!

- Ms. Godoy





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### 4<sup>th</sup> Grade, 3/4 Combo. Music

## Essential Question

How does understanding the structure and context of musical works inform performance?

## Vocabulary

Quarter Note

Eighth Notes

Triplet

Call and response

## Standard

4.MU:Pr4.2b When analyzing selected music, read and perform using iconic and/or standard notation

c. Explain how context (such as personal, social, and cultural) informs a performance.

## Message From: Ms. Godoy

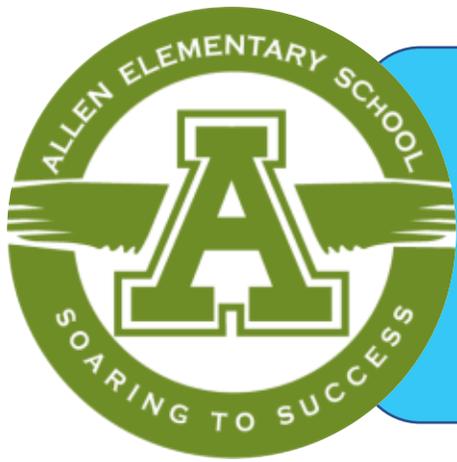
Hello Families,

This quarter in music class was filled with fun and lots of music reading! We reviewed our quarter notes and eighth notes and learned about the triplet! Your students also enjoyed singing call and response songs and playing passing games where they could only move on the beat.

This quarter was full of exploring new music concepts and I look forward to making more music in the school year!

-Ms. Godoy





# Ella B. Allen Elementary

## Quarter 1-2022/2023

### 5<sup>th</sup> Grade. Music

## Essential Question

How do individuals choose music to experience?

## Vocabulary

Meter

Genre

Rhythm Sticks

## Standard

5.MU:Pr6 a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation

5.MU:Re7.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

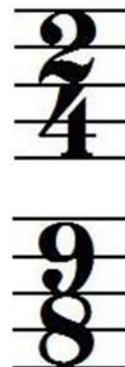
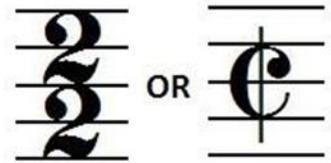
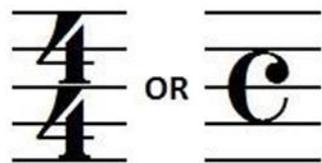
## Message From: Ms. Godoy

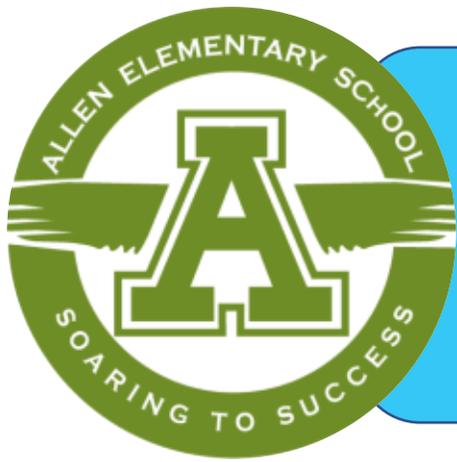
Hello Families,

This quarter in music class, your students learned about meter and meter signs. We spent time marching to a meter in 2/4, swaying to a meter in 3/4 and walking to a meter 4/4 around the room. We also enjoyed analyzing some of your student's favorite songs in attempt to decode its meter and using rhythm sticks to play selections of rhythms to different background music.

I look forward to more music making this school year!

-Ms. Godoy





# Ella B. Allen Elementary

## Quarter 1-2022-2023

### 6<sup>th</sup> Grade. Music

## Essential Question

How do individuals choose music to experience?

## Vocabulary

Meter

Genre

Rhythm Sticks

## Standard

6.MU:Re7.1 Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.

## Message From: Ms. Godoy

Hello Families,

This quarter in music class, your students learned about meter and meter signs. We spent time marching to a meter in 2/4, swaying to a meter in 3/4 and walking to a meter 4/4 around the room. We also enjoyed analyzing some of your student's favorite songs in attempt to decode its meter and using rhythm sticks to play selections of rhythms to different background music.

I look forward to more music making this school year!

-Ms. Godoy

