Ella B. Allen Elementary
Quarter 3 -2022/2023
Transitional Kinder. Music

Essential Question

How do musicians make creative decisions?

Vocabulary

Fast vs. Slow

Steady Beat

Movement

Standard

PK.MU:Cr2 a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
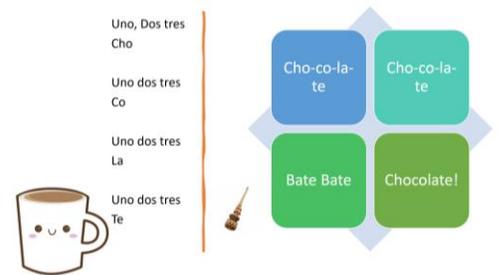
PK.MU:Pr4.2 a. With substantial guidance, explore and demonstrate awareness of musical contrasts such as high/low, loud/soft, fast/slow
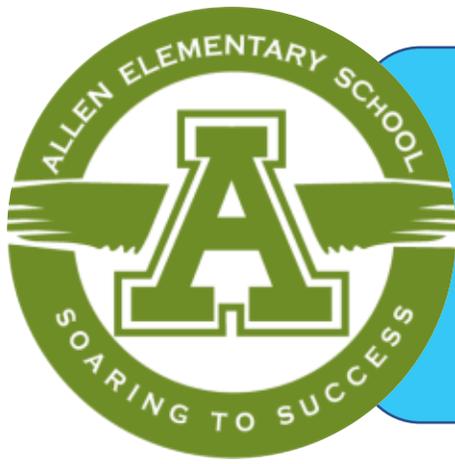
Message From: Ms. Godoy

Dear Families,

This quarter in music class, Transitional Kinder had a great time exploring fast sounds versus slow sounds, singing, and moving to a steady beat. We sang songs such as *Bate Bate Chocolate* and moved with scarves so students can show their own expressions to different types of music. This quarter was full of fun and I look forward to making more music with TK.

- Ms. Godoy

Uno, Dos tres
Cho

Uno dos tres
Co

Uno dos tres
La

Uno dos tres
Te

Cho-co-la-te

Cho-co-la-te

Bate Bate

Chocolate!

Essential Question

How do musicians generate creative ideas?

Vocabulary

High vs. Low
Steady Beat
Movement
Pitch

Standard

K.MU:Cr1 a. With guidance, explore and experience music concepts (such as beat and melodic contour).

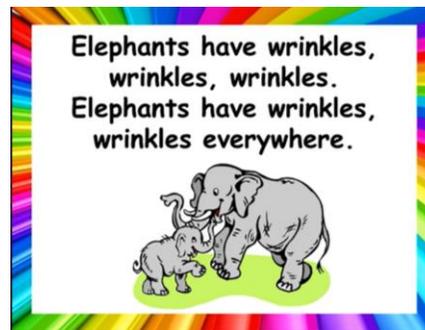b. With guidance, generate musical ideas (such as movements or motives).

K.MU:Pr4.2 a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance
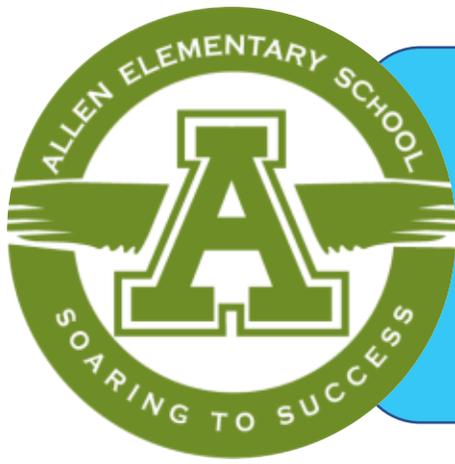
Message From: Ms. Godoy

Dear Families,

This quarter in music class, students explored more of high and low and movement. Students had a fun time using movement to show a steady beat and to show whether the sounds they heard were high and low. Students also had a great time with the song *Elephants have wrinkles* and exploring the different sounds (high and low) that animals make. This quarter was a lot of fun and I look forward to exploring more musical concepts in the next quarter.

-Ms. Godoy

Elephants have wrinkles, wrinkles, wrinkles. Elephants have wrinkles, wrinkles everywhere.

Essential Question

How do performers interpret musical works?

Vocabulary

High vs low

Types of voices

So -Mi

Standard

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

1.MU:Pr4.3 With limited guidance, demonstrate and describe music's expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent

Message From: Ms. Godoy

Dear Families,

This quarter in music class, your students had lots of fun exploring high and low sounds. The game *Doggie Doggie* was played where students had to use their listening skills to analyze their classmates' voices and try to guess who was singing. Students also explored more of So and Mi in singing and had fun dancing to steady beats and high and low sounds. I'm looking forward to creating more music this next quarter!

-Ms. Godoy
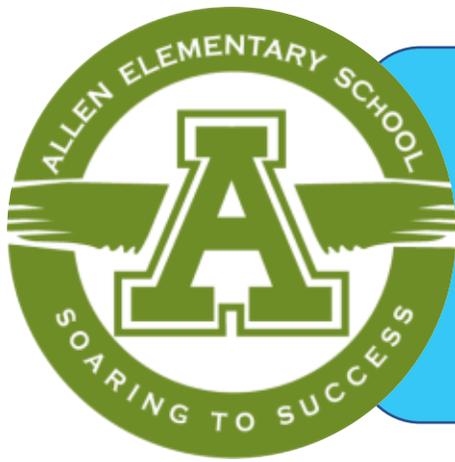
Ella B. Allen Elementary
Quarter 3-2022/2023
2nd Grade. Music

Essential Question

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

Vocabulary

Quarter note

Eighth notes

Half notes

Quarter Rest

Ostinato

Standard

2.MU:Pr4.2 b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation

2.MU:Pr6 a. Perform music for a specific purpose with expression.

Message From: Ms. Godoy

Dear Families,

This quarter in music class was filled with a lot of learning and music making. Students had fun learning the song *Bluebird* and played a game while singing. Students also learned about different types of notes such as the half note and used this note with other songs such as *Charlie Parker Played Bebop*. There were a lot of musical concepts that were explored, and I look forward to exploring more next quarter.
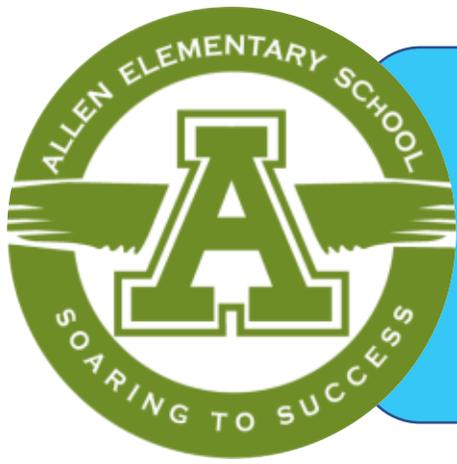
-Ms. Godoy

Ella B. Allen Elementary
Quarter 3 -2022/2023
3rd Grade. Music

Essential Question

How do performers interpret musical works?

Vocabulary

Call and Response	Soprano
Steady Beat	Alto
Types of voices	Tenor
Vocal Range	Bass

Standard

3.MU:Pr4.3emonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).

3.MU:Re8 Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent..

Message From: Ms. Godoy

Dear Families,

This quarter in music class, students explored the concepts of call and response, types of voices and vocal range. Students had a great time playing a passing game while also singing to the song *Obwisana* and learning about call and response with the song *Boom Rakie Rakie*. This quarter was filled with a lot of singing and I look forward to more music making this next coming quarter.

- Ms. Godoy
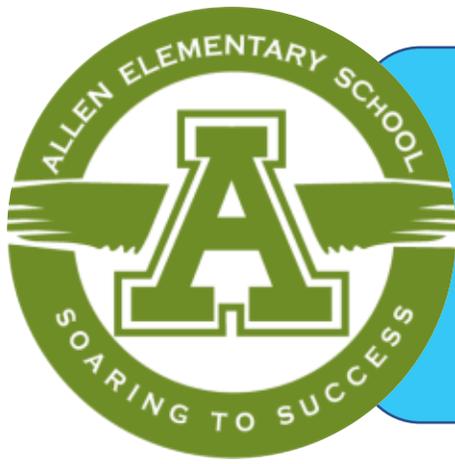
Ella B. Allen Elementary
Quarter 3 -2022/2023
Richardson, 802. Music

Essential Question

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

Vocabulary

Bucket Drums

Beat

Rhythm

Egg shakers

Drum sticks

Standard

2.MU:Pr4.2b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation

4.MU:Pr4.2 a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance
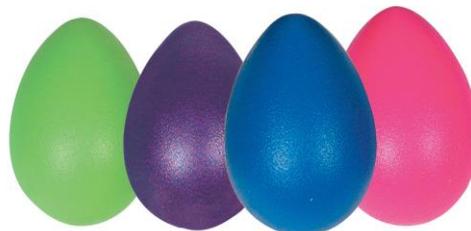
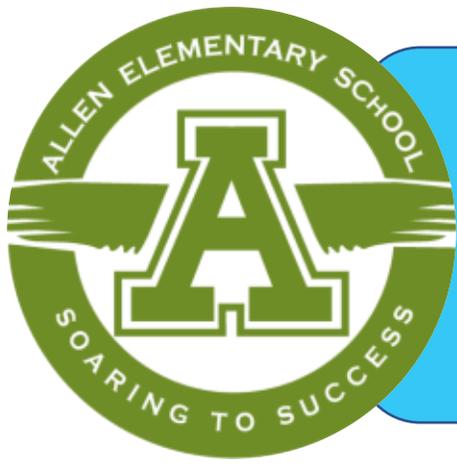b. When analyzing selected music, read and perform using iconic and/or standard notation.

Message From: Ms. Godoy

Hello Families,

This quarter in music class was all about percussion. Students played a steady beat and challenged themselves with tricky right and left hand patterns using bucket drums and drumsticks. Students also had an opportunity to use egg shakers and learned the difficulty of spinning them and explored the different dynamics they could achieve while using them. This quarter was filled with a lot of playing with percussion instruments and I look forward to exploring more musical instruments with your students.

-Ms. Godoy

Essential Question

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

Vocabulary

Boom whackers

Quarter note

Half note

Harmony

The Staff

Quarter note

Quarter rest

Standard

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

4.MU:Pr6 a. Perform music with expression, technical accuracy, and appropriate interpretation.

Message From: Ms. Godoy

Hello Families,

This quarter in music class, fourth graders explored social harmony and musical harmony with the song *Lean On Me* by Bill Withers. We had a great time using boom whackers and working as a class to play the chord progression this song is well known for. Students were also introduced to the music staff and began reading using standard notation. There was a lot of teamwork and music making this quarter and I look forward to making more music in the next quarter.
- Ms. Godoy

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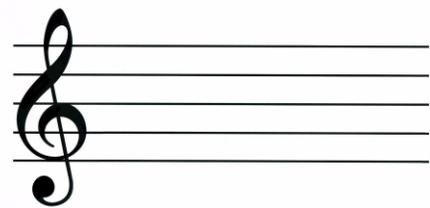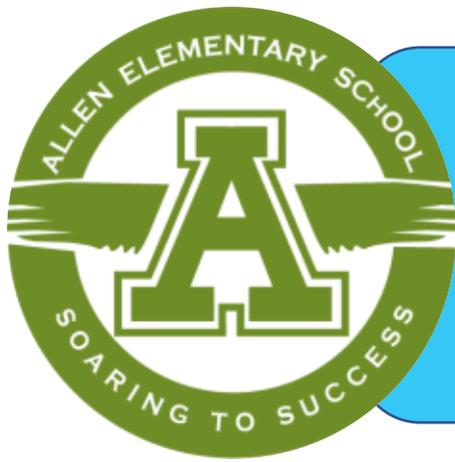
Essential Question

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

Vocabulary

Boom whackers

Quarter note

Half note

Harmony

Sound waves

Standard

5.MU:Pr4.2c. Explain how context (such as personal, social, cultural, and historical) informs performances.

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

5.MU:Re8Demonstrate and explain how expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' personal interpretations to reflect creators' expressive intent
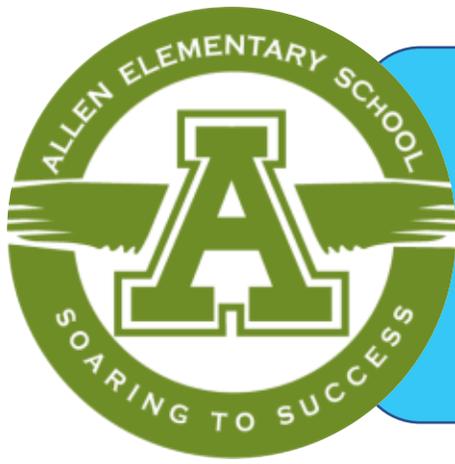
Message From: Ms. Godoy

Hello Families,

This quarter in music class, fifth graders explored social harmony and musical harmony with the song *Lean On Me* by Bill Withers. We had a great time using boom whackers and working as a class to play the chord progression this song is well known for. Students also explored sound waves and how each musical instrument creates sound due to vibration. There was a lot of teamwork and music making this quarter and I look forward to making more music in the next quarter.

- Ms. Godoy

Essential Question

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

Vocabulary

Boom whackers

Quarter note

Half note

Harmony

Sound waves

Standard

6.MU:Pr4.2 c. Identify how personal, social, cultural, and historical context inform performances.

6.MU:Pr6 a. Perform the music, alone or with others, with technical accuracy to convey the creator's intent.

6.MU:Re8 Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

Message From: Ms. Godoy

Hello Families,

This quarter in music class, sixth graders explored social harmony and musical harmony with the song *Lean On Me* by Bill Withers. We had a great time using boom whackers and working as a class to play the chord progression this song is well known for. Students also explored sound waves and how each musical instrument creates sound due to vibration. There was a lot of teamwork and music making this quarter and I look forward to making more music in the next quarter.

- Ms. Godoy