

**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 4 Theme	Music tells us about history.	
Enduring Understanding	<p>Music literacy skills make it easier to learn music that we can perform alone and with others.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can reading music help me make music with others? • How do we know how music sounded before audio recordings? • What do I need to know to create music and share it with my friends? 	
California Standards Addressed	1.1	Read, write, and perform melodic notation for simple songs in major keys, using solfege.
	1.2	Read, write and perform diatonic scales.
	1.3	Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).
	1.6	Recognize and describe aural examples of musical forms, including rondo.
Sample Performance Task	<p>With a partner, create and notate a short composition in ABA form of at least two measures for each section and play or sing it using solfege for your classmates. Use rhythms and pitches you have studied in class.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Composition falls within parameters set by the teacher. • Compositions are notated correctly, as per teacher’s directions. • Students perform their compositions accurately, in tempo. • Each composition is unique and student-generated. 	

DEVELOPING CONCEPTS

1. RHYTHM: <i>We can write, read and perform rhythmic notation.</i>	
<i>Knowledge</i>	<i>Skills</i>
<p>Understand and read rhythmic notation</p> <ul style="list-style-type: none"> • Notes: (symbols for sound) <ul style="list-style-type: none"> ○ Quarter note (<i>ta</i>) ○ Eighth notes (<i>ti-ti</i>) - double and single ○ Half note (<i>ta-a</i> or <i>two--</i>) ○ Dotted half note (<i>ta-a-a</i> or <i>three--</i>) ○ Whole note (<i>ta-a-a-a</i> or <i>four---</i>) ○ Sixteenth notes (<i>ti-ki-ti-ki</i>) and combined with eighths (<i>ti-ti-ki</i> or <i>ti-ki-ti</i>) ○ Dotted quarter note (<i>tum</i>) ○ Dotted quarter/eighth (<i>tum-ti</i>) ○ Dotted eighth note (<i>tim</i>) ○ Dotted eighth/sixteenth (<i>tim-ki</i>) • Rests: (symbols for silence) <ul style="list-style-type: none"> ○ Quarter ○ Eighth ○ Half ○ Whole • Parts of Notes <ul style="list-style-type: none"> ○ Stem ○ Note Head ○ Beam ○ Flag • Syncopation (syn-co-pa) <ul style="list-style-type: none"> ○ eighth/quarter/eighth ○ eighth rest/quarter/eighth • Rhythm Syllables • Tie (contrast with slur) <p>Understand meter in 2/4, 3/4, 4/4</p> <ul style="list-style-type: none"> • Strong and weak beats • Accent • Bar Lines • Measures • Time Signature • Conducting Patterns • Pick-up notes/incomplete measures 	<ul style="list-style-type: none"> • Read and decode rhythmic notation and speak or perform it on classroom instruments. • Write rhythmic notation from dictation. • Write rhythmic notation in a template of beats. • Add bar-lines for a rhythm, given the time signature. • Recognize meters in 2, 3, 4. • Use conducting patterns in 2, 3, and 4.

SUGGESTED STEPS

Sources: (4th Grade Books, unless otherwise stated)
MM=Making Music: 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Review or teach note and rest values for quarter notes, double eighths, half notes, dotted half notes, whole notes, sixteenths, and quarter rests</p> <p>1. Assess what students already know about rhythmic notation.</p> <ul style="list-style-type: none"> • Echo-clap rhythm patterns. • Sing songs and keep a beat, then clap the rhythm. • Write the rhythm for a known song on the board and ask students to identify the rhythm syllables and/or note names. <p>2. Review or introduce note names, duration values and rhythm syllables</p> <ul style="list-style-type: none"> • Extract note values from a song and review or teach names of notes and rhythm syllables. • Write four-beat rhythms on board or use flash card for students to clap/say with rhythm syllables. • Use strategies from 3rd Grade, Module 2 on rhythm. • Teach stick and standard notation. • Show the rests that go with quarter, half, whole, and eighth notes. • Relate note values to math/fractions: <ul style="list-style-type: none"> ○ Make a chart on board showing the relationships of basic note values (triangle shape—whole note on top). ○ Use circle/pie charts. ○ Give students math problems with note values, e.g.: <ul style="list-style-type: none"> a. quarter + double eighths = half note, etc. b. write notes that add up to X number of beats <p>3. Use rhythm syllables to practice reading rhythms notated with stick and/or standard notation and practice writing rhythms with stick notation.</p>	MM	<p>Quarter, double eighths, half notes and quarter rest <i>Soldier, Soldier</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-2, E-2 • Reading Sequence 1 <p><i>Wings of a Dove</i> <i>Riqui Ran</i></p> <p>Whole notes <i>Over My Head</i> <i>Over the Rainbow</i></p> <p>Dotted half notes <i>Over the Rainbow</i> (also tie & single 8th) <i>Peace Round</i> <i>Oh How Lovely Is the Evening</i></p> <p>Sixteenth notes <i>Kookaburra</i> <i>Paw Paw Patch</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-10, D-11, E-10 • Reading Sequence 9 • Dance <p><i>Osamu kosamu (Biting Wind)</i></p>
	STM	<p>Quarter, double eighths, half notes and quarter rest <i>The Ash Grove</i> <i>Page's Train</i> <i>London's Burning</i> <i>When I First Came to This Land</i> <i>Sweet Betsy from Pike</i></p> <p>Whole notes <i>Donna, Donna*</i> (all values, with syncopa)</p> <p>Dotted half notes <i>Over the Rainbow</i> (also tie and single eighth) <i>Peace Round</i></p>

<ul style="list-style-type: none"> • Clap and speak the rhythm with rhythm syllables while teacher points to the beat. • Step the beat, clap and say the rhythm, reading from the board. • Make up rhythms on board and play or say them using rhythm syllables. • Use reading/writing materials in resource book. • Use rhythm flashcards. • Students make up rhythms in their own beat template. • Rhythm dictation (use stick notation). 		<p><i>Oh How Lovely Is the Evening</i> <i>El Charro</i> <i>My Dame Hath a Lame Tame Crane</i></p> <p>Sixteenth notes <i>En la feria de San Juan</i> <i>Golden Ring Around the Susan Girl</i> <i>Winter Fantasy</i></p>
<p>Teach students to hear, sing, read and write syncopated rhythms</p> <ul style="list-style-type: none"> • Clap and say the regular rhythm syllables of simple syncopated 4-beat patterns taken from a known song. • Define syncopation: a rhythm that upsets the normal pattern of strong and weak beats • Use the rhythm syllables “<i>syn-co-pa</i>” to clap and say the syncopated rhythms. • Reinforce with strategies listed in above boxes. 	MM	<p><i>Somebody’s Knockin’ at Your Door</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-5, D-7, E-6 • Reading Sequence 5 <p><i>Rock Island Line</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-6, E-7 • Reading Sequence 6 <p><i>Canoe Song</i> <i>Shake the Papaya Down (melody)</i></p>
	STM	<p><i>Artsa Alinu (Our Land)</i> <i>Nila, Nila (Moon, Moon)</i> <i>Take Time in Life</i> <i>Way Down Yonder in the Brickyard</i></p>
<p>Teach rhythms with eighth and sixteenth notes combined (<i>ti-tiki and tiki-ti</i>)</p> <ul style="list-style-type: none"> • Use strategies listed in above boxes. 	MM	<p><i>Ala Da’lona</i></p> <ul style="list-style-type: none"> • Resource Book p. D-17 <p><i>Cumberland Gap</i></p> <ul style="list-style-type: none"> • Resource Book p. D-18, E-15 <p><i>Sourwood Mountain</i> <i>Ai, Dunaii moy (Ah, My Merry Dunaii)</i> <i>Glendy Burke</i></p>
	STM	<p><i>Hop Up and Jump Up</i> <i>Ida Red</i> <i>Old Dan Tucker</i> <i>Swapping Song</i> <i>When I Was a Lad</i> <i>Simple Gifts</i></p>
<p>Teach dotted rhythm patterns and the meaning of the dot.</p> <ul style="list-style-type: none"> • Explore the difference between even and uneven rhythm patterns. • Use ‘musical math’ as above to teach the value of the dot. • Use practice strategies above. 	MM	<p>Dotted quarter/eighth notes <i>La Tarara</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-22, E-18 • Reading Sequence 17 <p><i>Old House, Tear It Down</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-23, E-19, J-13 • Reading Sequence 18

		<p><i>America</i> <i>America, the Beautiful</i> <i>Oh Danny Boy</i> <i>Streets of Laredo</i></p> <p>Dotted eighth/sixteenth notes <i>Star Spangled Banner</i> <i>The Lion Sleeps Tonight</i> <i>Glendy Burke</i> <i>Clementine</i> <i>Blow, Ye Winds</i> <i>Sourwood Mountain</i></p>
<p>Teach or review the concept of meter, time signatures, and measures</p> <p>1. Discover that beats are organized (or measured) in groups, according to a pattern of strong and weak beats.</p> <ul style="list-style-type: none"> • Perform dances or use clapping patterns that demonstrate the meter of the music. • Identify strong/weak beats • Use a song without pick-up notes • Write rhythm on board, mark beat under rhythm, use accent marks under strong beats • Guide students to hear/see the pattern of strong and weak beats and determine how many beats are in each group. • Define meter: the organization of beats into groups to measure time. <p>2. Learn how meter is indicated in the printed music</p> <ul style="list-style-type: none"> • Bar lines and measures <ul style="list-style-type: none"> ○ Demonstrate how bar lines make it easy to see the groups of beats. ○ Compare measures (measuring time) with inches on a ruler (measuring 	<p>STM</p> <p>Dotted quarter/eighth notes <i>All Through the Night</i> <i>America</i> <i>America, the Beautiful</i> <i>John Kanaka</i> <i>Las Mañanitas</i></p> <p>Dotted eighth/sixteenth notes <i>Star Spangled Banner</i></p>	<p>MM</p> <p>2/4 <i>Gakavik (The Partridge)</i> <ul style="list-style-type: none"> • Resource Book pp. E-3 • Reading Sequence 2 <i>The Birch Tree (Beriozka)</i> <i>Ah, My Merry Dunaii (Ai, Dunaii moy)</i> <i>The Glendy Burke (various rhythms)</i></p> <p>4/4 <i>Soldier, Soldier</i> <i>Joe Turner Blues (tie)</i> With syncopation: <ul style="list-style-type: none"> • <i>Somebody's Knockin' At Your Door</i> • <i>Rock Island Line</i> <i>All Night, All Day</i></p> <p>3/4 <i>America</i> <i>Clementine</i> <i>Cielito Lindo (tie)</i> <i>Oh, How Lovely Is the Evening</i> <i>Streets of Laredo (Bard of Armagh)</i> <i>Star-Spangled Banner</i></p> <p>Pick-up notes/upbeats</p>

<p>distance.)</p> <ul style="list-style-type: none"> ○ Count measures in a song. • Time signature <ul style="list-style-type: none"> ○ Use a modified time signature showing the top number with a quarter note underneath. ○ Students locate the time signature in printed music and compare modified and standard time signatures. • Up-beats/pick-up notes and incomplete measures <p>3. Practice recognizing meter, time signatures, bar lines and measures.</p>	MM	<p><i>Ochimbo</i></p> <ul style="list-style-type: none"> • Resource book pp. D-16, E-14 • Reading Sequence 13 <p><i>Streets of Laredo</i> <i>Rock Island Line</i> <i>Glendy Burke</i> <i>Soldier, Soldier</i> <i>Sweet Betsy from Pike</i> <i>America, the Beautiful</i></p> <p>6/8 <i>Rio Grande</i> <i>Haul Away, Joe</i></p>
<ul style="list-style-type: none"> • Locate time signature and determine meter of new songs in standard notation. • Copy rhythms from board or take rhythmic dictation and add bar lines, according to a given time signature. Mark beats and write in the counting under the notes. • Count measures in a song you sing. • Conduct in correct meter patterns while singing or listening to music. • Count the beats in a rhythm example on the board or from a song written in standard notation. <ul style="list-style-type: none"> ○ Count the beats while clapping the rhythm. ○ Conduct the meter while reading the rhythm with rhythm syllables. 	STM	<p>2/4 <i>John Kanaka</i> <i>Sourwood Mountain</i> <i>Artsa Alinu (Our Land)</i></p> <p>4/4 <i>America, the Beautiful</i> <i>Over the Rainbow</i> <i>Peace Round</i> <i>Donna, Donna</i> <i>When I First Came to This Land</i></p> <p>3/4 <i>Tum Balalaika</i> <i>Sweet Betsy from Pike</i> <i>The Ash Grove</i> <i>America</i> <i>Oh, How Lovely Is the Evening</i></p> <p>Pick-up notes/upbeats <i>America, the Beautiful</i> <i>The Ash Grove</i> <i>En la feria de San Juan</i> <i>My Dame Hath a Lame Tame Crane</i> <i>Sweet Betsy from Pike</i></p>
<p>Suggested Preparation for Assessment</p> <ol style="list-style-type: none"> 1. Students create a few of their own eight-beat rhythms in a beat template. 2. Students choose two of their rhythms and write them out in an ABA pattern, marking the time signature (4/4) and bar lines. 3. Working with a partner, choose contrasting rhythm instruments for the A and B sections. 4. Practice an ABA rhythmic composition of each partner and play it for the class. 5. Teacher keeps rhythm compositions until the appropriate time to compose and notate a melody for final assessment. 		

2. MELODY AND PITCH: *We can use melodic notation to learn new songs or to write down our own music*

<i>Knowledge</i>	<i>Skills</i>
<p>Understand melodic direction</p> <ul style="list-style-type: none"> • Moving up and down • Pitch/tone • Repeated tones • Interval <ul style="list-style-type: none"> ○ Step ○ Skip ○ Octave ○ Half-steps/whole-steps • Pitch syllables/solfege <ul style="list-style-type: none"> ○ Pentatone scale ○ Diatonic scale • Sequence • Curwen hand signs <p>Understand melodic notation</p> <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ○ Treble clef ○ Line notes ○ Space notes ○ Hand staff ○ Leger lines • Solfege ladder • Letter names of pitches • Tonal center, home tone, tonic • Key signature <ul style="list-style-type: none"> ○ Sharps ○ Flats 	<ul style="list-style-type: none"> • Recognize melodic direction visually and aurally. • Recognize steps, skips, and repeated tones visually and aurally. • Recognize melodic patterns. • Create simple melodies using the pentatone. • Notate simple pentatonic melodies on the staff. • Read and decode melodic notation and sing it with solfege or perform it on classroom instruments. • Use hand-signs and pitch syllables with pentatonic melodies. • Recognize same/different melodies and melodic sequences.

SUGGESTED STEPS

Sources: (2nd Grade Books, unless otherwise stated)

MM=Making Music: 2008 California Edition, STM=Share the Music, MC=Music Connection

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Follow the melodic direction of a song</p> <ul style="list-style-type: none"> • Follow the shape of the melody with icons or a listening map. • Write rhythm notation in straight line on board, draw lines for melodic contour underneath rhythm. Ask students what the lines show and then compare them to staff notation. • Point to and follow the notes of the melody 	MM	<p><i>Gonna Ride Up in the Chariot</i></p> <ul style="list-style-type: none"> • Resource Book pp. C-2, E-4, I-3 • Reading Sequence 3 <p><i>Deep in the Heart of Texas</i></p> <p><i>Air in D</i> (J.S. Bach)</p> <ul style="list-style-type: none"> • from <i>Orchestral Suite #3</i> • Listening Map <p><i>Ode to Joy</i> (Beethoven)</p>

<p>in staff notation. Discuss how the notes show the sounds staying the same or moving up or down.</p> <ul style="list-style-type: none"> Students point to places where the notes show the melody going up; where it is going down; where it stays the same. 	MM	<ul style="list-style-type: none"> Listening Map <i>Blow, Ye Winds</i> <i>Rio Grande</i>
<p>Guide students to recognize same and different melodies and sequences</p>	STM	<i>Way Down Yonder in the Brick Yard</i> <ul style="list-style-type: none"> Picture and staff notation <i>I Don't Care If the Rain Comes Down</i> <ul style="list-style-type: none"> Picture and staff notation <i>La Pajara Pinta</i> <i>Pay Me My Money Down</i> <i>Hosanna, Me Build a House</i> <i>Sarasponda</i> <i>Hop Up and Jump Up</i>
<p>Review or teach students to hear, sing, read and write the pitches of the pentatone: Do, Re, Mi, So, La</p> <p>1. Learn pentatonic songs and discover the pitches.</p> <ul style="list-style-type: none"> Use a solfege ladder to teach the solfege syllables and hand signs. Learn a song from rhythm notation with solfege letters under the rhythm. Echo-sing with solfege syllables and hand signs. Learn a song from a solfege ladder. <p>2. Review or teach students to sing/play pentatonic songs by reading from staff notation.</p> <ul style="list-style-type: none"> Introduce the staff (a graph for pitch). <ul style="list-style-type: none"> Teach the "Hand Staff," numbering lines and spaces. Show noteheads on staff (no stems). Describe line notes and space notes. Show the notes of the pentatone written with <i>Do</i> on a line, and then with <i>Do</i> on a space. 	MM	<i>Thula, Thula, Ngoana (Sleep, Sleep Baby)</i> <ul style="list-style-type: none"> Resource Book p. E-24 <i>California, Here I Come</i> <i>Wings of a Dove</i> <i>Dry Bones</i>
<p>Review or teach students to hear, sing, read and write the pitches of the pentatone: Do, Re, Mi, So, La</p> <p>1. Learn pentatonic songs and discover the pitches.</p> <ul style="list-style-type: none"> Use a solfege ladder to teach the solfege syllables and hand signs. Learn a song from rhythm notation with solfege letters under the rhythm. Echo-sing with solfege syllables and hand signs. Learn a song from a solfege ladder. <p>2. Review or teach students to sing/play pentatonic songs by reading from staff notation.</p> <ul style="list-style-type: none"> Introduce the staff (a graph for pitch). <ul style="list-style-type: none"> Teach the "Hand Staff," numbering lines and spaces. Show noteheads on staff (no stems). Describe line notes and space notes. Show the notes of the pentatone written with <i>Do</i> on a line, and then with <i>Do</i> on a space. 	STM	<i>I Love the Mountains</i> <i>Tum Balalaika</i> <i>Dry Bones</i> <i>Las Mañanitas</i> <i>Music Alone Shall Live</i>
<p>Review or teach students to hear, sing, read and write the pitches of the pentatone: Do, Re, Mi, So, La</p> <p>1. Learn pentatonic songs and discover the pitches.</p> <ul style="list-style-type: none"> Use a solfege ladder to teach the solfege syllables and hand signs. Learn a song from rhythm notation with solfege letters under the rhythm. Echo-sing with solfege syllables and hand signs. Learn a song from a solfege ladder. <p>2. Review or teach students to sing/play pentatonic songs by reading from staff notation.</p> <ul style="list-style-type: none"> Introduce the staff (a graph for pitch). <ul style="list-style-type: none"> Teach the "Hand Staff," numbering lines and spaces. Show noteheads on staff (no stems). Describe line notes and space notes. Show the notes of the pentatone written with <i>Do</i> on a line, and then with <i>Do</i> on a space. 	MM	<p>Do Pentatonic Scale (Do major)</p> <i>Tsuki (The Moon)</i> <ul style="list-style-type: none"> Resource Book D-3, E-5 Reading Sequence 4 <i>Oh, Susanna (verse)</i> <i>Over My Head (Mi, Re, Do)</i> <p>Extended Pentatone</p> <i>Hashewie (Going 'Round)</i> <ul style="list-style-type: none"> Resource Book pp. D-8, E-8 Reading Sequence 7 <i>Sourwood Mountain</i> <ul style="list-style-type: none"> Resource Book pp. D-9, E-9 Reading Sequence 8 <i>Weevily Wheat</i> <ul style="list-style-type: none"> Resource Book pp. D-12, E-12 Reading Sequence 11 <i>Soldier, Soldier</i> <i>Gonna Ride Up in the Chariot</i> <i>I'm Gonna Sing</i> <i>Somebody's Knockin' at Your Door</i> <i>How Can I Keep from Singing</i> <i>Dry Bones Come Skipping</i>

<ul style="list-style-type: none"> • Sing a known pentatonic melody from standard notation on the treble staff, pointing to the notes. Repeat, singing the solfege syllables. • Sing the song from staff notation with <i>Do</i> on various lines and spaces and have students ‘write’ it on their hand staff as they sing. • Discover steps and skips in pentatonic patterns and how to recognize them on the staff. <ul style="list-style-type: none"> ○ Sing and show them on hand staff. ○ Use a solfege ladder ○ Read new melodic phrases from staff notation, using solfege. ○ Define interval: the distance between two pitches. ○ Show steps and skips on a keyboard or keyboard chart. • Introduce treble clef (G clef): indicates that all pitches on the staff are treble (high) sounds. 	MM	<p>La Pentatonic Scale (La minor) <i>See the Children Playin’</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-13, E-13 • Reading Sequence 12 <p><i>Canoe Song</i> <i>Old House, Tear It Down</i> <i>Wade in the Water</i> <i>Pastures of Plenty</i> (Woody Guthrie)</p> <p>So Pentatonic Scale <i>Doraji</i></p>
<p>3. Practice reading/writing pentatonic melodies in staff notation and sing or play them.</p> <ul style="list-style-type: none"> • Write pitches with note markers on staff mats: <ul style="list-style-type: none"> ○ Identify lines with markers, then spaces. ○ Begin with <i>So-Mi-Do</i> with <i>Do</i> on various lines and spaces. Then add <i>Re</i> and <i>La</i>. ○ Use markers to take melodic dictation, with a given line or space for <i>Do</i>. ○ Assist students to place markers melodically, moving from left to right, instead of harmonically (stacked top to bottom). • Sight-sing melodies from flash cards (rhythm + letters or staff notation). • Write a rhythm on board with solfege letters underneath for students to sing. • Sing melodies from a solfege ladder. • Sing melodies from hand signs. • Sing melodies from hand staff. • Use tone bells on a ladder. • Play on instruments. • Sight-sing a new pentatonic song from staff 	STM	<p>Do Pentatonic Scale (Do major) <i>Fed My Horse</i> <i>Ida Red</i> <i>Oh, Won’t You Sit Down?</i> <i>Page’s Train</i></p> <p>Extended Pentatone <i>John Kanaka</i> <i>Sourwood Mountain</i> <i>Swapping Song</i> <i>Way Down Yonder in the Brick Yard</i> <i>Golden Ring Around the Susan Girl</i></p> <p>La Pentatonic Scale (La minor) <i>Wade in the Water</i></p> <p>So Pentatonic Scale <i>Over the Sea to Skye</i></p>

<p>notation.</p> <ul style="list-style-type: none"> • Point out the pentatonic patterns in other songs. • Use reading/writing materials in resource book. 		
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<p>Introduce <i>Fa</i> and <i>Ti</i> and the diatonic scale.</p> <p>1. Learn diatonic songs and discover the new pitches</p> <ul style="list-style-type: none"> • Use strategies from pentatone above. • Find songs that introduce one new pitch at a time. <p>2. Teach students to sing/play diatonic songs by reading from staff notation</p> <ul style="list-style-type: none"> • Use strategies from pentatone above. <p>3. Practice reading/writing diatonic melodies in staff notation and sing or play them.</p> <ul style="list-style-type: none"> • Use strategies from pentatone above. 	<p>MM</p>	<p><i>Fa</i> <i>Son macaron</i></p> <ul style="list-style-type: none"> • Resource Book p. D-15 • Game <p><i>Cancion de Cuna</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-19, E-16 • Reading Sequence 15 <p><i>Cantando mintiras (Singing Tall Tales)</i></p> <ul style="list-style-type: none"> • Also prep for <i>ti</i> <p><i>Chairs to Mend</i></p> <ul style="list-style-type: none"> • Half & Whole steps, diatonic scale, key signature • Letter Names of notes • Resource Book pp. D-21, E-17 • Reading Sequence 16 <p><i>Ode to Joy (Beethoven)</i></p> <p><i>Ti</i> <i>Kookaburra</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-24, E-20 • Reading Sequence 19 <p><i>Missy-La, Massa-La</i></p> <ul style="list-style-type: none"> • Major Scale • Resource Book pp. D-25, E-21 • Reading Sequence 20 • Game Song <p><i>Tancovacha (Dancing)</i></p> <ul style="list-style-type: none"> • Resource Book p. E-25 • Reading Sequence 24
	<p>STM</p>	<p><i>Fa</i> <i>Pay Me My Money Down</i> <i>Sarasponda</i> <i>Take Time in Life</i> <i>I Don't Care If the Rain Comes Down</i></p> <p><i>Ti</i> <i>Sweet Betsy From Pike</i> <i>Lots of Fish in Bonavist Harbor</i></p>

	<i>Nila, Nila (Moon, Moon)</i> <i>When I First Came to This Land</i> <i>My Dame Hath a Lame Tame Crane</i>
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Suggested Preparation for Final Assessment Project

1. Do a whole group melody on the board, based on one of the rhythmic compositions done by a student earlier in the year.
2. Give the students pitch guidelines. Examples:
 - Melody must end on *Do*
 - Use pitches of the pentatone
 - Use pitches of the diatonic scale
 - Use other limits on pitches
 - Create contrasting melodies for the A and B sections
3. Return the rhythm projects to the students.
4. Working with a partner, choose the contrasting 8-beat rhythms for their composition.
5. Student write solfege letters above the rhythm and write it in ABA form.
6. Students transfer their melody to the staff in ABA form.
7. Students practice their melody with solfege and sing it with solfege or play it on melodic instruments for their class.
8. Optional extension: Partners write words for their melody.