

USOE Fine Arts Rainbow Chart

Fourth - Page 1		Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
		Identify	Contextualize	Build Skills	Integrate	Create	Contribute
Previously mastered grade level skills	Element of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Sing Singing vs. speaking voice Melody High/low, up/down Pitch accuracy in an appropriate range Steps, skips, and repeated pitches Children's songs Folk, traditional, and multicultural songs Singing games Call & response	SING Vocal development: care, training, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat	Experience the difference between the speaking and the singing voice CD1 #26 Going to the Zoo lesson, listening Experience melody in a variety of songs and singing games, including songs from other cultures Experience the difference between	Explore in-tune singing in a natural voice through a variety of songs and singing games Explore recurring pitch patterns in familiar songs CD1 #40 Johnny Get Your Hair Cut, "just like me" I,-t,-d CD2 #31 She'll Be Coming 'Round the Mountain "when she comes" (end) I,-t,-d	Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing Practice finding and recognizing simple pitch patterns Practice harmony by singing partner songs, ostinato, rounds and countermelodies CD2 #13 My Paddle lesson, singing, round,	Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production Analyze pitches that step, skip, and repeat in familiar melodies CD1 #34 Love the Mountains Analyze how voices and instruments	Create vocal style or character through improvising and practicing a wide variety of song literature Turkey in the Straw lesson, singing Create a simple melody using pitches that step, skip, and repeat My Paddle lesson, creating Create harmony for a	Perform songs intune, using a natural singing voice Perform harmony with attention to
Harmony • Partner songs • Ostinatos • Rounds	Harmony: two or more pitches sounding at the same time	melody and harmony in songs and listening selections CD1 #4 All Night, All Day lesson, singing	Explore vocal harmony through partner songs, ostinato, rounds, and countermelodies CD1 #34 Love the Mountains lesson, singing, playing round, ostinato	ostinato Make New Friends lesson, creating, round, ostinato CD2 #34 Skip to My Lou/Sandy Land lesson, can be sung as partner song	combine to make harmony	familiar song using a simple vocal ostinato or a countermelody My Paddle lesson, creating	pitch and rhythmic accuracy
Steady beat	PLAY Beat: the underlying pulse of music	Experience the feeling of beat in various types of music	Explore beat in a variety of songs and recorded music	Practice beat accuracy while singing and/or playing instruments CD1 #31 Hot Cross Buns	Analyze the importance of steady beat in group performance	Create simple rhythmic phrases over a steady beat Mama Paquita lesson, singing, creating	Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat

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Meter • Strong and weak beats • Meter in 2, 3, 4 2 3 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Meter: patterns of strong and weak beats.	Experience feeling strong and weak beat patterns in songs and listening selections. CD2 #7 Mama Paquita lesson, singing	Explore strong and weak beat patterns in groups of 2, 3, 4, and 6 in familiar songs and listening selections 6	Practice playing strong and weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments Take Me Out to the Ball Game lesson, singing Practice playing	Analyze and identify the meter in listening selections and familiar songs Analyze simple rhythms in meters of 2, 3, 4 and 6 found in familiar songs or listening selections CD1 #31	Create simple rhythms of varying lengths in meters of 2, 3, 4 and 6 Create rhythmic phrases by combining short rhythmic patterns	
Rhythm Beat/divided beat Sound/silence Rest Ostinato	Rhythm: combinations of long and short, sound or silence.	Experience sound and silence in a variety of rhythms CD2 #7 Mama Paquita lesson, playing	Syncopation My Paddle	rhythms and ostinato to accompany familiar songs CD2 #13 My Paddle lesson, singing, playing	Hot Cross Buns	lesson, creating	
Form Phrase Combinations of same /different Verse/refrain Introduction Interlude	Form: how music is organized • intro, coda, interlude • D.C. al Fine, • 1 st & 2 nd endings	Experience repeated and contrasting musical phrases in familiar songs and listening selections	Explore basic form in music including phrases, verse/refrain, intro, interlude, coda, and 1st & 2nd endings coda	Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement CD1 #27 Great Big House lesson, listening CD1 #3	Analyze melodic and rhythmic phrase patterns found in familiar music Analyze rondo form with movement, icons, or letters • Fur Elise, by Beethoven	Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants Tinga Layo lesson, creating, ABA	Perform a two part, three part , or rondo form by singing, playing instruments, and/or with movement CD2 #49 Weevily Wheat lesson, singing, playing, creating
Tempo • Faster/slower Dynamics • Louder/softer	Expressive Elements Tempo: the speed of the beat. Dynamics: degrees of loud & soft	Experience an awareness and control of tempo and dynamics CD1 #26 Going to the Zoo lesson, recording details	This Little Light of Mine 1. 2. 2nd Explore the effect of tempo and dynamics in recorded music	Alabama Gal lesson, listening Practice varying dynamics and tempo while singing songs or playing instruments.	"March" from The Nutcracker Suite by Tchaikovsky Analyze how changes in dynamics and tempo can affect ideas, thoughts and emotions	Create expression in music by varying the dynamics and tempo	Perform with sensitivity to tempo and dynamic contrast in the music

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Timbre Vocal/ and instrumental Instrument families (band/orchestra) Balance Vibration/ resonation Texture Instrumental and vocal Thick/ thin, many/few	Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice Texture: layered combinations (thick or thin, many or few) of voices and/or instruments	Experience various timbres of classroom instruments CD1 #26 Going to the Zoo lesson, playing Experience various vocal and instrumental timbres	Explore the use and sound of instruments in various types of music CD2 #43 Tinga Layo lesson, creating Putamayo Kids, World Playground, www.putamavo.com Explore the layering of timbre in music to create texture Mama Paquita lesson, playing, creating, listening	Practice identifying instruments by sound Practice balancing vocal and instrumental timbre in group performance CD1 #26 Going to the Zoo lesson, singing, playing	CD1 #26 Going to the Zoo lesson, recording details Analyze the identifying characteristic of instrument families (string, woodwind, brass, percussion) Analyze how timbre/texture can compliment a song Putamayo Kids, Folk Playground, www.putamayo.com	Research the production of sound (vibration and resonation) in band and orchestra instruments Create a simple layered texture to accompany a song Shoo Fly lesson, overall	Perform using a variety of instrumental timbres
Icon examples: Beat divided beat Beat divided beat WWW WWW Meter 2 3 4 WWW WWW Rhythm Rhythm	READING / WRITING Icons: non- traditional symbols representing musical elements Notation: traditional music symbols representing the combination of melodic and rhythmic elements	Experience familiar songs written in iconic or traditional notation CD1 #31 Hot Cross Buns iconic Traditional notation	Explore iconic or traditional notation of melody, meter, and rhythmic patterns in a variety of songs Shoo Fly lesson, playing ostinato	Practice playing or singing while reading iconic or traditional notation CD1 #31 Hot Cross Buns lesson, singing	Analyze iconic or traditional notation of melody, meter, rhythm, and pitch patterns CD2 #49 Weevily Wheat lesson, creating, listening	Create a simple song or ostinato pattern using traditional and/or iconic notation	Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm, and pitch

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Pitch							
8 S m d							
d m s m							

Resources

State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt

CD1 CD2 SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.

- Movement CD companion for USOE Songbook
- DVD: SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.

Approved textbook series:

- McMillan/McGraw-Hill http://www.mhschool.com/music/student/index.html
- PEARSON ED. PUBLISHING (previously Silver Burdett) www.scottforesman.com

Professional Music Teaching Organizations

UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us

DALCROZE EURYTHMICS, Dalcroze Society of America:

http://www.dalcrozeusa.org/home.html

EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx

KODÀLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFOLKS

ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

Web Links



http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc.



http://www.classroomclassics.com CLASSROOM CLASSICS:

CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumayo.com/en/putumayo kids.php Putamayo Kibs: CDs, folk songs, multicultural, and world music listening resource, examples:















http://www.sfskids.org/templates/splash.asp San Francisco Symphony For Kids: all about the symphony orchestra