



## ARTS EDUCATION BRANCH

### CONTINUITY OF LEARNING: GENERAL/VOCAL MUSIC

Below are video lessons being offered in our continuity of learning, arranged by grade level. Each entry in the table of contents provides information on the topic, objective, vocabulary, and teacher. Please click on the link of the desired lesson to be redirected to the video. Thank you, and enjoy!

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## PRE-K

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	High/Low	Ss will use body movement to respond to high and low. Ss will be able to use the singing voice to echo short melodic patterns.	Pitch	Guyana Asriyan	<a href="#">Here</a>
Lesson #2	Tempo	Students will be able to identify if a song/music is fast or slow. They will move their body fast or slowly.	Tempo Fast Slow	Karen Bailey	<a href="#">Here</a>

<b>KINDER</b>
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	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Tempo	Ss will be able to understand the music vocabulary tempo.	Tempo	Asuncion Ojeda	<a href="#">Here</a>
Lesson #2	Pitch	Ss will be able to understand the music vocabulary pitch, and will be able to aurally distinguish between high and low pitch.	Pitch	Kate Ivanjack	<a href="#">Here</a>
Lesson #3	Singing Voice	Ss will be able to distinguish and perform the singing voice.	Singing Voice	Hector Agosto	<a href="#">Here</a>
Lesson #4	Rhythm	Ss will echo words from the teacher and copy motions for each phrase of chant and perform the entire chant in rhythm of steady beat.	Steady Beat	Terry Brockmann	<a href="#">Here</a>

## 1ST

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	High/low tones and sounds	Ss will be able to understand high sounds and low sounds, do, ri, me, pitch, and melody.	Pitch Voice Scale 8 Tones	Avah Ham	<a href="#">Here</a>
Lesson #2	Rhythm (quarter note, eighth note pairs)	Ss will be able to read and perform basic rhythmic patterns using quarter notes and eighth note pairs.	Rhythm Quarter Note Eighth Note Pairs	Kate Ivanjack	<a href="#">Here</a>
Lesson #3	Tempo	Ss will be able to identify the tempo (speed) in music through using the fable <i>The Tortoise and the Hare</i> .	Tempo	Cathryn Deering	<a href="#">Here</a>

## 2ND

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Orchestra: Families of Instruments	Ss identify the four families of orchestral instruments and can classify the instruments according to their orchestral (instrumental) families.	Conductor Orchestra Families of Instruments Strings Woodwinds Brass Percussion	Marija Strohm	<a href="#">Here</a>
Lesson #2	Tempo	Ss will be able to understand the musical concept of tempo.	Tempo	Terri Perryman	<a href="#">Here</a>
Lesson #3	Rhythm Dictation	Ss will be able to listen to the simple rhythms played and be able to say it back correctly.	Rhythm	Annemarie Herndorf	<a href="#">Here</a>
Lesson #4	Rhythm	Ss will understand what OSTINATO is and will be able to perform one ostinato to a piece of music. Students will create ostinatos.	Rhythmic Ostinato	Kyung Lee-Kim	<a href="#">Here</a>

## 3RD

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Tempo	Ss will be able to understand the music vocabulary tempo.	Tempo	Aaron Stanley	<a href="#">Here</a>
Lesson #2	Body Percussion	Ss will make music using body percussion, read four-line body percussion notation, and compose a body percussion pattern.	Percussion Music Notation Composing	Marija Strohm	<a href="#">Here</a>
Lesson #3	Meter	Ss will use bean bags or scarves to demonstrate steady beat in different meters. They will create their own patterns and write about it to teach it to others.	Meter	Darlene Abiog	<a href="#">Here</a>
Lesson #4	Form	Ss will use drawing to demonstrate their understanding of the Rondo form.	Rondo Form	Melineh Khachikian	<a href="#">Here</a>
Lesson #5	Melody: Solfegio (So, Mi, La)	Ss will be able to sing the pitches So, Mi, and La while using Curwen hand signs.	Melody	Simon Carroll	<a href="#">Here</a>
Lesson #6	Ostinato	Ss will collaborate in small groups to create a 1 or 2 sentence rhythmic ostinato in the context of the song, <i>Old Dan Tucker</i> . They will be able to perform the rhythmic ostinato with instruments.	Ostinato	Katherine Williamson	<a href="#">Here</a>

## 4TH

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Theme and Variation	Ss will be able to understand the music vocabulary theme and variation.	Theme Variation	Cathryn Deering	<a href="#">Here</a>
Lesson #2	Intro to Recorder	Ss will understand and perform correct embouchure, posture & breathing for the recorder.	Embouchure Posture	Carmel Gardner	<a href="#">Here</a>
Lesson #3	Rhythmic Dictation	Ss will be able to sing 4-beat patterns "tah" & "ti-ti", using whole-beat values (e.g. quarter note/rest, half note/rest, eighth note pairs).	Duration	Brent Gilstrap	<a href="#">Here</a>

## 5TH

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Steady Beat	Ss use body percussion and will perform a steady beat toggling between performing 1) continuous 1/4th notes and 2) compare that steady beat to a stream of 1/8th notes and 3) perform simultaneously.	Steady Beat	Ellen Golden	<a href="#">Here</a>
Lesson #2	Rhythm: Notes & Rests; Whole, Half, Quarter, 8th, and 16th.	Ss will be able to create their own musical ideas through their own "RHYTHM BANK" made out of colored construction paper shapes.	Duration	Victoria Sevdayan	<a href="#">Here</a>
Lesson #3	Singing Alone or in a Group	Ss will learn to use their voice in a healthy and expressive way.	Singing Expressions	Joowon Roh	<a href="#">Here</a>
Lesson #4	Timbre	Ss will be able to articulate the meaning of the word Timbre and Tone Color. Ss will create different vocal timbre. Ss will respond to music through movements and drawings.	Timbre	Victoria Leung	<a href="#">Here</a>



## 6TH

	Topic	Objective	Vocabulary	Teacher	Link
Lesson #1	Vocal - Recorder Composition	Ss will create a simple melody using BAG on a recorder.	Composing	Akiko Tanaka	<a href="#">Here</a>
Lesson #2	Rhythmic Phrasing of spoken word over music,pulse/met er	Students will compose and perform spoken word based on a favored or written phrase. Using a thesaurus and other internet word searches, they will learn/write new words to expand upon each word of their original phrase and ultimately rephrasing it for the conclusion.	Spoken Word	Aaron Stanley	<a href="#">Here</a>
Lesson #3	Recording	Ss will create a multi-task recording in DAW Soundtrap.	Multi-track Composing Loops Collaboration	Monique Thorngren	<a href="#">Here</a>
Lesson #4	Harmony	Ss will identify and perform blues progression through visual cues using body percussion.	Blues	Kathleen Dantzer	<a href="#">Here</a>