

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Elementary General Music Instruction**

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**Grade Level: First Grade**

**Date of Board Approval: \_\_\_\_\_2018\_\_\_\_\_**

# Planned Instruction

**Title of Planned Instruction: First Grade General Music Instruction**

**Subject Area: Music**

**Grade(s): 1st Grade**

**Course Description:** Students will be able to explore the musical concepts of melody and rhythm. Student exploration of these musical concepts will include reading and writing rhythms and melodies on a staff and performing rhythms and melodies with voices and on instruments. Melodic notes learned will include sol, mi, and la. Rhythmic notation learned will include quarter notes, eighth notes, and quarter rests. Throughout the course, students will be encouraged to demonstrate high vocal quality. This is a spiral curriculum, after a unit is completed, it is continually reinforced throughout the year.

**Time/Credit for the Course:72 Days**

**Curriculum Writing Committee: Robert Burns, Emily Kondracki, Brian Krauss, Jessica Stokes**

# Curriculum Map

## 1. Marking Period One:

- **Overview based on 18 days:** Notation, reading, and performance of quarter notes and beamed eighth notes. 10 days Notation, reading, and performance of sol and mi pitches. 8 days
- **Goals:**
- **Understanding of:**  
Quarter note rhythms  
Beamed eighth note rhythms  
Sol and mi pitches

## 2. Marking Period Two:

- **Overview based on 18 days:**  
Notation, reading, and performance of sol and mi pitches  
Notation, reading, and performance of quarter rest rhythms
- **Goals:**
- **Understanding of:**  
Sol and mi pitches  
Quarter rest rhythms

## 3. Marking Period Three:

- **Overview based on 18 days:**  
Notation, reading, and performance of quarter rest rhythms.  
Identification of different musical forms through song and movement.
- **Goals:**
- **Understanding of:**
- **Quarter rest rhythms**
- **Musical form**
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## 4. Marking Period Four:

- **Overview based on 18 days:**  
Identification of different musical forms through song and movement  
Notation, reading and performance of la pitch
- **Goals:**
- **Understanding of**
- **Musical form**
- **La pitch**

(Goals above are to describe the intended general/global outcome of each marking period.)

# Curriculum Plan

**Unit# 1:** Quarter note and beamed eighth notes

**Marking Period:** 1, 10 days

**Standard(s):** PA Department of Education standards for Arts and Humanities.

9.1.3.A, 9.1.3.B, 9.1.3.C

**National Association for Music Education Core Music Standards**

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b,  
MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a,  
MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

**Anchor(s):**

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

**Big Idea(s):**

The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.

**Essential Questions:** How is music arranged?

**Concepts:** Music is comprised of sound and silence arranged in melodies and rhythms

**Competencies:** Distinguish between sound and silence in more complex melodies and rhythms

Artists use tools and resources as well as their own experiences and skills to create art.

**Essential Questions:** What do people use to improvise music?

**Concepts:** People can use voices and instruments to improvise music.

**Competencies:** Improvise simple melodies and rhythms using voices and classroom instruments

The arts provide a medium to understand and exchange ideas

**Essential Questions:** How can musical notation show sounds that are short, long, high, or low

**Concepts:** Musical notation can represent short, long, high, or low sounds

**Competencies:** Read music notation representing short/long and high/low sounds

Humans have expressed experiences and ideas through the arts throughout time and across cultures.

**Essential Questions:** How is music used to pass on traditions?

**Concepts:** Music is viewed by various cultures as a means to pass on traditions.

**Competencies:** Identify, perform, and move to music that is used to pass on traditions.

People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

**Essential Questions:** Why do people have different opinions about music?

**Concepts:** People have different opinions about musical works

**Competencies:** Articulate preferences for different types of music and distinguish between the preferences of others.

**Overview:** Quarter notes and Beamed eighth notes are fundamental elements of musical understanding, creation, and performance.

**Goals:**

Students will be able to recognize, define, perform, and generate quarter notes and beamed eighth notes through various modes of performance and composition.

**Objectives:**

1. Students will be able to define quarter notes and beamed eighth notes in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of quarter notes and beamed eighth notes in known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show quarter notes and beamed eighth notes in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create quarter notes and eighth notes within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on quarter notes and beamed eighth notes.
2. Use of quarter notes and beamed eighth notes in instrumental accompaniment.
3. Echoing quarter note and beamed eighth note rhythms on instruments or with body percussion.
4. Reading rhythms containing quarter notes and beamed eighth notes.
5. Composing short quarter and beamed eighth note rhythms.

**Assessments:**

- **Diagnostic:** Classroom observation, classroom discussion, steady beat exercises
- **Formative:** Classroom observation, classroom discussion, echo patterns, popsicle stick compositions
- **Summative:** Classroom observation, classroom discussion, popsicle stick compositions, written assessment

### **Extensions:**

1. Students will use popsicle sticks to compose their own quarter note and beamed eighth note rhythms and perform for the class.
2. Students will perform known songs and chants with half of the class tapping the quarter note rhythm and the other half tapping the beamed eighth note rhythm.
3. Instructor and/or students create ostinati containing the quarter note and beamed eighth note rhythms to be performed with known songs, chants, and recorded music on instruments or using body percussion.
4. Students will improvise rhythms containing quarter notes and beamed eighth notes in a call and response activity with the instructor.
5. Students will participate in a "Rhythm Train" activity using body percussion or instruments to perform the rhythms along the tracks.

### **Correctives:**

1. Students act as "human notes" to represent quarter notes and beamed eighth notes in a known or new song or chant.
2. Students take rhythmic dictation using popsicle sticks to represent quarter notes and beamed eighth notes in a known or new song or chant.
3. Students will create and perform flash cards containing quarter notes and beamed eighth notes.
4. Students will walk the beat and clap the quarter note and beamed eighth note rhythms of known songs and chants.

### **Materials and Resources:**

- Popsicle sticks
- Orff instruments
  - Rhythm instruments
  - Songs:
    - 1, 2, 3, 4
    - 1, 2, Tie My Shoe
    - Apples, Peaches
    - Baa, Baa, Black Sheep
    - Bobby Shaftoe's Gone to Sea
    - Bounce High
    - Bumble Bee
    - Bye Baby Bunting
    - Cobbler, Cobbler
    - Cradle Hymn
    - Cuckoo
    - Engine, Engine Number Nine
    - Fishy, Fishy

- Fudge, Fudge
- Hey, Hey Look at Me
- Star Light
- Tick, Tock

**Unit#2: Sol and Mi Pitches**

**Marking Period: 1&2, 8/10 days**

**Standard(s): PA Department of Education standards for Arts and Humanities**

9.1.3.A, 9.1.3.B, 9.1.3.C

**National Association for Music Education Core Music Standards**

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

**Anchor(s):**

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

**Big Idea(s):**

The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.

**Essential Questions:** How is music arranged?

**Concepts:** Music is comprised of sound and silence arranged in melodies and rhythms

**Competencies:** Distinguish between sound and silence in more complex melodies and rhythms

Artists use tools and resources as well as their own experiences and skills to create art.

**Essential Questions:** What do people use to improvise music?

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**Competencies:** Improvise simple melodies and rhythms using voices and classroom instruments

The arts provide a medium to understand and exchange ideas

**Essential Questions:** How can musical notation show sounds that are short, long, high, or low

**Concepts:** Musical notation can represent short, long, high, or low sounds

**Competencies:** Read music notation representing short/long and high/low sounds

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**Essential Questions:** How is music used to pass on traditions?

**Concepts:** Music is viewed by various cultures as a means to pass on traditions.

**Competencies:** Identify, perform, and move to music that is used to pass on traditions.

People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.



**Essential Questions:** Why do people have different opinions about music?

**Concepts:** People have different opinions about musical works.

**Competencies:** Articulate their preferences for different types of music and distinguish between their preferences of others

**Overview:** Sol and mi are fundamental tonal elements of musical understanding, creation, and performance.

**Goals:** Students will be able to recognize, define, perform, and generate sol and mi through various modes of performance and competition.

**Objectives:**

1. Students will be able to define sol and mi in relation each to other. (DOK Level 1)
2. Students will be able to identify sol and mi in new and known songs, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show sol and mi in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create sol and mi within given constructs. (DOK Levels 1,2,4)
5. Students will be able to synthesize their knowledge of sol and mi, as well as quarter and eighth notes to formulate their own musical work within given constructs. (DOK Level 3, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on sol and mi as the interval occurs in music.
  - a. Perform a new song, following the words on the board.
  - b. Explain that the voice goes high and low while singing
  - c. Trace the pattern of high and low pitches over the words.
  - d. Label the high notes "sol" and the low notes "mi."
2. Echo sing sol and mi patterns with the instructor with voice and instruments.
  - a. Utilize Curwen hand signs for sol and mi while echo singing.
3. Read melodies containing the pitches sol and mi from the staff.
4. Use of sol and mi pitches in instrumental accompaniment.
5. Composing short sol and mi compositions.

**Assessments:**

- **Diagnostic:** Classroom observation, classroom discussion, singing patterns
- **Formative:** Classroom observation, classroom discussion, singing patterns, reading patterns

- **Summative:** Classroom observation, classroom discussion, singing patterns, playing patterns, labeling patterns, compositions, written assignment

### **Extensions:**

1. Students will be able to write melodic dictation based on sol and mi.
2. Students will transpose melody on a staff to a new location on a staff.
3. Students will improvise melodies containing sol and mi in a “ call and response” activity with the instructor.
4. Students will create ostinati using sol and mi to accompany known songs and recorded music.
5. Students will play “Solfege Simon Says” with instructor.
6. Students will work in groups to compose a short piece using sol and mi to be performed for the class.
7. Students will act as human notes on a floor staff to show understanding of pitch location.
8. Students will participate in a listening lesson focusing on ol and mi pitches.

### **Correctives:**

1. Students act as “human notes” to represent so and mi in knew or known songs
2. Students create flashcards to practice reading so and mi.
3. Students will use hand signs or body parts to represent sol and mi while performing sol and mi in new and familiar songs.

### **Materials and Resources:**

- Flash Cards
- Orff Instruments
- Floor staff
- Songs:
  - Apple Tree, Apple Tree
  - Bye Lo, Baby Oh
  - Counting Sound
  - Cuckoo, Where are you?
  - Good Night, Sleep Tight
  - Hey, Hey, Look at Me
  - Rain, Rain, Go Away
  - See-Saw
  - Starlight, Star Bright
  - Witch, Witch

**Unit# 3: Quarter Rest**

**Marking Period: 2&3, 8/10 days**

**Standard(s): PA Department of Education standards for Arts and Humanities**

9.1.3.A, 9.1.3.B, 9.1.3.C

**National Association for Music Education Core Music Standards**

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b,  
MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a,  
MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

**Anchor(s):**

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

**Big Idea(s):**

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**Competencies:** Read music notation representing short/long and high/low sounds

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**Essential Questions:** Why do people have different opinions about music?

**Concepts:** People have different opinions about musical works.

**Competencies:** Articulate preferences for different types of music and distinguish between their preferences of others.

**Overview:** Quarter rests are fundamental rhythmic elements of musical understanding, creation, and performance.

**Goals:** Students will be able to recognize, define, perform, and generate quarter rests through various modes of performance and composition.

### **Objectives:**

1. Students will be able to define quarter rest in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of quarter rest in known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show quarter rest in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create quarter rest within given constructs. (DOK Levels 1, 2, 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on quarter rest.
2. Use of quarter rest in instrumental accompaniment.
3. Echoing quarter rest rhythms on instruments or with body percussion.
4. Reading rhythms containing quarter rest.
5. Composing short quarter rest rhythms.

### **Assessments:**

- **Diagnostic:** Classroom observation, classroom discussion, steady beat exercises
- **Formative:** Classroom observation, classroom discussion, echo patterns, popsicle stick compositions
- **Summative:** Classroom observation, classroom discussion, Popsicle stick compositions, written assessment

### **Extensions:**

1. Students will use popsicle sticks to compose their own quarter rest rhythms and perform for the class.

2. Instructor and/or students create ostinati containing the quarter note rest rhythms to be performed with known songs, chants, and recorded music on instruments or using body percussion.
3. Students will improvise rhythms containing quarter rest in a call and response activity with the instructor.
4. Students will participate in a “Rhythm Train” activity using body percussion or instruments to perform the rhythms along the tracks.
5. Students will play the “Poison Rhythm” game with the instructor.
6. Students will participate in a listening lesson focusing on the quarter rest.
7. Students will play “Rhythmic Chairs” in groups.

### **Correctives:**

1. Students act as “human notes” to represent quarter rest in a known or new song or chant.
2. Students take rhythmic dictation using popsicle sticks to represent quarter rest in a known or new song or chant.
3. Students will create and perform flash cards containing quarter rest.
4. Students will walk the beat and clap the rhythms, including quarter rests, of known songs and chants.

### **Materials and Resources:**

- Popsicle stick
- Orff Instruments
- Rhythm instruments
- Songs:
  - All Around the Buttercup
  - Bow, Wow, Wow
  - Bubble Gum, Bubble Gum
  - Hear That Train
  - Hot Cross Buns
  - Shoe the Little Horse

**Unit#4: Form**

**Marking Period: 3&4 8/10 days**

**Standard(s): PA Department of Education standards for Arts and Humanities.**

9.1.3.A, 9.1.3.B, 9.1.3.C

**National Association for Music Education Core Music Standards**

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b,  
MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a,  
MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

**Anchor(s):**

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

**Big Idea(s):**

The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.

**Essential Questions:** How is music arranged?

**Concepts :**Music is comprised of sound and silence arranged in melodies and rhythms

**Competencies:** Distinguish between sound and silence in more complex melodies and rhythms

Artists use tools and resources as well as their own experiences and skills to create art.

**Essential Questions:** What do people use to improvise music?

**Concepts:** People can use voices and instruments to improvise music.

**Competencies:** Improvise simple melodies and rhythms using voices and classroom instruments

The arts provide a medium to understand and exchange ideas.

**Essential Questions:** How can musical notation show sounds that are short, long, high, or low

**Concepts:** Musical notation can represent short, long, high, or low sounds

**Competencies:** Read music notation representing short/long and high/low sounds

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**Essential Questions:** How is music used to pass on traditions?

**Concepts:** Music is viewed by various cultures as a means to pass on traditions.

**Competencies:** Identify, perform, and move to music that is used to pass on traditions.

People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

**Essential Questions:** Why do people have different opinions about music?

**Concepts:** People have different opinions about musical works.

**Competencies:** Articulate their preferences for different types of music and distinguish between their preferences of others

**Overview:** Form is a fundamental element of musical understanding, creation, and performance.

**Goals:** Students will be able to recognize, define, show, read, label, perform, and generate a variety of forms through various modes of performance and composition.

**Objectives:**

1. Students will be able to define various forms with words and movements. (DOK Level 1)
2. Students will be able to identify various forms in known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show form in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create original works in various forms within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

**Assessments:**

- **Diagnostic:** Classroom observation, classroom discussion, singing patterns
- **Formative:** Classroom observation, classroom discussion, echo patterns, reading patterns
- **Summative:** Classroom observation, classroom discussion, playing patterns, labeling patterns, compositions, written assessment.

**Extensions:**

1. Students will use form to decide how to perform different parts of known songs, chants, and recorded music.
2. Students will create an original work illustrating various forms.
3. Students will choreograph movements to show form in recorded music.
4. Students will participate in a listening lesson focusing on various forms.

**Correctives:**

1. Students will draw unique illustrations to depict the form of a piece of music.
2. Students will take turns performing different sections of know songs and chants.

## Materials and Resources:

- Recorded music
- Songs:
  - Binary
    - Camptown Ladies
    - Polly Wolly Doodle
    - There was a Crooked man
    - Sarasponda
  - Ternary
    - All Me Rock
    - Deck the Halls
    - Old Ark's a-Movin'
    - Shoo Fly
  - Linear
    - Dinah
  - Rondo
    - New World Symphony



**Unit#4: La Pitch**

**Marking Period:** 4 10 days

**Standard(s): PA Department of Education standards for Arts and Humanities**

9.1.3.A, 9.1.3.B, 9.1.3.C

**National Association for Music Education Core Music Standards**

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

**Anchor(s):**

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

**Big Idea(s):**

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**Competencies:** Read music notation representing short/long and high/low sounds

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**Competencies:** Identify, perform, and move to music that is used to pass on traditions.

People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

**Essential Questions:** Why do people have different opinions about music?

**Concepts:** People have different opinions about musical works.

**Competencies:** Articulate their preferences for different types of music and distinguish between their preferences of others

**Overview:** La is a fundamental tonal element of musical understanding, creation, and performance.

**Goals:** Students will be able to recognize, define, perform, and generate la through various modes of performance and composition.

**Objectives:**

1. Students will be able to define la in relation to other pitches. (DOK Level 1)
2. Students will be able to identify patterns of la in new and known songs, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show la in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create la within given constructs. (DOK Levels 1,2,4)
5. Students will be able to synthesize their knowledge of la, as well as quarter and eighth notes and other pitches to formulate their own musical work within given constructs. (DOK Level 3, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on la as it occurs in music.
2. Echo sing patterns containing la with the instructor with voice and instruments. (Utilize Curwen hand sign for la while echo singing)
3. Read melodies containing the pitch la from a staff.
4. Use of la in instrumental accompaniment.
5. Short compositions using la.

**Assessments:**

- **Diagnostic:** Classroom observation, classroom discussion, singing patterns
- **Formative:** Classroom observation, classroom discussion, echo patterns, reading patterns
- **Summative:** Classroom observation, classroom discussion, Playing patterns, labeling patterns, compositions, written assessment

**Extensions:**

1. Students will be able to write melodic dictation based on la.
2. Students will transpose melody on a staff to a new location on a staff.
3. Students will improvise melodies containing la in a “ call and response” activity with the instructor.

4. Students will create ostinati using la to accompany known songs and recorded music.
5. Students will play “Solfege Simon Says” with instructor.
6. Students will work in groups to compose a short piece using la to be performed for the class.
7. Students will act as human notes on a floor staff to show understanding of pitch location.
8. Students will participate in a listening lesson focusing on la pitch.

**Correctives:**

1. Students act as “human notes” to represent la in new or known songs.
2. Students create flashcards to practice reading la.
3. Students will use hand signs or body parts to represent la while performing sol and mi in new and familiar songs.

**Materials and Resources:**

- **Flash Cards**
- **Orff Instruments**
  - **Floor Staff**
  - **Songs:**
    - Bobby Shaftoe
    - Bounce High, Bounce Low
    - Bye, Baby Bunting
    - Camptown Ladies
    - Clapping Land
    - Doggie Doggie
    - Icka Backa Soda Cracker
    - The Mill Wheel
    - Wee Willie Winkie

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: Music in Preschool

Textbook ISBN #:

Textbook Publisher &Year of Publication: Franklin Printing House, 1990

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: The Kodaly Context

Textbook ISBN #: 0135166748

Textbook Publisher &Year of Publication: Prentice-Hall, Inc. ; 1981

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: The Kodaly Method

Textbook ISBN #: 0-13-516674-8

Textbook Publisher &Year of Publication: Prentice-Hall, Inc; 1988

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: Folk Songs of North America

Textbook ISBN #: 0-9691837-0-4

Textbook Publisher &Year of Publication: Caveat Music Publishers Ltd. ; 1984

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Folk Songs North America Sings

Textbook ISBN #: 978-09691837-0-9

Textbook Publisher &Year of Publication: Caveat Music Publishers Ltd. ; 1984

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook:

Textbook ISBN #: Just Five

Textbook Publisher &Year of Publication: Belwin-Mills Publishing Corp ; 1972

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Just Five, Plus Two

Textbook ISBN #: 0769218237

Textbook Publisher &Year of Publication: Alfred Publishing; 1985

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Sail Away

Textbook ISBN #: 1423472969

Textbook Publisher &Year of Publication: Boosey and Hawkes; 2004

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: World of Music  
Textbook ISBN #: 0382182928  
Textbook Publisher &Year of Publication: Silver Burdett and Gin; 1990

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: Music Around the World  
Textbook ISBN #: 0382182839  
Textbook Publisher &Year of Publication: Silver Burdett and Gin; 1990

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

Name of Textbook: Sing it Yourself  
Textbook ISBN #: 0882840622  
Textbook Publisher &Year of Publication: Alfred Music, 1978

Curriculum Textbook is utilized in (title of course):  
General Music Curriculum, Grades K-5

## APPENDIX

[www.pdesas.org/standard](http://www.pdesas.org/standard)