

# Musicplay K-6

## Alberta Curriculum Correlations

### Element: Rhythm

K-1	1. music may move to a steady beat	K: Oct. lesson 3, Dec. lesson 1 1: Sept. wk 1 Songs 3, 4, 5 (Snail Snail, Sam the Robot Man)
K-1	2. music may move evenly or unevenly	K: Sounds on a beat: Feb. lesson 3, May lesson 4 1: page 5 teacher guide - how to label ta titi
K-1	3. music is made up of long, short sounds and silences	K: Sounds on a beat: Feb. lesson 3, May lesson 4 K: rest June lesson 2 1: teacher pg 19 - draw sounds on board for poem "Queen" teacher pg 24 - draw sounds for "Counting Song" - - - - - pg. 26 - draw sounds for "Engine #9" pg 29 - draw sounds for "Old Mother Witch" - derive rests
1	4. There are strong and weak beats in music	1: pg 31 song #33 Bounce High
1	5. Sounds may be grouped to form patterns	1: See #3 above pg 26: ta titi pattern is taught re song 9 "Engine" Many reading songs are used to reinforce the reading.
2	6. Rhythm patterns can accompany melody	2: 32 Orff arrangements in "The Orff Source" Oct wk3: flashcard ostinato Listen Kit 2: many rhythm ostinato playalongs with music
2	7. Rhythm patterns made up of beat and divisions	2: Sept. week 1 - beat/rhythm
2	8. Beats may be grouped by accent	2: Sept. week 4 movement, show beats in groups of 2, 3, 4
2	9. Sounds/silences have specific duration	2: Sept. week 1 - ta and titi are reviewed
2	10. Duration is extended by tie, dot, fermata	2" Sept. week 4 - tie is taught, fermata in song 9 "I've been Workin on the Railroad"
2	11. Beats may be grouped in 2's or 3's	2: Sept. week 4 movement, show beats in groups of 2, 3, 4
3	12. Some music does not have a steady beat	2: Listen Kit 2 - #12 Fireworks, Debussy 3: Listen Kit 3 - #27 Jongleuse
3	13. A meter signatures tells beats in group	3: song #5 Bounce - 2/4, 3/4, 4/4 explained song #60 Austrian went Yodelling 3/4 reviewed
4	14. Beats may be grouped in 4's	3: song #5 Bounce - 2/4, 3/4, 4/4 explained
4	15. Meter changes may occur in music	3: song #78 changes from 4/4 to 3/4
4	16. Sixteenth notes	3: song 32, 39, 58, 69 4: #4, 37, 41  #25, 45, 47, 48 
5	17. Duration may include 	4: #4, 37, 41  #25, 45, 47, 48 
5	18. Syncopation  	4: #21, 32, 44, 49, 5: #10, 11, 22, 46,
5	19. Rhythm is created by combining beat, tempo, patterns, meter and duration	5: defined page 4 student books, further explanation throughout
6	20. There are many kinds of rhythm (eg. world rhythm)	6: World drumming patterns #103-107
6	21. There are numerous patterns 	6: triplets - song #16 Fish and Chips

## Element: Melody

K-1	1. Sounds may be high or low	K: Oct. lesson 1, Jan. lesson 2, April lesson 1
1	2. Sounds may be in the middle	1: song 21 - I can Sing a High Note, song 79 Eensy Weensy
1	3. A sequence of sounds moves high-low or low-high	1: song 15 - Jack & Jill charted in Big Book song 44 - Elevator, charted in Big Book
1	4. A melody is sounds organized in patterns	1: melodic contour - introduced Sept wk 3 "Counting Song" Many other songs are charted after this.
1	5. Melodies are based on scales	1: Scale songs include #15, #44
2	6. Position of notes show high and low	2: song #5 Hill Hill, show position with shapes, #10 Bounce High, #13 Bell Horses, #20 Icka Backa and many more
2	7. Melodies move by steps / skips	4:
3	8. A melody may end on home tone (tonic)	2: song #20 Icka Backa, song #39 Pease Porridge, #49 Mouse Mousie, #47 Trampin, #51 Instruments, #59 I see the Moon etc 3: song #2, 9, 11, 22, 23, 28 etc. end on do
4	9. An interval is the distance between two sounds * may be changed by an accidental	6: Accidentals - defined after song #30 Hanky Panky
4	10. Melodies may be based on C scale	4: #27 - Scale Round 5: page 20 student book discusses scales 6: C scale follows song #1 Barges
5	11. Melodies may be based on G and F scales / minors	5: page 20 student book discusses scales 6: F scale follows song #5
5	12. A melody is changed when it's rhythm is changed (change an element)	5: pg 57 student, Hot Cross buns, change rhythm
6	13. Melodies may be based on other scales ie. modes	6: modes, dorian mode #37 "Round and Round"

## Element: Harmony

K-1	1. Two or more sounds can occur simultaneously	K: April lesson 3
1	2. Melodies may be accompanied by harmony	1: 32 songs have Orff arrangements in "The Orff Source"
2	3. Some sounds seem to belong together - chords	5: Em chord, page 10 student book
2	4. Major and minor chords have different sounds	3: Listen Kit 3 - #22 Mozart variations, listen for major/minor 5: Listen Kit 5 - #9 "Lachen und Weinen" listen for major/minor
3	5. Two or melodies can occur simultaneously	2: song #69 Pizza Hut
3	6. The I and V chords can accompany melodies	5: accompany songs #16, 25, 26, 34, 46
3	7. Pitched percussion instruments can create harmony	3: 30 Orff arrangements in "The Orff Source"
4	8. The IV and V chords can be used	5: accompany songs #16, 25, 26, 34, 46
4	9. Tuned instruments can create harmony	Orff arrangements in "The Orff Source"
4	10. Partner songs - melodies with same harmonic structure can be combined	4: #30 Two Canadian Folk Songs
5	11. Voices with different pitch ranges can create harmony	4: Listen Kit 4 # 9, "Hallelujah Chorus" 5: Listen Kit 5 #12 "Est ist ein Ros entsprungen"
5	12. Chords can accompany melody	5: accompany songs #16, 25, 26, 34, 46 12 bar blues, #40
6	13. Cadence is series of chords that end a phrase	5: 12 bar blues, #40 6: Song #55 students listen for the cadence
6	14. Other chords can accompany melody	6: #1, 3, etc. #47 - play chords with Boomwhackers®

## Element: Form

K-1	1. Music can be organized into sections - same/different	K: song 73 - Penguins 1: pg. 31 Chart form for song 32 - Starlight, pg. 34 Bounce High
1	2. A section may be repeated (verse, chorus)	song 95: Down on Grandpas Farm, song 102: Goin' to the Zoo
1	3. Music is organized into phrases	1: teacher guide pg 16, song 62 is charted in Big Book
2	4. A whole piece may be comprised of few sections	2: song 24 - Rondo, song #73 AABA
2	5. Sections may be identified by letter ABA, AABA	2: song #7 "Okkitokiunga", #10 Bounce, #18 Falling Leaves, #20 Icka Backa, song #73 AABA
3	6. There may be an introduction, interlude and ending	3: Listen Kit # 1, 2 mapped showing intro, ending, transition
3	7. Phrases may be long or short	3: Listen Kit 3 - #18
3	8. Music may be accompanied by repeated pattern - ostinato	3: song #60, b/p ostinato, #50 has melodic ostinato
4	9. Rondo - ABACAD	3: create rondo #10, 30, 89 Listen Kit 3 #2 - Kodaly, rondo 4: Listen Kit 4 #11 - Rondeau 4: song #65 create rondo
4	10. First and second endings	6: student worksheet 30, song #38, #52, #77, #121
5	11. Improvisation is part of many forms of music	5: #57 Improvise or create rhythm composition 6: #47 Improvise with Boomwhackers®
5	12. Repetition / contrast give variety to music	5: Listen Kit 5 - #2 mapped, #4 theme & variation, #13 show repetition using colored flashlights
6	13. Basic forms include AB, ABA, rondo, canon, theme and variations	5: Listen Kit 5 ABA #19, 7 Rondo #18, Theme & Variations #3,4,5 canons are sung
6	14. Longer forms such as concerto, opera and symphony combine a variety of structural forms	4: Listen Kit 4 includes excerpts from Beethoven's 9th, Liszt Piano concerto 6: Complete Telemann Sonata included #13, 14, 15

## Element: Expression

K-1	1. The beat in music may be fast or slow	1: song 59 - "Head and Shoulders"
K-1	2. Music may be soft or loud	1: song 32 - "Starlight", 82, 86-"Easter Basket"
K-1	3. Music may express feelings.	1: song 85 - "Five Little Ducks", 77-"Baby Bumblebee"
1	4. Musical instruments have different tonal qualities	1: Listen Kit 1 - "Carnival of the Animals"
1	5. The human voice has different tonal qualities	1: song 35-"Cuckoo", song 69 "Doggie"
1	6. Music reflects feelings about holidays, seasons, country and heritage	K-6 many songs for holidays, seasons, variety of cultures in all grades
1	7. Words of a song are important to understanding	1: song 85 - "Five Little Ducks", 77-"Baby Bumblebee"
2	8. Music may be fast or slow and change to one or the other suddenly or gradually	2: song #14 "Tony Chestnut", #38 "Do your Ears Hang Low"
2	9. Dynamics may change suddenly or gradually (accent, cresc. dim)	2: song #11 "John Jacob Jingleheimer Schmidt", #62 Cat Came Back
3	10. Changes in dynamics add to the effect of music.	3: song #61 "Donkey Riding", #4, #34, Listen Kit 3 #5, listen and workshoet
3	11. Musical instruments produce tone colour by being blown, bowed, plucked, strummed, struck, scraped or shaken	Listen Kit 3: Instrument examples and worksheets
4	12. rit, accel, allegro, andante	4: Tempo terms follow song #28 5: Tempo terms follow song #30
4	13. Legato, staccato refer to articulation	4: song #40, terms are explained
4	14. Musical instruments may be grouped in families.	4: student book page 50,51 and Listen Kit 4 5: student book page 8,16, 21 and Listen Kit 5
5	15. New sounds may be created by using instruments in new ways, found sounds, inventing new instruments	5: #57 Improvise or create rhythm composition
5	16. The human voice has different timbres	1: Listen Kit 1 #41 - distinguish between male and female 5: Listen Kit 5 #9, #12
6	17. The lyrics may be enhanced by interpretation	6: #71, #109, #116,
6	18. Music has different styles - blues, rap, jazz, country	6: #118 - Mary Had a Little Lamb in 4 styles, worksheet #16

Musicplay is a new Canadian play based elementary music program - many of the musical concepts are derived from singing games that children love to play. The songs in Musicplay are chosen to teach musical concepts, to teach children about cultures around the world, to provide songs for performances throughout the school year and to teach children about Canada. The most important factor in selecting songs for this series, is that the songs appeal to children! Both children and adult voices are heard on the CD's and accompaniments vary. Orff, piano and upbeat rock and roll accompaniments are used. The performance songs on the CD's have both performance tracks and accompaniment tracks - you can use the accompaniments only for your performances. Musicplay provides the best correlation to Ontario curriculum of any elementary program used in Canada. It is affordable, easy to use and appeals to children! Supplemental resources include "The Orff Source" with Orff arrangements for 89 songs in the program (grades 1-5). Listening Kits correlate to each level with classical music listening examples, activities, listening maps, worksheets and CBC CD's. Visit [www.christmasconcert.com](http://www.christmasconcert.com) or email [tvmusic@agt.net](mailto:tvmusic@agt.net) for more information.

Teacher Guides with CD's K-6        \$100-125  
 Big Book for K and Grade 1        \$25  
 Student books 2-5                    \$7.50  
 Grade 6 Student Book                \$8.50  
 Listening Kits 1-5                        \$30 (listening selections are included for K and Grade 6)  
 The Orff Source #730                 \$25  
 Piano accompaniments \$40-50  
 POWERPOINT Editions of student books will be available in the Fall of 2008!