

Funga Alafia

GPS Tasks

Recorder

Canon

Elements
Jigsaw

GPS Recorder

Introduction

Diagnostics

Next Steps/
Ticket out the
door

Before we get started..

- Place poker chips on the sheets that apply to you!
- Place a animal on the line.....
- Name tag....separate your first name syllabically!
- Get ready to make music!

2009

REVISED

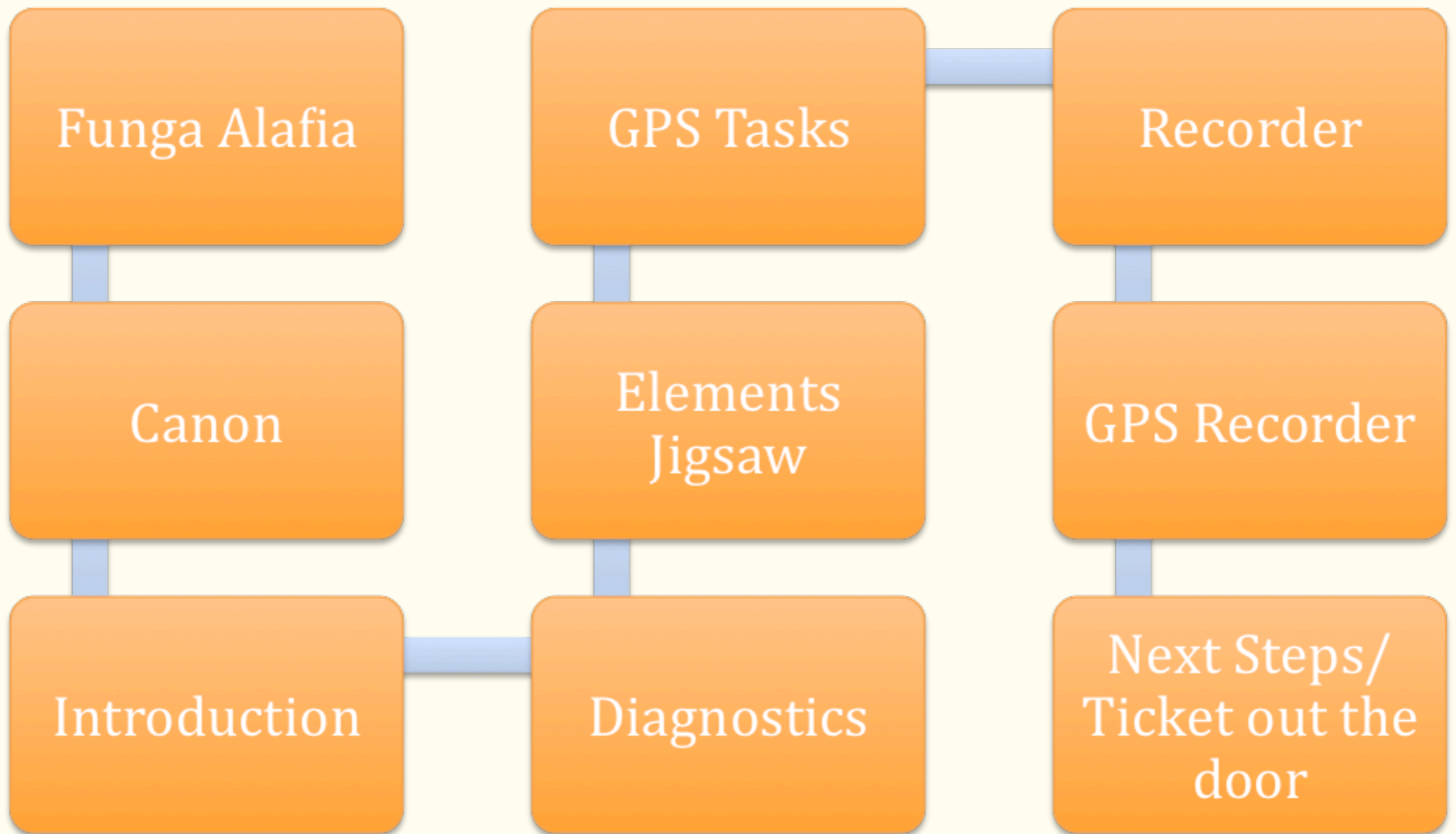
The Ontario Curriculum
Grades 1-8

The Arts



reach every student

 Ontario



Funga Alafia

Canon

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A close-up, black and white photograph of a computer keyboard. The keys are dark, and the keyboard is set against a lighter background. The lighting creates strong shadows and highlights, emphasizing the texture and shape of the keys.

The Arts provide a natural vehicle through which students can explore and express themselves and through which they can discover and interpret the world around them.

Revised Ontario Curriculum, P. 3

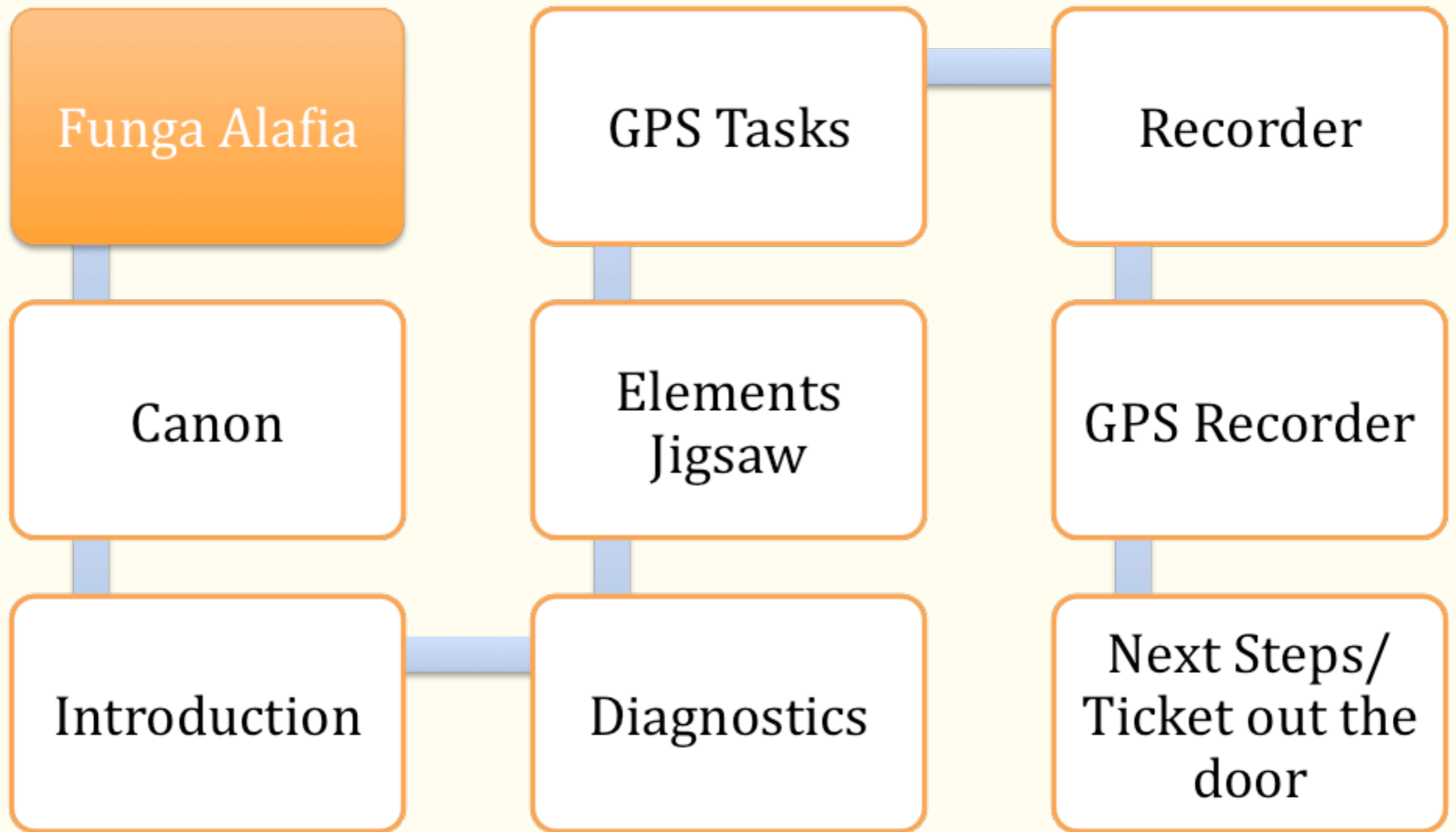
Learning Goal

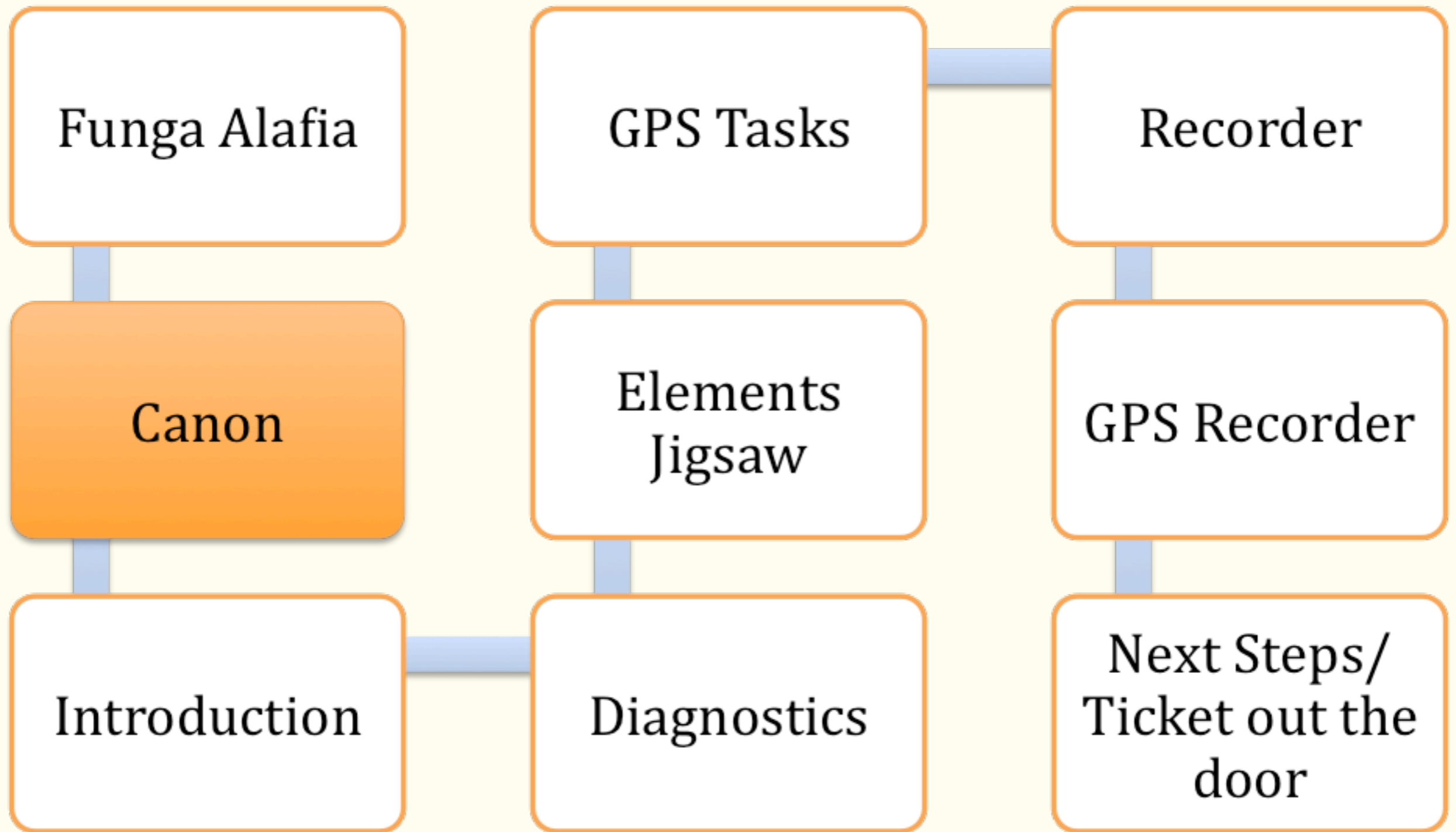
We are exploring the Revised Music Curriculum, our musical strengths and interests through a variety of resources and strategies

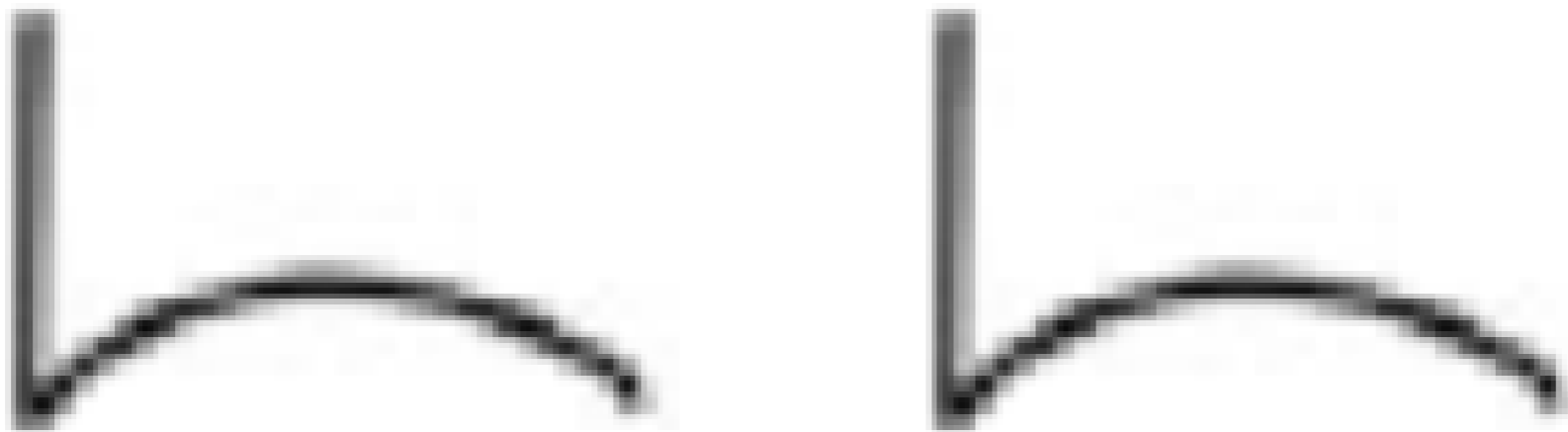
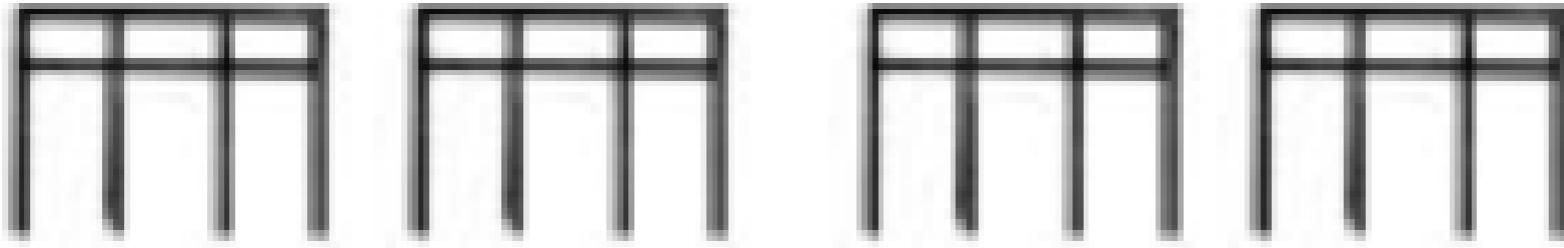
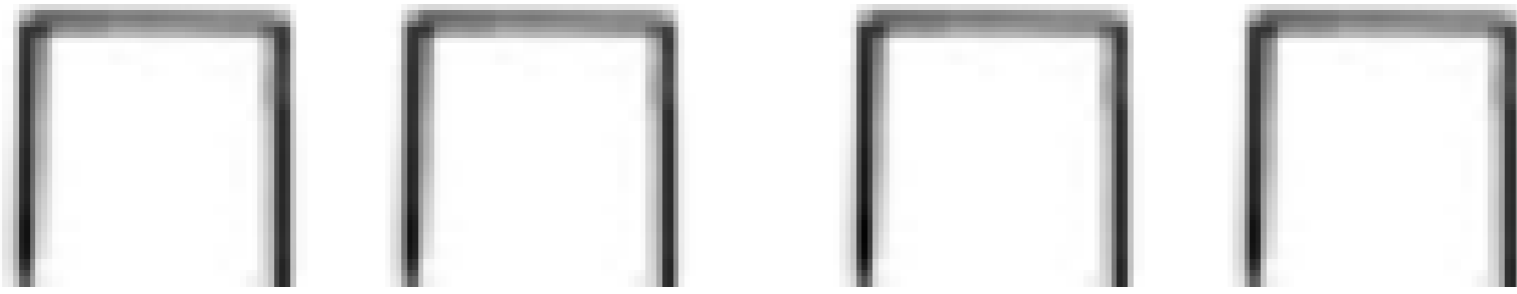
Success Criteria

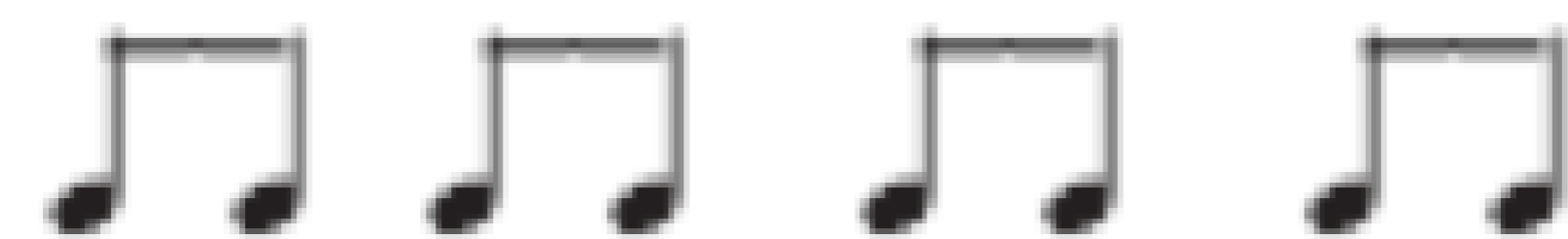
I can:

- understand the terminology in the Music Curriculum
- feel comfortable making music (singing/recorder/Orff)
- find resources to support my teaching
- identify my strengths and next steps





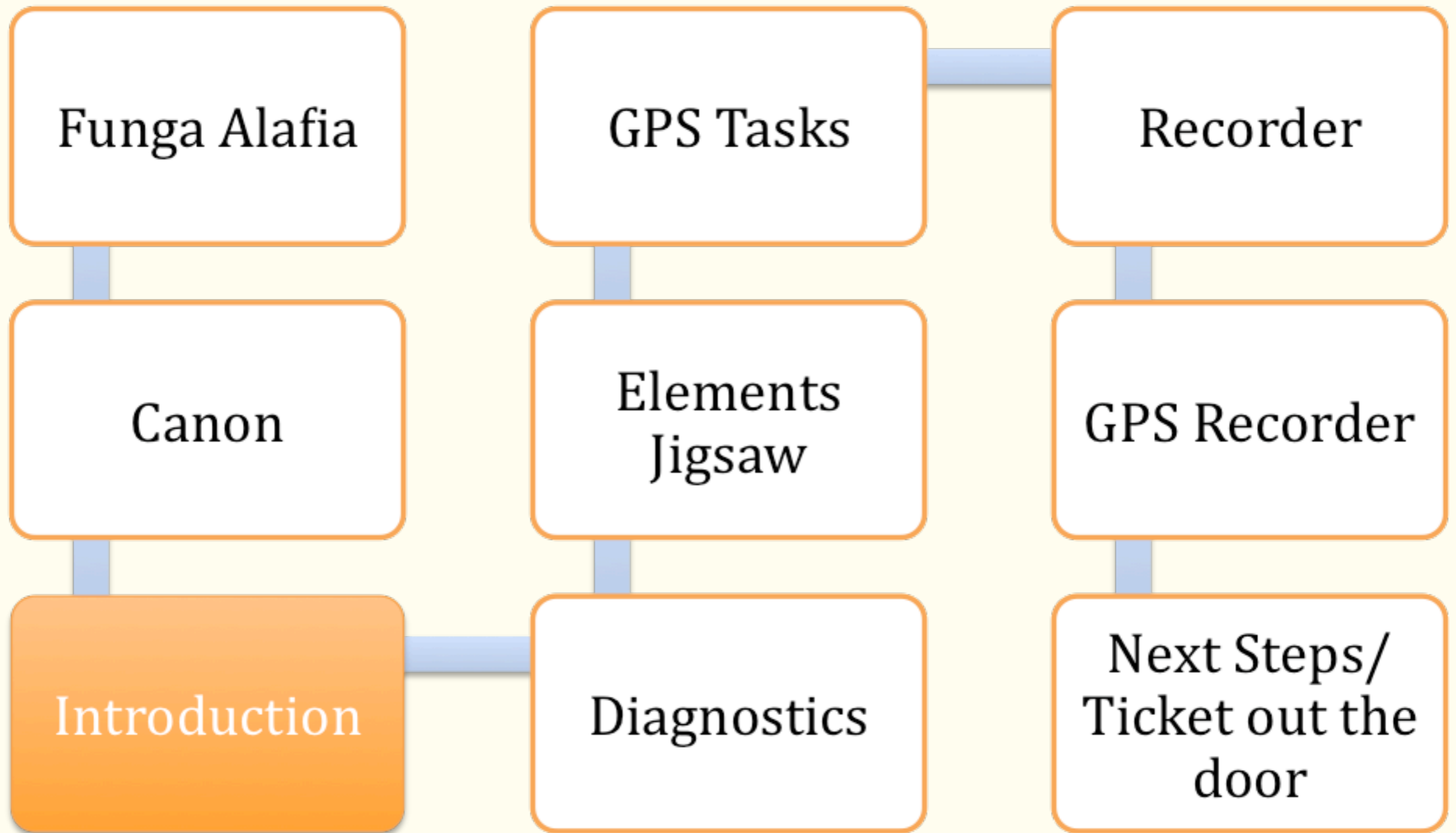






Sound-before-symbol provides a teaching process by which children *experience music aurally, kinesthetically, and orally first, before labelling and reading its symbolic representation.*

Teaching Toward Musical Understanding, Amanda Montgomery (2002)



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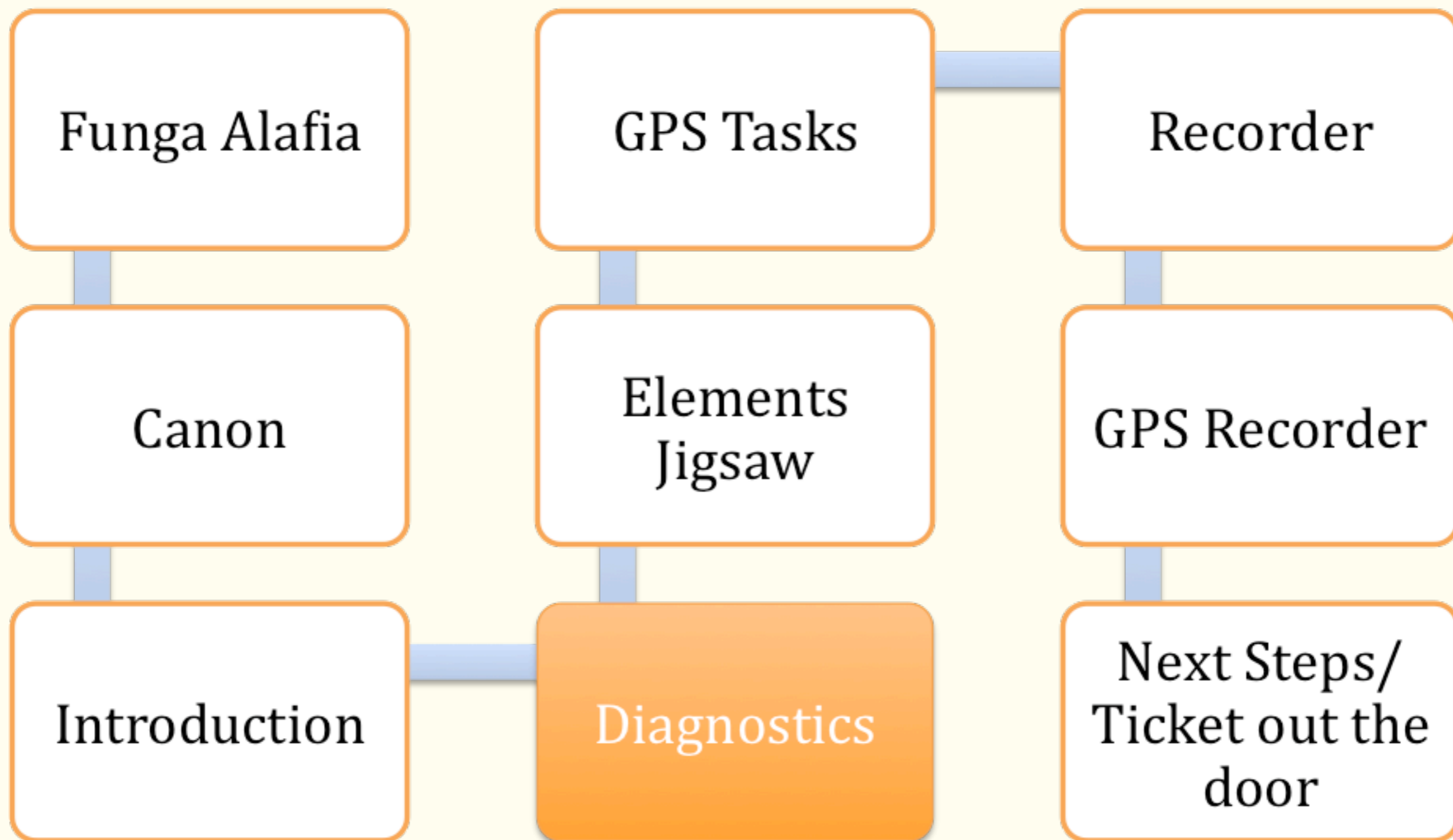
Elements
Jigsaw

GPS Recorder

Introduction

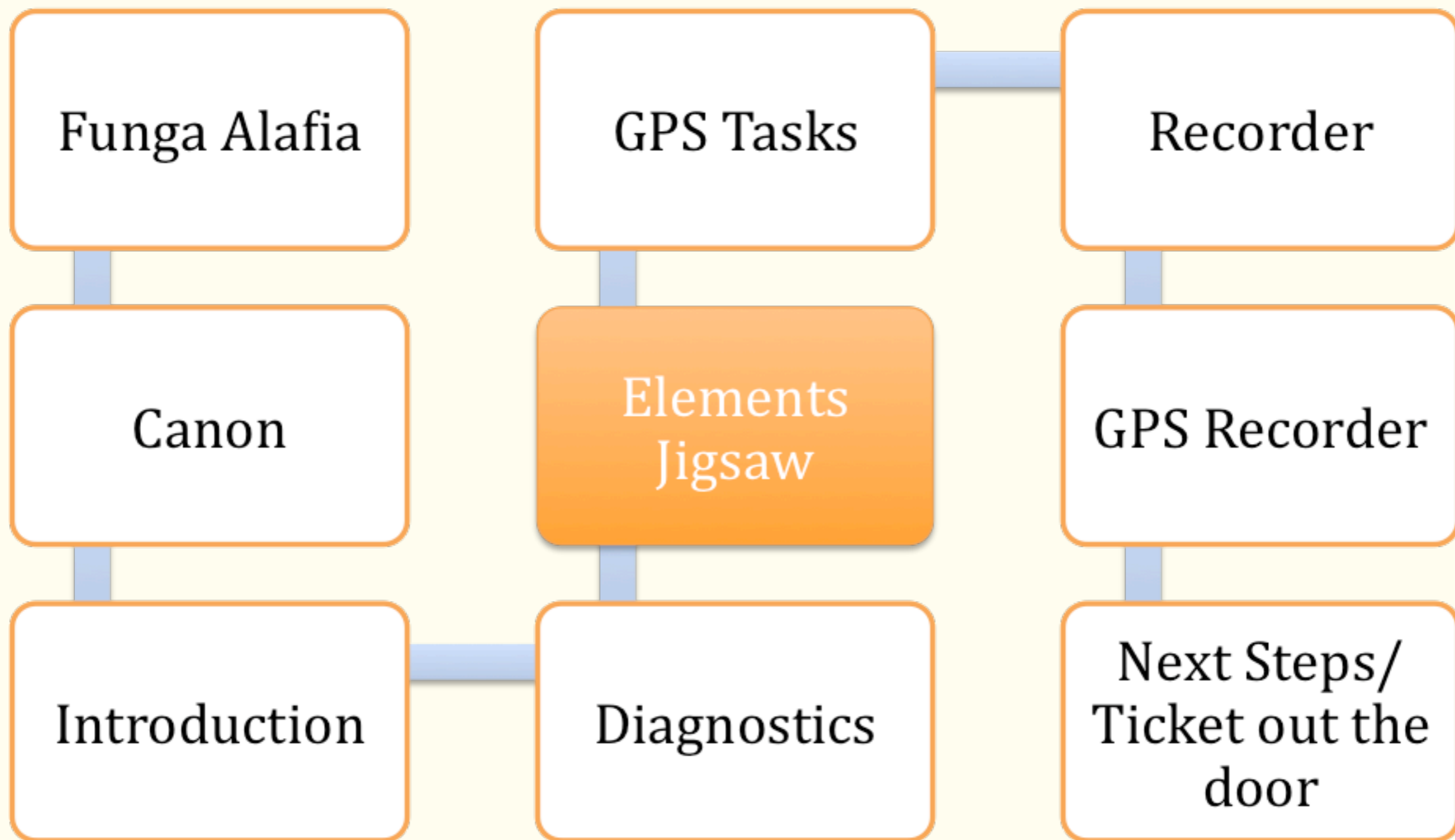
Diagnostics

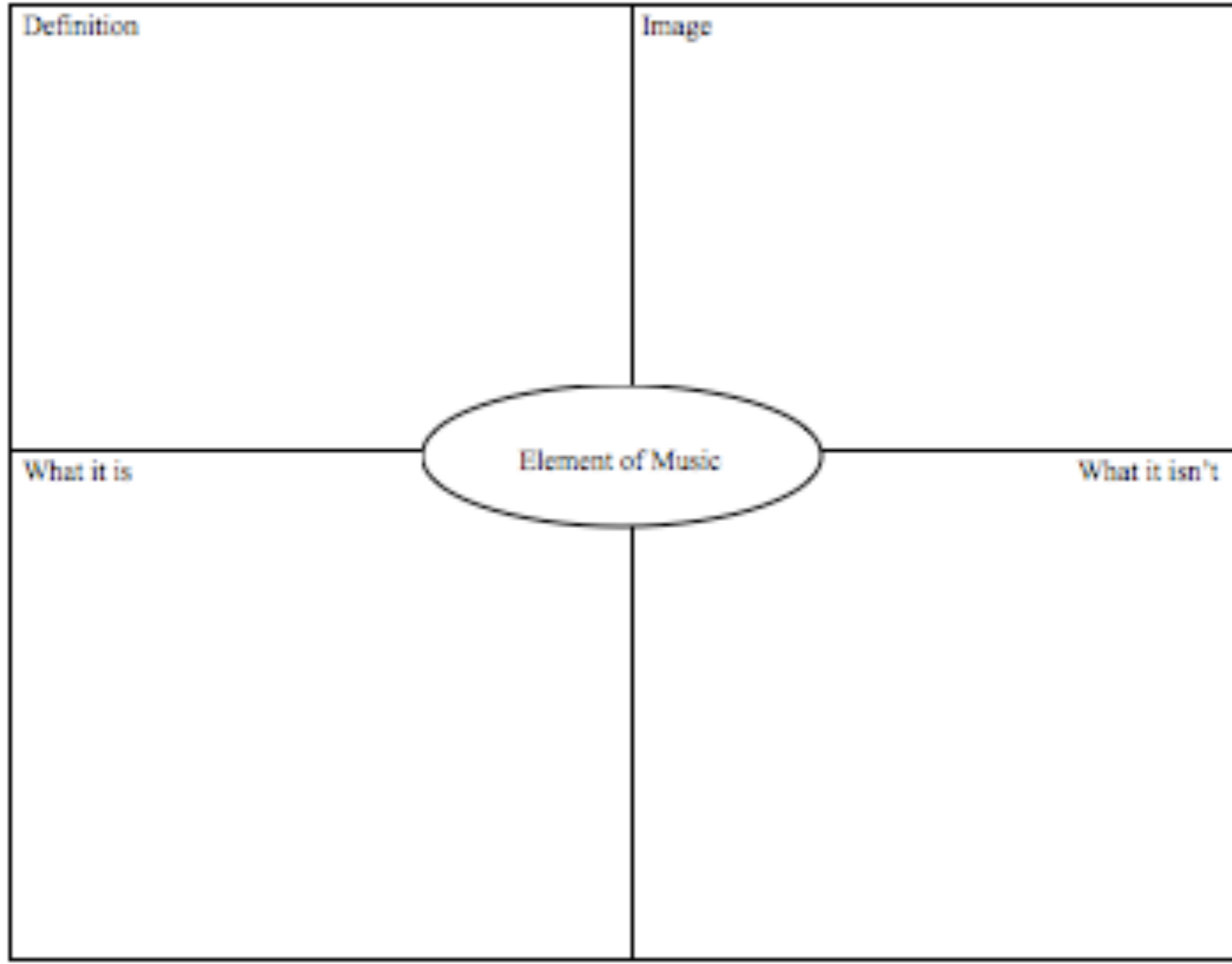
Next Steps/
Ticket out the
door



<http://www.kevinmerkley.ca/doncrest-option.php>

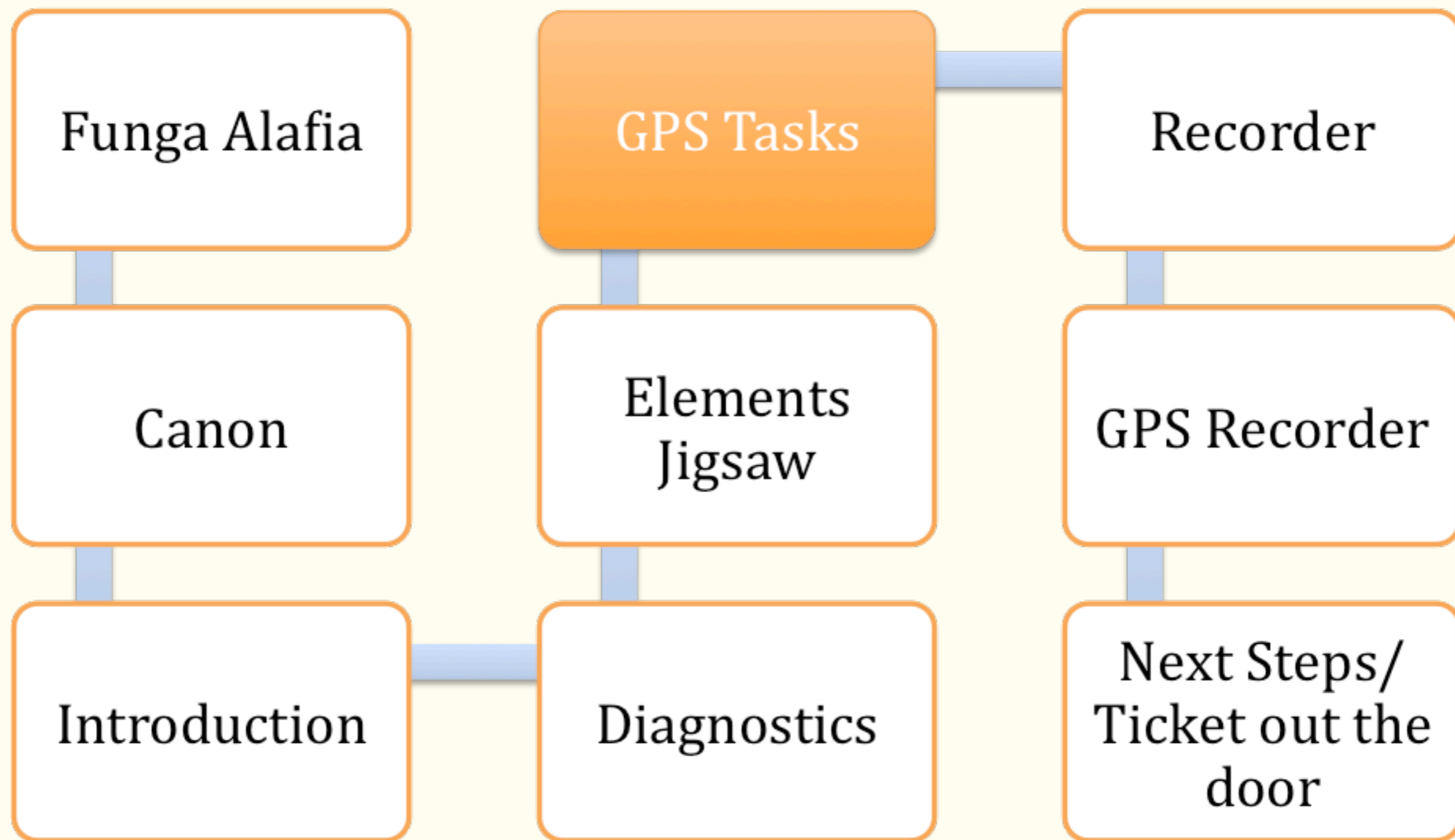
Quote Walk





Working Groups

- A = Beat and Rhythm
- B = Tempo and Metre
- C = Dynamics
- D = Tone Colour/Timbre
- E = Texture
- F = Harmony and Form
- G = Pitch/Melody



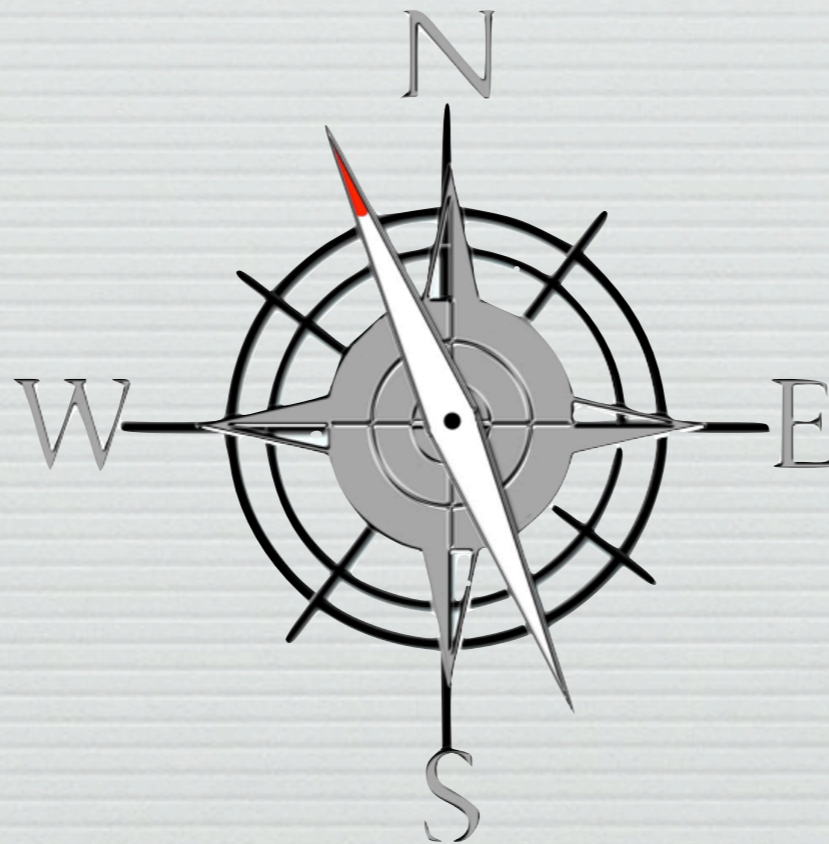


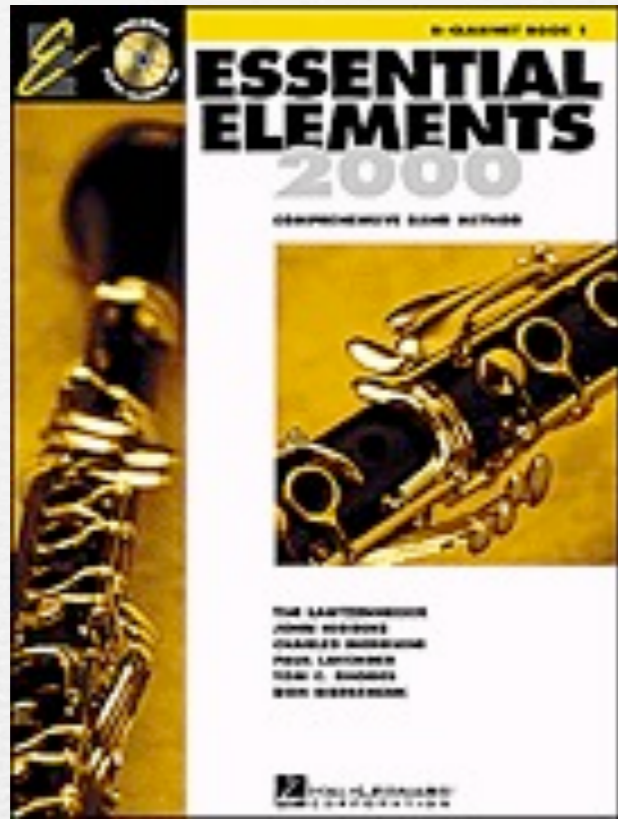
GPS



Ontario

Grade Performance Steps: The Road to Musical Success!





17

January 8, 2006

January 12, 2006

13

Lucky

6

January 19, 2006

21

January 4, 2006

23

January 2, 2006

20

January 5, 2006

16

January 9,

12

January 13, 2006

22

January 3,

19

January 6, 2006

15

January 10, 2

11

January 14

6

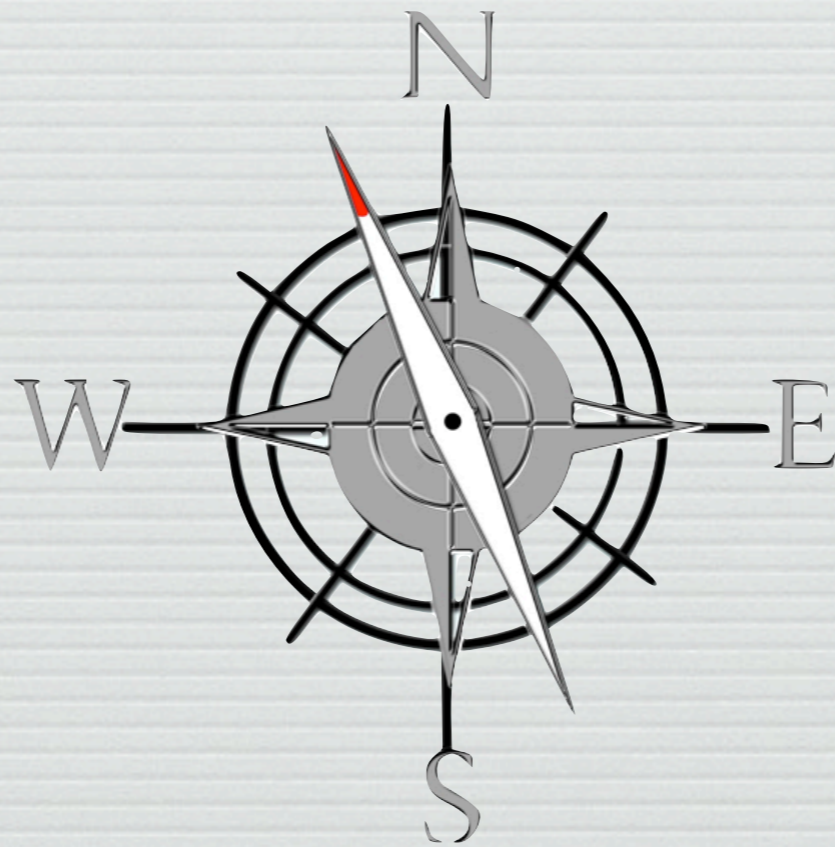
10

January 15, 2006





GPS



Student Task Books

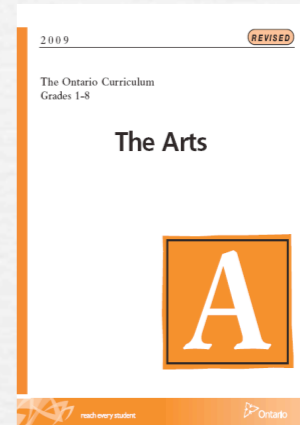
Videos

Everything you
need!

Recordings

Finale files

Curriculum



Differentiated Instruction



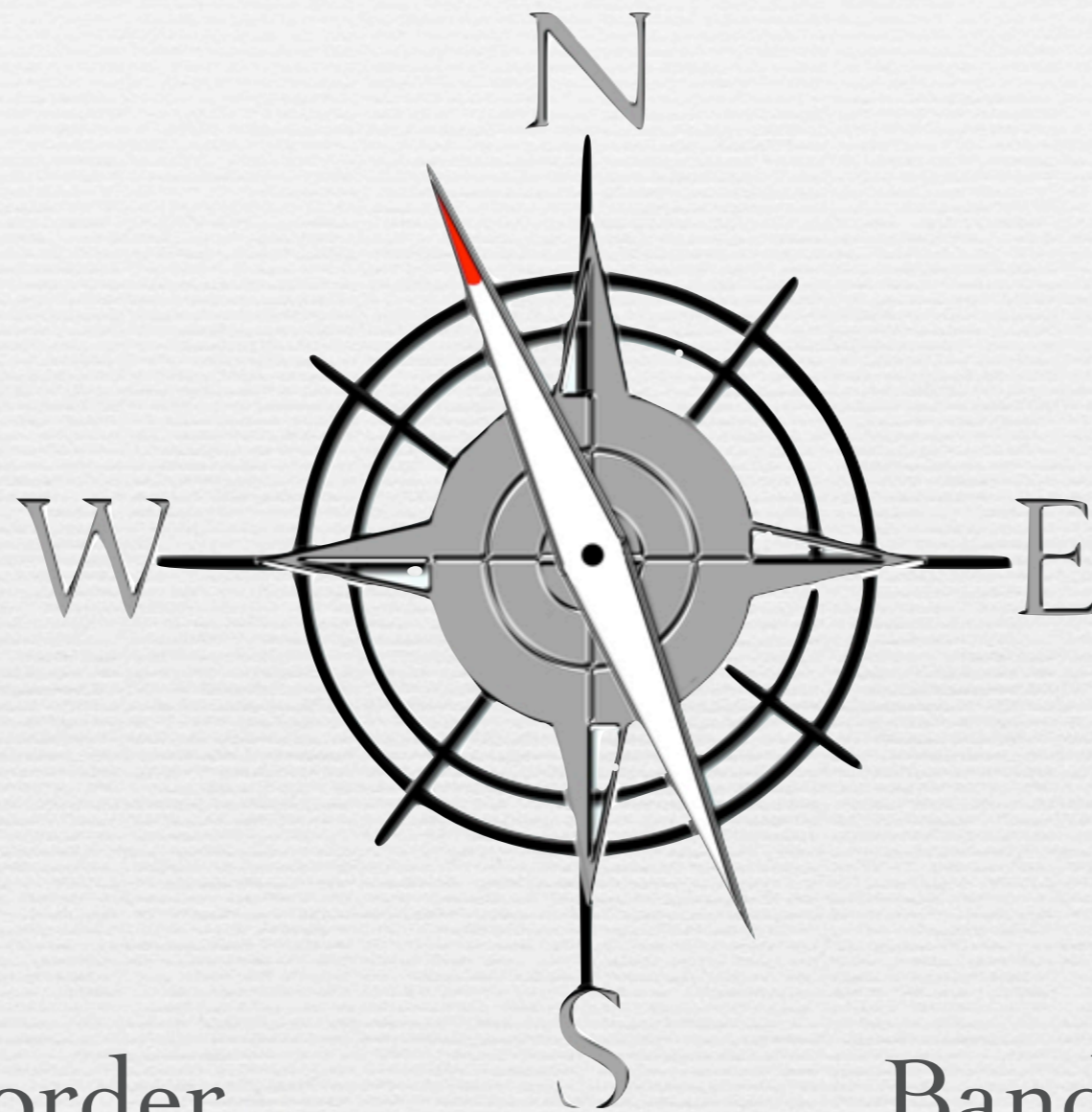
Assessment for Learning



Intermediate Vocal 7 & 8

Primary Vocal

Junior Vocal



Junior/Int. Recorder

Band Year 1, 2, 3

Strings Year 1, 2, 3

Introducing Our Authors



Focus

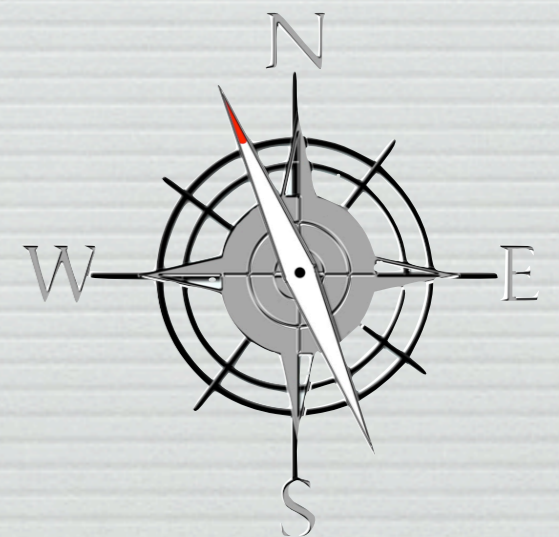
Learning Goal

Minds On!

Action!

Consolidation!

Overview



All tasks are assessed, reinforced and continually taught throughout (observations/conversations/products)...below are some examples of Fundamental Concepts that are being evaluated



FUNDAMENTAL CONCEPTS FOR GRADE 4

In Grade 4, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 3. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing (e.g., singing, moving, playing instruments).

ELEMENTS OF MUSIC

- **duration:** syncopation using an eighth note followed by a quarter note and an eighth note (oral prompts: "ti-ta-ti" or "syn-co-pa"); sustaining a note or rest for longer than its value (pause or fermata)
- **pitch:** melody maps, five-line staff, absolute pitch names in treble clef (A, B, C, D, E, F, G), major and minor tonality, major scale (written with notes or numbers), intervals (unison, step, skip, leap), key signatures in the music they perform (e.g., no sharps or flats, one sharp, one flat), accidentals (sharp, flat, natural)
- **dynamics and other expressive controls:** changes in volume encountered in music listened to, sung, and played (e.g., *sforzando sfz*); articulation (e.g., phrase markings)
- **timbre:** homogeneous sound of ensemble instruments (e.g., individual instruments of the orchestra or other performing ensemble)
- **texture/harmony:** canon, simple two-part piece (simple polyphony)
- **form:** verse and chorus; piece with an introduction and/or a coda; simple repeats

Pitch = task 6 for evaluation



Dynamics = task 12 for evaluation



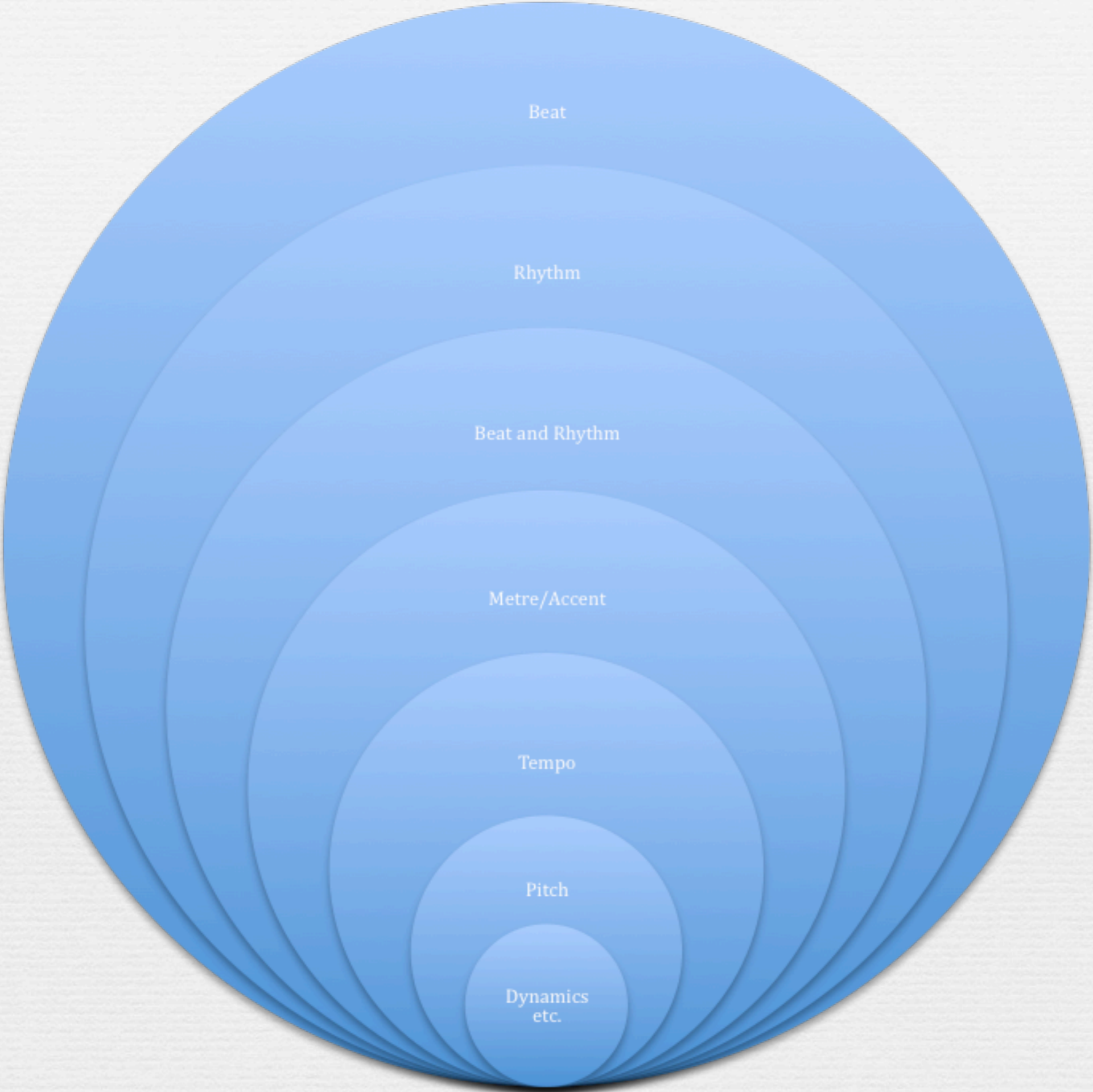
Beat = tasks 1, Rhythm = tasks 2 and 3, Beat/Rhythm = task 4 for evaluation

Dynamics = tasks 9, 10 for evaluation

Timbre = task 12 for evaluation
Harmony = task 11 for evaluation



Form = task 13 for evaluation



Beat

Rhythm

Beat and Rhythm

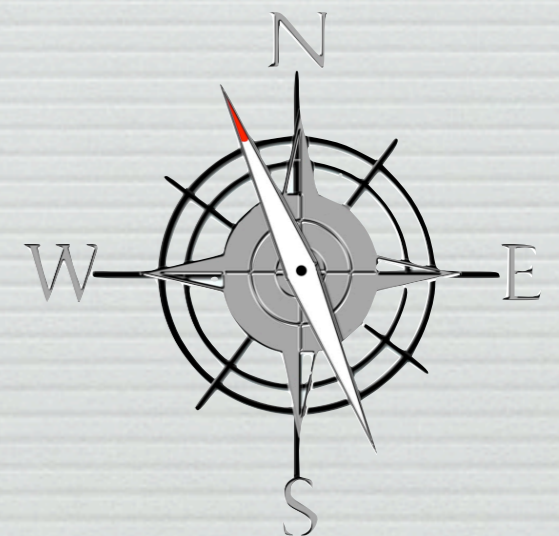
Metre/Accent

Tempo

Pitch

Dynamics
etc.

1-8 Task Chart



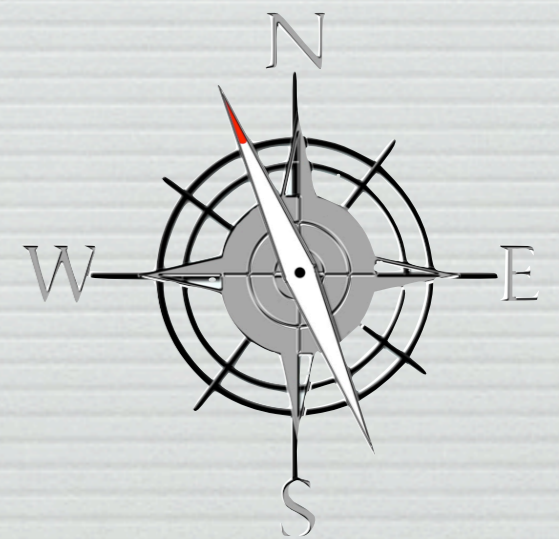
Grade Performance Steps (GPS) Task Progression Chart

Please note: Tasks that are shaded include video samples. The Junior Recorder GPS task progression chart is available by [clicking here](#).

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Year 1 Band	Year 1 Strings	Year 2 Band	Year 2 Strings	Year 3 Band	Year 3 Strings	Grade 7 Vocal	Grade 8 Vocal
1	Beat: Pat the beat C1 (1.1, 1.2, 1.4, 1.5)	Beat: Keep beat while playing instrument C1 (1.1, 1.2, 1.4, 1.5)	Beat: Pass object to the beat C1 (1.1, 1.2, 1.4)	Beat: Pass an object C1 (1.2, 1.2, 1.4)	Beat: Pass object, switch directions C1 (1.2, 1.2, 1.4)	Beat: Pass object, add rhythm, switch directions C1 (1.2, 1.2, 1.4)	Let's Hear You! W/P (M): Pitch C1 (1.4, 1.5), C2 (2.3)	Fun w/ Pizz Beat C1 (1.4) , C2 (2.3)	Fundamentals W/P (M): Beat/Rhythm C1 (1.4, 1.5), C2 (2.3)	Bow Grip/Inst Position Beat C1 (1.4, 1.5), C2 (2.3)	Review Familiar W/P (SD/BD/Kit): Quarter and Half C1 (1.4, 1.5), C2 (2.3)	Review the Familiar Quarter and Half Notes C1 (1.4, 1.5), C2 (2.3)	What's your favourite song? Personal Response C1 (1.5)	You Hear it . . . Anthem : Personal Response C1 (1.5) C2 (2.1)
2	Rhythm: Tap the words C1 (1.1, 1.2, 1.4)	Rhythm: Identifying songs by rhythms C1 (1.1, 1.2, 1.4)	Rhythm: play and sing C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Feel The Beat W/P (SD): Beat C1 (1.4, 1.5) C2 (2.3)	1 st Three Notes Pitch/Rhythm C1 (1.1, 1.4, 1.5) C2 (2.3)	Harmonic Minor W/P (M): Pitch C1 (1.4, 1.5), C2 (2.3)	D + , B- Scale s and Arp Pitch C1 (1.1, 1.4, 1.5) C2 (2.3)	"Syn-co-pa" All: Eighth, Quarter, Eighth C1 (1.4, 1.5), C2 (2.3)	"Syn-co-pa" Eighth, Quarter, Eighth C1 (1.4, 1.5), C2 (2.3)	That's a Catchy song! Duration, Tempo C1 (1.2, 1.5)	How did they . . . Analysis of elements C2 (2.2) C3 (3.1)
3	Metre/Accent: Follow the drum C1 (1.2, 1.4)	Rhythm: Write what you tap C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: write it out C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: patterns in duet C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	Rhythm: use your name in duet C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	Rhythm: pattern in compound time C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	.. Put It Together W/P (SD): Beat/Rhythm C1 (1.4, 1.5) C2 (2.3)	Bow Grip Beat/Rhythm C1 (1.4, 1.5), C2 (2.3)	Making Conn. W: Exp. Controls P(SD): Beg. Roll C1 (1.4, 1.5), C2 (2.3)	Lightly Row Articulation- Legato Bowing C1 (1.1, 1.4, 1.5) C2 (2.3)	Short, LONG, Short W/P (M): Syncopation C1 (1.4, 1.5), C2 (2.3)	Short, LONG, Short Syncopation C1 (1.4, 1.5), C2 (2.3)	Where's the Beat? Beat, Metre C1 (1.2) C3 (3.1)	Let's Hear You! Vocal / Expressive Elements C1 (1.1, 1.2, 1.4, 1.5)
4	Tempo: Students move to fast/slow C1 (1.1, 1.2, 1.4)	Metre/Accent: Drop and catch on the first beat C1 (1.1, 1.2, 1.4)	Metre/Accent: Passing game C1 (1.1, 1.2, 1.3, 1.4)	Rhythm: write it out C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: write rhythmic notation C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: create in standard notation C1 (1.1, 1.2, 1.4, 1.5)	The Great Comp. W/P (M): Notation C1 (1.2, 1.3, 1.5)	Keeping Fingers Down Rhythm/Beat C1 (1.1, 1.4, 1.5), C2 (2.1, 2.3)	Two Beats..Bar! W/P (SD/BD/Kit): Duration C1 (1.4, 1.5), C2 (2.3)	Making Conn. Articulations, Tempo, Dynam. C1 (1.1, 1.2, 1.4, 1.5) C2 (2.3)	Long, short, long, short W/P (SD/BD/Kit): Dotted Quarter/Eighth C1 (1.4, 1.5), C2 (2.3)	Long, short, long, short Dotted Quarter/Eighth C1 (1.4, 1.5), C2 (2.3)	What's your pitch? Vocal, Pitch C1 (1.1, 1.2) C2 (2.3)	This is mel Personal Response C2 (2.1)
5	Pitch: Singing vs. speaking C1 (1.1, 1.2, 1.4)	Tempo: Sing faster or slower C1 (1.1, 1.2, 1.4)	Tempo: as expressive tool C1 (1.1, 1.2, 1.3, 1.4) C2 (2.1)	Beat/Rhythm: sing song, keep beat C1 (1.1, 1.2, 1.4)	Beat/Rhythm: sing song, beat in $\frac{3}{4}$ time C1 (1.1, 1.2, 1.4)	Beat/Rhythm: sing song with syncopation C1 (1.1, 1.2, 1.4)	Skipping to So-Mi W/P (M): Pitch C1 (1.4, 1.5) C2 (2.3)	The Great Comp. Begins! Notation C1 (1.2, 1.3, 1.5)	Intro...Blues W/P(M): Compose C1 (1.1, 1.2, 1.4, 1.5) C2 (2.3)	Getting Started... Notation C1 (1.2, 1.4, 1.5) C2 (2.3)	Putting It Together All: Culminating C1 (1.2,1.4, 1.5), C2 (2.3)	Putting It Together Culminating C1 (1.2,1.4, 1.5), C2 (2.3)	Go Back to the beginning! Analysis of Elements C2 (2.2)	This is mel Pt II. Analysis of Elements C2 (2.1, 2.2)
6	Exp. Elements: Dynamics: Say poem loud/soft C1 (1.1, 1.2, 1.4)	Tempo: Move faster or slower C1 (1.1, 1.2, 1.4)	Tempo: invented symbols C1 (1.1, 1.2, 1.3, 1.4, 1.5) C2 (2.1)	Metre/Accent: walk and accent strong beat C1 (1.1, 1.2) C2 (2.1, 2.2, 2.3)	Metre/Accent: walk in compound metre C1 (1.1, 1.2) C2 (2.1, 2.2, 2.3)	Metre/Accent: Actions and comparisons C1 (1.1, 1.2) C2 (2.1, 2.2, 2.3)	The First 5 Notes W/P (SD/BD/Kit): Pitch/Rhythm C1 (1.4, 1.5) C2 (2.1, 2.3)	Let's Hear You Beat C1 (1.4, 1.5) C2 (2.3)	Articulate what.. W/P (SD/BD/Kit): Express. Controls C1 (1.4, 1.5), C2 (2.3)	Let's Hear You Beat C1 (1.4, 1.5) C2 (2.3)	AB or ABA? All: Binary vs. Ternary C1 (1.4, 1.5), C2 (2.3)	AB or ABA? Binary vs. Ternary C1 (1.4, 1.5), C2 (2.3)	Vocal warm-ups Vocal, Pitch C2 (2.3)	Let's Hear Who You Are! Vocal / Expressive Elements C1 (1.1, 1.2, 1.4, 1.5)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Year 1 Band
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2	Rhythm: Tap the words C1 (1.1, 1.2, 1.4)	Rhythm: Identifying songs by rhythms C1 (1.1, 1.2, 1.4)	Rhythm: play and sing C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Vocal: warm-up C1 (1.1, 1.2, 1.4)	Feel The Beat W/P (SD): Beat C1 (1.4, 1.5) C2 (2.3)
3	Metre/Accent: Follow the drum C1 (1.2, 1.4)	Rhythm: Write what you tap C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: write it out C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: patterns in duet C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	Rhythm: use your name in duet C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	Rhythm: pattern in compound time C1 (1.1, 1.2, 1.4) C2 (2.2, 2.3)	.. Put It Together W/P (SD): Beat/Rhythm C1 (1.4, 1.5) C2 (2.3)
4	Tempo: Students move to fast/slow C1 (1.1, 1.2, 1.4)	Metre/Accent: Drop and catch on the first beat C1 (1.1, 1.2, 1.4)	Metre/Accent: Passing game C1 (1.1, 1.2, 1.3, 1.4)	Rhythm: write it out C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: write rhythmic notation C1 (1.1, 1.2, 1.4, 1.5)	Rhythm: create in standard notation C1 (1.1, 1.2, 1.4, 1.5)	The Great Comp W/P (M): Notation C1 (1.2, 1.3, 1.5)
5	Pitch: Singing vs. speaking C1 (1.1, 1.2, 1.4)	Tempo: Sing faster or slower C1 (1.1, 1.2, 1.4)	Tempo: as expressive tool C1 (1.1, 1.2, 1.3, 1.4) C2 (2.1)	Beat/Rhythm: sing song, keep beat C1 (1.1, 1.2, 1.4)	Beat/Rhythm: sing song, beat in $\frac{6}{8}$ $\frac{3}{4}$ time C1 (1.1, 1.2, 1.4)	Beat/Rhythm: sing song with syncopation C1 (1.1, 1.2, 1.4)	Skipping to So-Mi W/P (M): Pitch C1 (1.4, 1.5) C2 (2.3)

Where can you
find GPS?



omea.on.ca





The Ontario Music
Educators' Association

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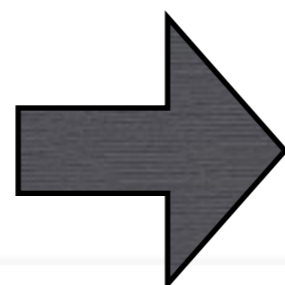
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- Kevin Merkley

When we talk about the students in our classroom, our "digital natives", and how they need to be learning to meet the skills of the 21st century, we often forget...

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For zipped files, please unzip files to your hard drive for best results when linking between files included in the zip.

[GPS — Grade Performance Steps](#)

[Elementary Resources](#)

[Orff Elementary Lessons](#)

[Secondary Resources](#)

[Scope and Sequence](#)

[Think Literacy Documents](#)

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[Ministry of Education Documents](#)

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The Recorder is published four times a year. OMEA members are encouraged to contribute articles. All submissions are to be made to either of the Co-Editors Tony Leong or John Phillips. Or download a rate card for advertising rates.

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Resources

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GPS — Grade Performance Steps

GPS - Overview

- [Overview](#) - Introduction to the Grade Performance Steps (zip)

GPS - Year One and Two Band

The GPS provide a sequential delivery and assessment of the fundamental skills learned in a student's first and second year of playing a band instrument. This yearlong program guides differentiated instruction within the music classroom. Student books including music, assessment and evaluation charts, video samples and other supporting documents for the teacher are included.

- [GPS Year 1 Band](#) (zip)
- [GPS Year 2 Band](#) (zip)

GPS - Year One and Two Strings

The GPS provide a sequential delivery and assessment of the fundamental skills learned in a student's first and second year of playing a stringed instrument. This yearlong program guides differentiated instruction within the music classroom. Student books including music, assessment and evaluation charts, video samples and other supporting documents for the teacher are included.

- [GPS Year 1 Strings](#) (zip)
- [GPS Year 2 Strings](#) (zip)

GPS - Year Three Band and Strings

The GPS provide a sequential delivery and assessment of the fundamental skills learned in a student's third year of playing a band instrument. This yearlong program offers students who have completed the year one and two program a next step for their learning, or this program can provide a challenge for students who have completed the year one or two program before the end of the school year. These GPS tasks build towards four culminating performances (5/North, 10/East, etc.).

- [GPS Year 3 Band](#) (zip)
- [GPS Year 3 Strings](#) (zip)

GPS - Primary (Grades 1-3) Vocal

The GPS provide a sequential delivery and assessment of the fundamental skills learned music grades 1 - 3. This year long program provides teachers with a sequential structure for guiding learning, planning for instruction and differentiating instruction. Teacher resources including music, assessment and evaluation charts, audio samples and other supporting documents for the teacher are included.

- [GPS Grade 1 Vocal](#) (zip)
- [GPS Grade 2 Vocal](#) (zip)
- [GPS Grade 3 Vocal](#) (zip)

GPS - Junior (Grades 4-6) Vocal

The GPS provide a sequential delivery and assessment of the fundamental skills learned music grades 4 - 6. This year long program provides teachers

The Recorder

The Recorder is published four times a year. OMEA members are encouraged to contribute articles. All submissions are to be made to either of the Co-Editors Tony Leong or John Phillips. Or download a rate card for advertising rates.

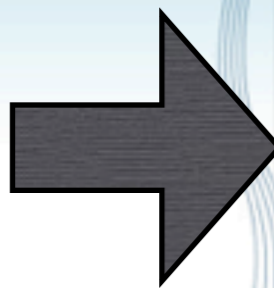
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- [Download rate card](#)

[More info](#)

e-notes

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[View e-notes](#)



GPS - Primary (Grades 1-3) Vocal

The GPS provide a sequential delivery and assessment of the fundamental skills learned music grades 1 - 3. This year long program provides teachers with a sequential structure for guiding learning, planning for instruction and differentiating instruction. Teacher resources including music, assessment and evaluation charts, audio samples and other supporting documents for the teacher are included.

- [GPS Grade 1 Vocal \(zip\)](#)
- [GPS Grade 2 Vocal \(zip\)](#)
- [GPS Grade 3 Vocal \(zip\)](#)

GPS - Junior (Grades 4-6) Vocal

The GPS provide a sequential delivery and assessment of the fundamental skills learned music grades 4 - 6. This year long program provides teachers with a sequential structure for guiding learning, planning for instruction and differentiating instruction. Teacher resources including music, assessment and evaluation charts, audio samples and other supporting documents for the teacher are included.

- [GPS Grade 4 Vocal \(zip\)](#)
- [GPS Grade 5 Vocal \(zip\)](#)
- [GPS Grade 6 Vocal \(zip\)](#)
- [Sample Junior Task Tracking Sheet \(doc\)](#)

GPS - Intermediate (Grades 7-8) Vocal

This vocal program for grade 7 and 8 students focuses on the Critical Analysis Process and Creative Process for students in their learning. This program has students explore their musical choices, understanding and knowledge through creating a playlist that they carefully consider through the perspective that each song can be categorized into one of six categories (*The World in Six Songs* by Daniel Levitin, 2008). These GPS explore in detail the Critical Analysis Process and has students perform and manipulate the songs they select for their playlist.

- [GPS Grade 7 Vocal \(zip\)](#)
- [GPS Grade 8 Vocal \(zip\)](#)
- [Sample Junior Task Tracking Sheet \(doc\)](#)

GPS - Junior (Grades 4-6) Recorder

These recorder tasks have been designed to **work alongside** the junior vocal GPS program. Each task is connected to the Fundamental Concepts for each grade and the grade 4, 5 and 6 vocal tasks. They can be completed alongside the vocal tasks or they can be completed separately. Please look at both sets of tasks before starting your program to help coordinate the tasks for the students. Student/teacher books including music, assessment and evaluation charts, and other supporting documents for the teacher are included.

- [GPS Grade 4 Recorder \(zip\)](#)
- [GPS Grade 5 Recorder \(zip\)](#)
- [GPS Grade 6 Recorder \(zip\)](#)

GPS - Intermediate (Grades 7-8) Recorder

These recorder tasks can **work alongside** the intermediate vocal GPS program or can stand alone as a yearlong recorder program. Each task is set up to build skill level, and introduces elements with increasing levels of difficulty just as in the band and strings program. This is the assessment if done as a year one and year two intermediate recorder program. Student books including music, assessment and evaluation charts, and other supporting documents for the teacher are included.

- [GPS Grade 7 Recorder \(zip\)](#)
- [GPS Grade 8 Recorder \(zip\)](#)

Links

Make it your own

Learn more about
your students!

omea.on.ca

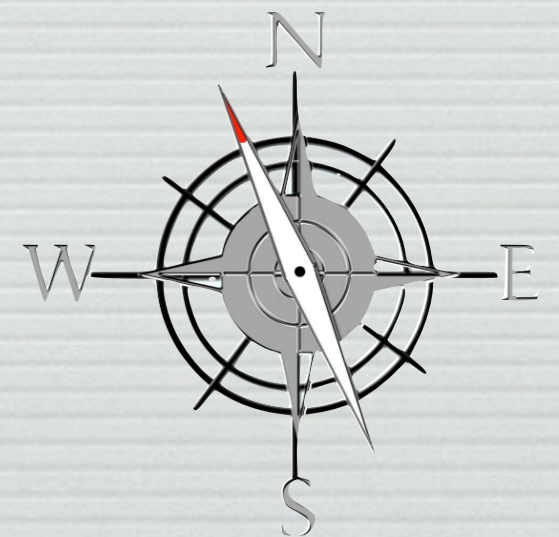


Grade 2 Task 2

Focus: Rhythm (Duration)

Bow Wow Wow

The musical notation is presented on two staves in 4/4 time with a key signature of one sharp (F#). The first staff contains the lyrics "Bow wow wow, Who's dog at thou?" with rhythmic markings above the notes. The second staff contains the lyrics "Lit - tle Tom - my Tuc - ker's dog bow wow wow." with rhythmic markings above the notes. The notes are primarily quarter notes, with some beamed eighth notes and rests.



http://www.omea.on.ca/resources/GPS%20Unzipped/Grade%202%20Vocal/GPS%20Grade%202%20Vocal/Grade_2_Video/Primary%20Grade%202%20Task%202.mov

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods (*e.g., perform a simple three-note melodic ostinato to support a melody*)

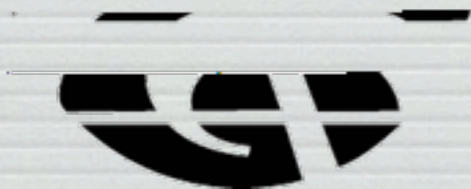
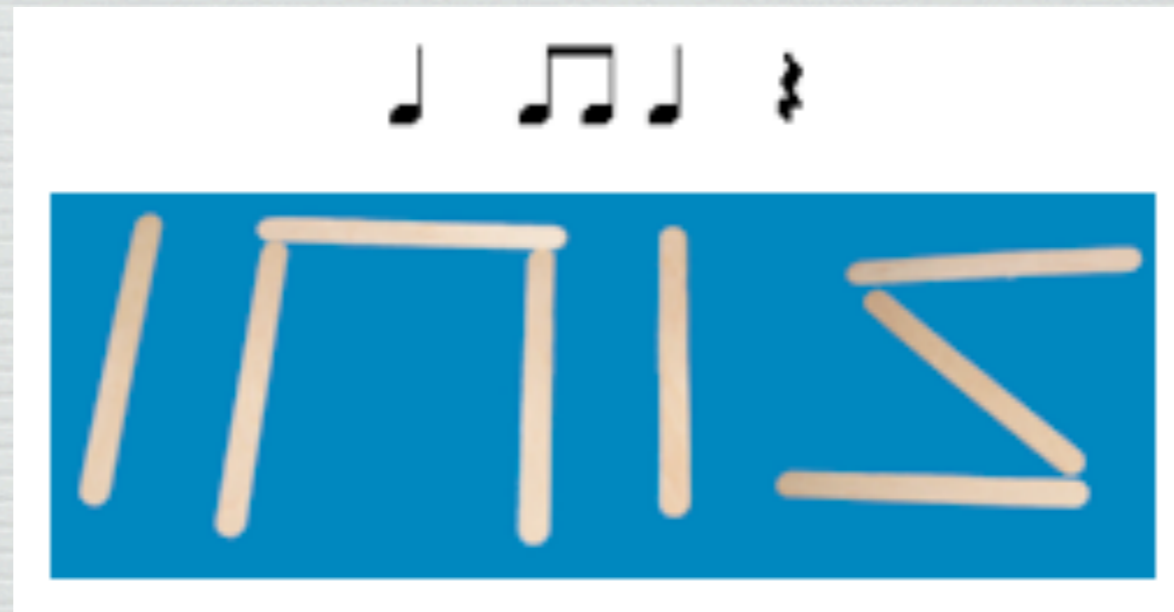
C1.2 apply the elements of music when singing, playing an instrument, and moving (*e.g., pitch: move the body to show how individual pitches go up, go down, or stay the same, and how they connect to form a melody*)

C1.4 use the tools and techniques of musicianship in musical performances (*e.g., use controlled breathing and relaxed but straight posture when singing; show awareness of proper playing technique when playing instruments; match pitches within an accessible vocal range; clap back rhythms accurately while keeping a steady beat*)

Grade 3 Task 3

Focus: Rhythm (Duration)

Learning Goal: Students will demonstrate the ability to identify a rhythm by ear, using ta's (♩), ti-ti's (♪) and ta rests (♫), and use standard notation to represent what they have heard.



[http://www.omea.on.ca/resources/GPS%20Unzipped/
Grade%203%20Vocal/GPS%20Grade%203%20Vocal/
Grade_3_Video/Primary%20Grade%203%20Task
%203.mov](http://www.omea.on.ca/resources/GPS%20Unzipped/Grade%203%20Vocal/GPS%20Grade%203%20Vocal/Grade_3_Video/Primary%20Grade%203%20Task%203.mov)

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C1.5 use symbols to represent sounds and sounds to represent musical symbols (*e.g., match short melody maps with the corresponding phrases in a song; use rhythm syllables such as “ta ti-ti” to represent note values orally*)

Grade 4 Task 1

Focus: Beat

ACTION! In order to be successful with this task, you will need to:

- Listen carefully to the music chosen by your teacher for the underlying beat.
- Work together in a group to pass a rock around the circle using cups.
- Move the cups to the beat by placing your cup down on top the rock for the first beat then sliding them over to the next person for the second beat, lifting cups up on the third beat and start the pattern again even when you don't have a rock to pass.
- The rock should only be moved to the next person on a beat.
- Keep the movement steady and consistent, try not to miss a beat when you are passing.



[http://www.omea.on.ca/resources/GPS%20Unzipped/
Grade%204%20Vocal/GPS%20Grade%204%20Vocal/
Junior%20Grade%204-6%20task%201.mov](http://www.omea.on.ca/resources/GPS%20Unzipped/Grade%204%20Vocal/GPS%20Grade%204%20Vocal/Junior%20Grade%204-6%20task%201.mov)

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C1.4 use the tools and techniques of musicianship in musical performances (*e.g., use controlled breathing and relaxed but straight posture when singing; show awareness of proper playing technique when playing instruments; match pitches within an accessible vocal range; clap back rhythms accurately while keeping a steady beat*)

Grade 4 Task 8

Focus: Pitch

MINDS ON! What is a melody? How do people learn to sing the same notes at the same time? Songs are made up of a series of sounds or pitches and silences that are put in an order that the composer likes or wants to hear. Melodies can move up and/or down in pitch. We will use string to create a graphic representation of what the pitch is doing in a song. Can you hear when the notes move up and when they move down? Try showing the sound movements using a piece of string.

ACTION! In order to be successful with this task, you will need to:

- Learn to sing "Old MacDonald" with the class.
- Listen carefully to hear if the pitches in the song go up or come down.
- Use a piece of string to show the movement of the sound.
- Can you make it match the contour of the sound?

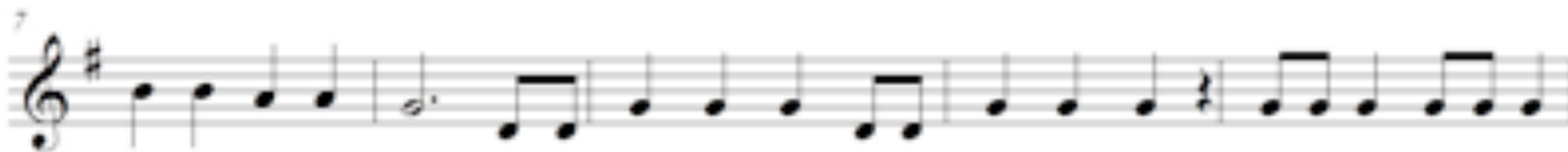


Old MacDonald Had a Farm

Traditional



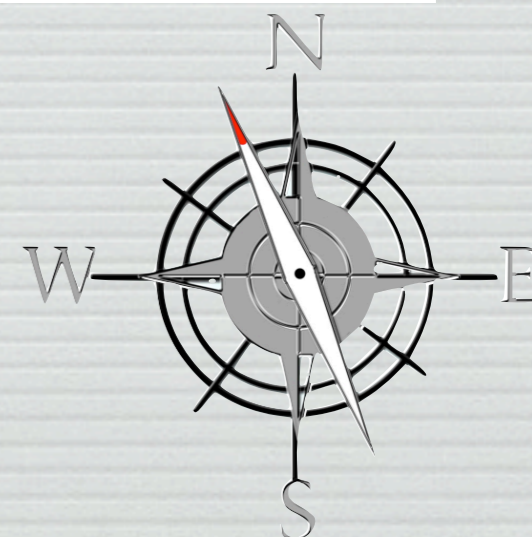
Old Mac-Donald had a farm, E - I - E - I - O! And on his farm he had a cow,



E - I - E - I - O! With a moo moo here, and a moo moo there, Here a moo, there a moo,



eve - ry - where a moo moo. Old Mac-Don-ald had a farm, E - I - E - I - O!



melody map/melodic contour. A graphic representation that illustrates the movement (rise and fall) of a melodic line. Also called pitch contour.



[http://www.omea.on.ca/resources/GPS%20Unzipped/
Grade%204%20Vocal/GPS%20Grade%204%20Vocal/
Junior%20Grade%204%20Task%208.mov](http://www.omea.on.ca/resources/GPS%20Unzipped/Grade%204%20Vocal/GPS%20Grade%204%20Vocal/Junior%20Grade%204%20Task%208.mov)

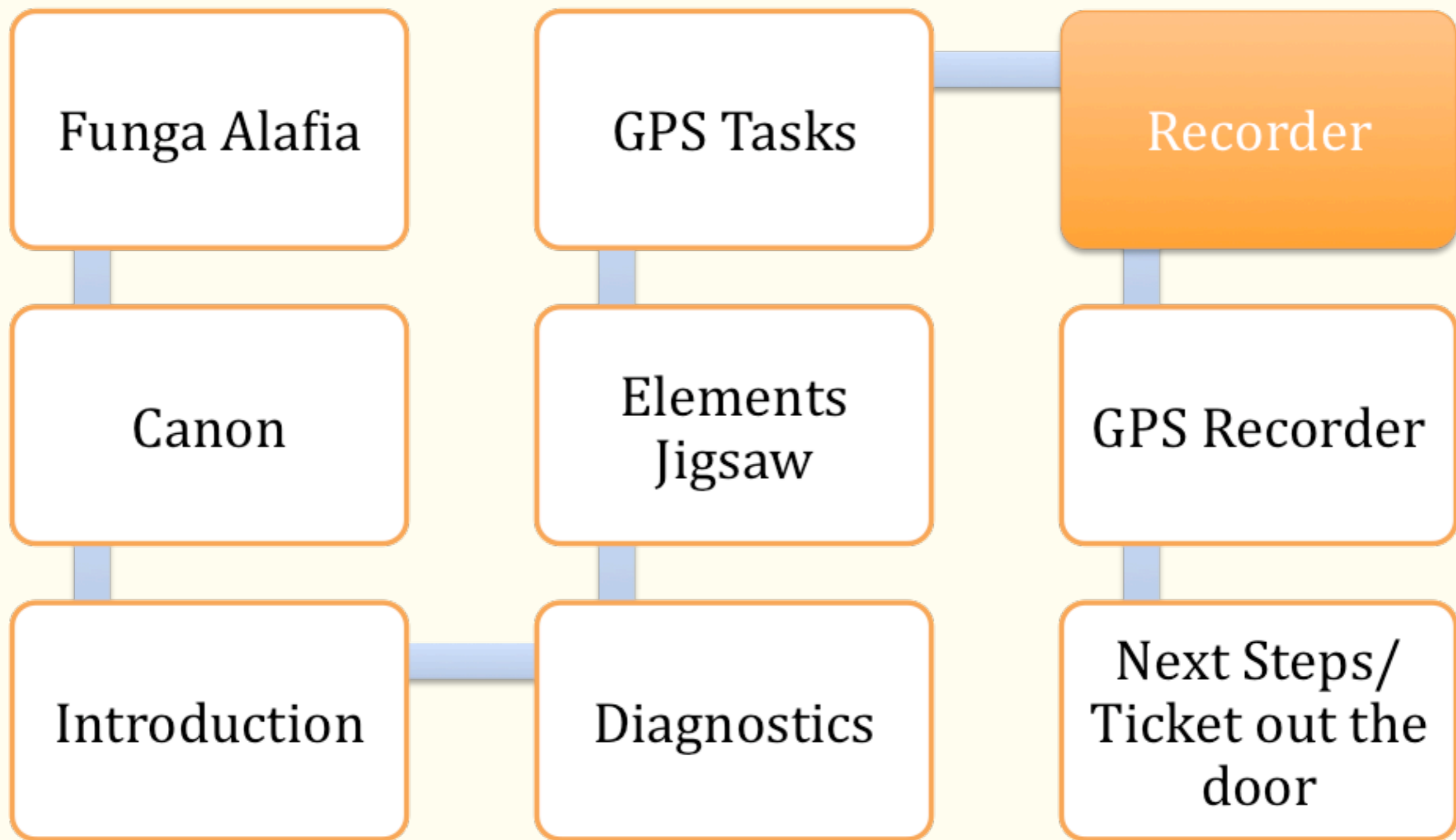
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Note Name
C₅



Fingering
T-1-|-----



Note Name
B₄



Fingering
T 1--|-----



Note Name
A₄



Fingering
T 12-|-----



Note Name
G₄



Fingering
T 123|-----



Note Name
F₄



Fingering
T 123|1-34



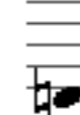
Note Name
E₄



Fingering
T 123|12--



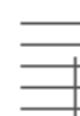
Note Name
D₄



Fingering
T 123|123-



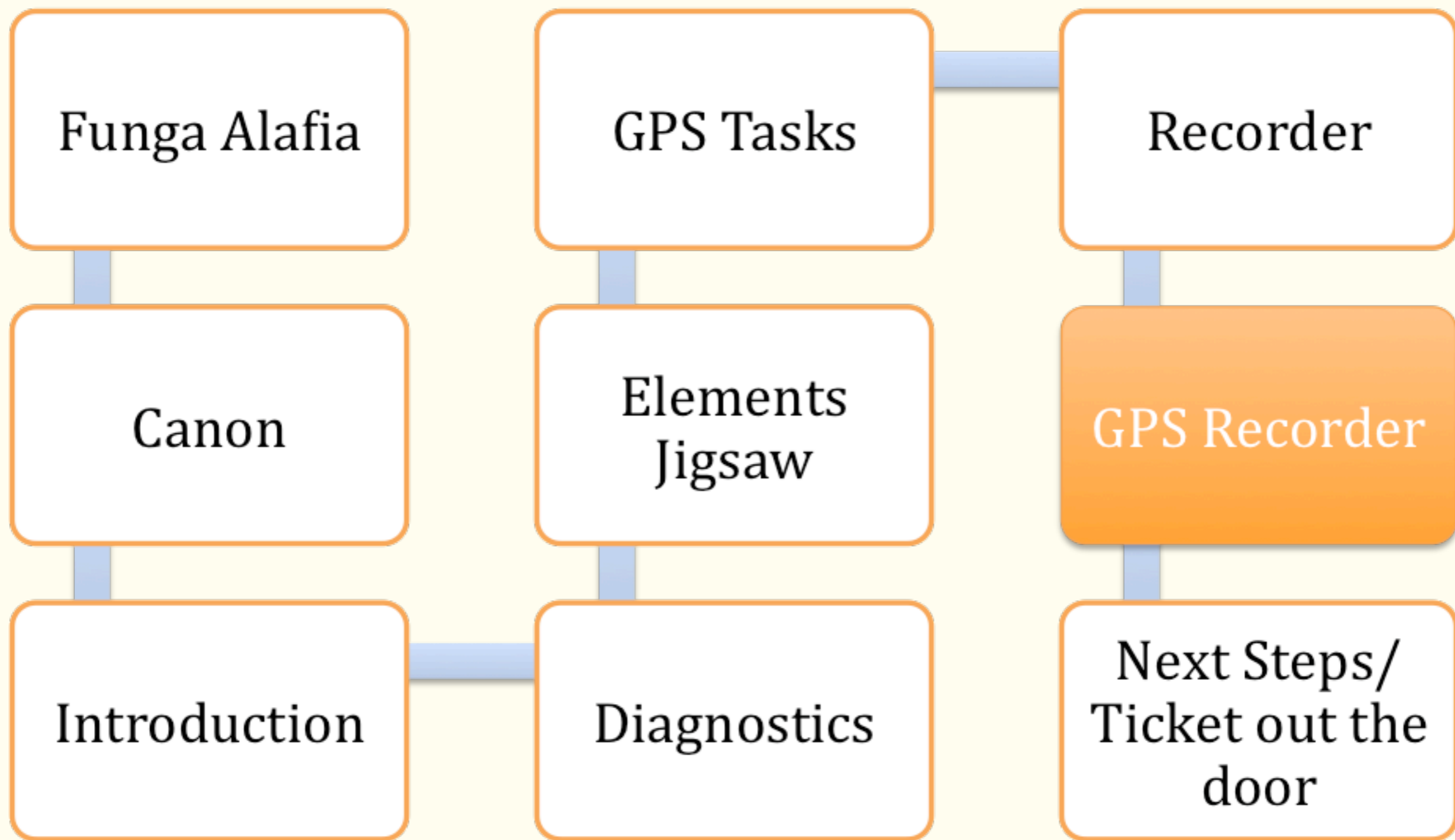
Note Name
C₄



Fingering
T 123|1234



[www.8notes.com/
recorder/fingering](http://www.8notes.com/recorder/fingering)



Funga Alafia

GPS Tasks

Recorder

Canon

Elements
Jigsaw

GPS Recorder

Introduction

Diagnostics

Next Steps/
Ticket out the
door

Grade 4 GPS Recorder

Work Through the first 5 tasks individually or with a partner

- Keep The Beat!
- Create A Rhythm!
- Hot Cross Buns
- Let's Put It Together
- Tempo! How Fast?

*J'entends le moulin - tique-tique-taque,
J'entends le moulin - taque,
I hear the windmill - tika-tika-taka,
I hear the windmill - taka,*

Melody - Voice / SR / AG



Counter Melody - SR / SG



Part 1 - AX



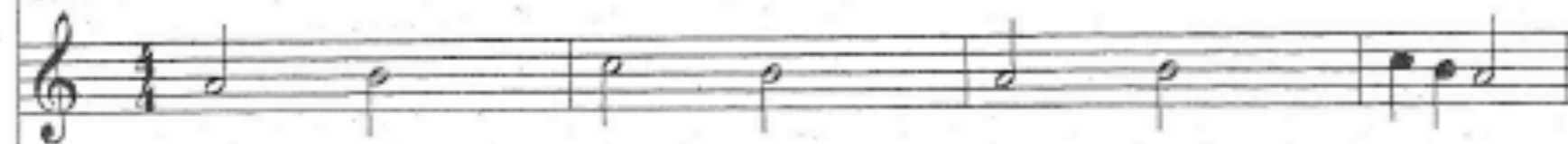
Part 2 - AX



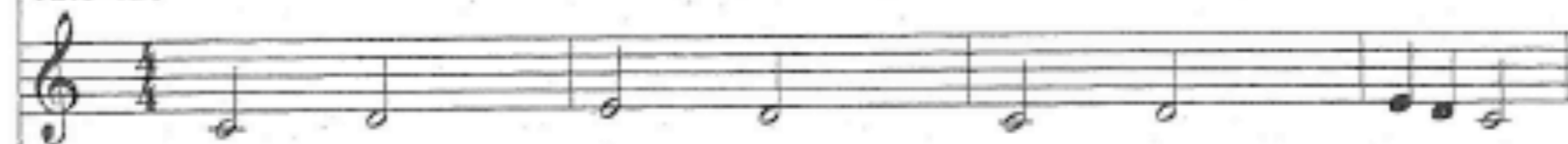
Part 3 - SX



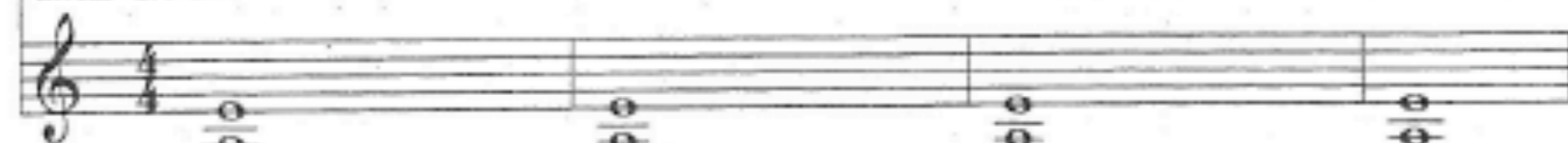
Part 4 - SM

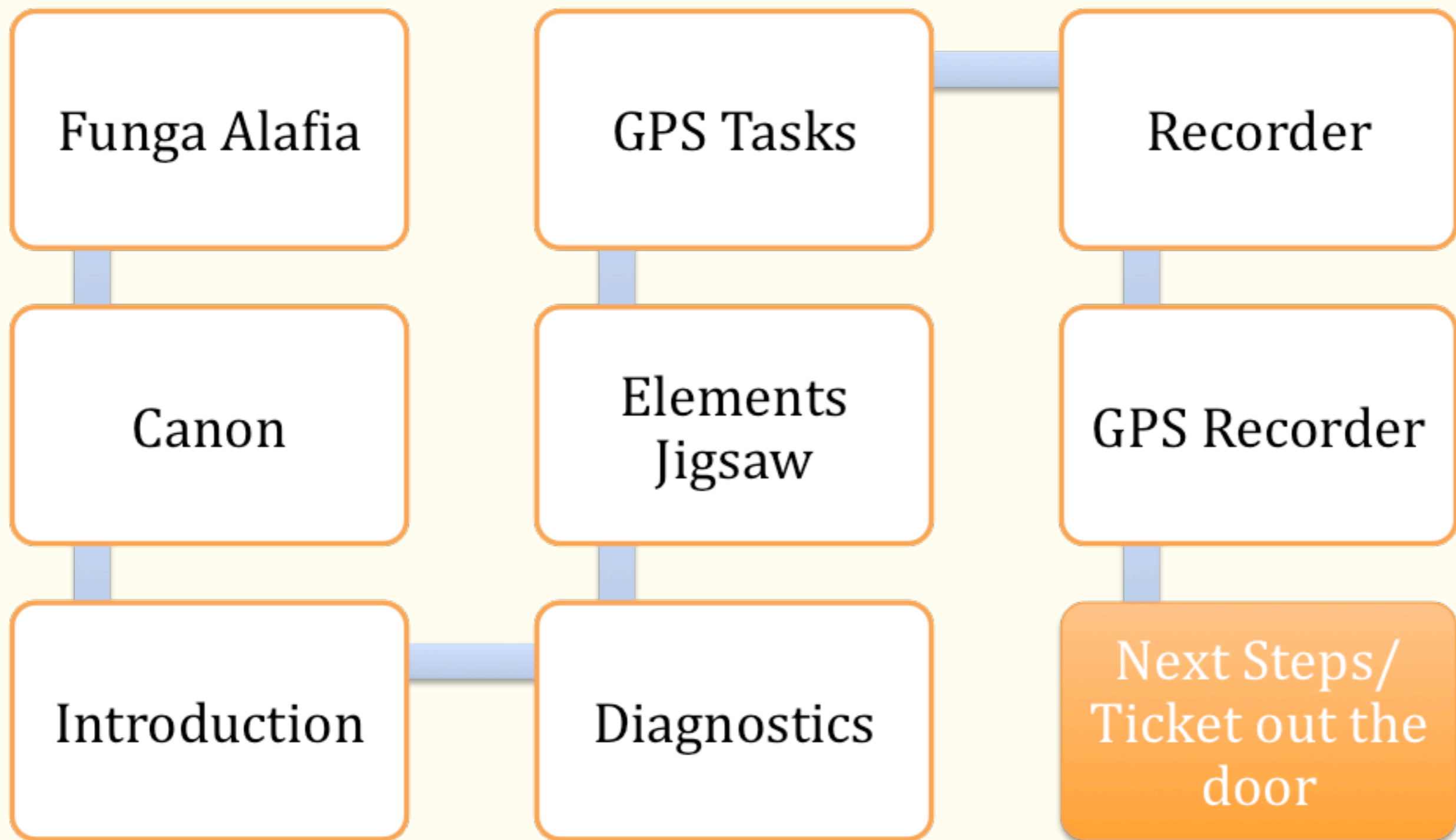


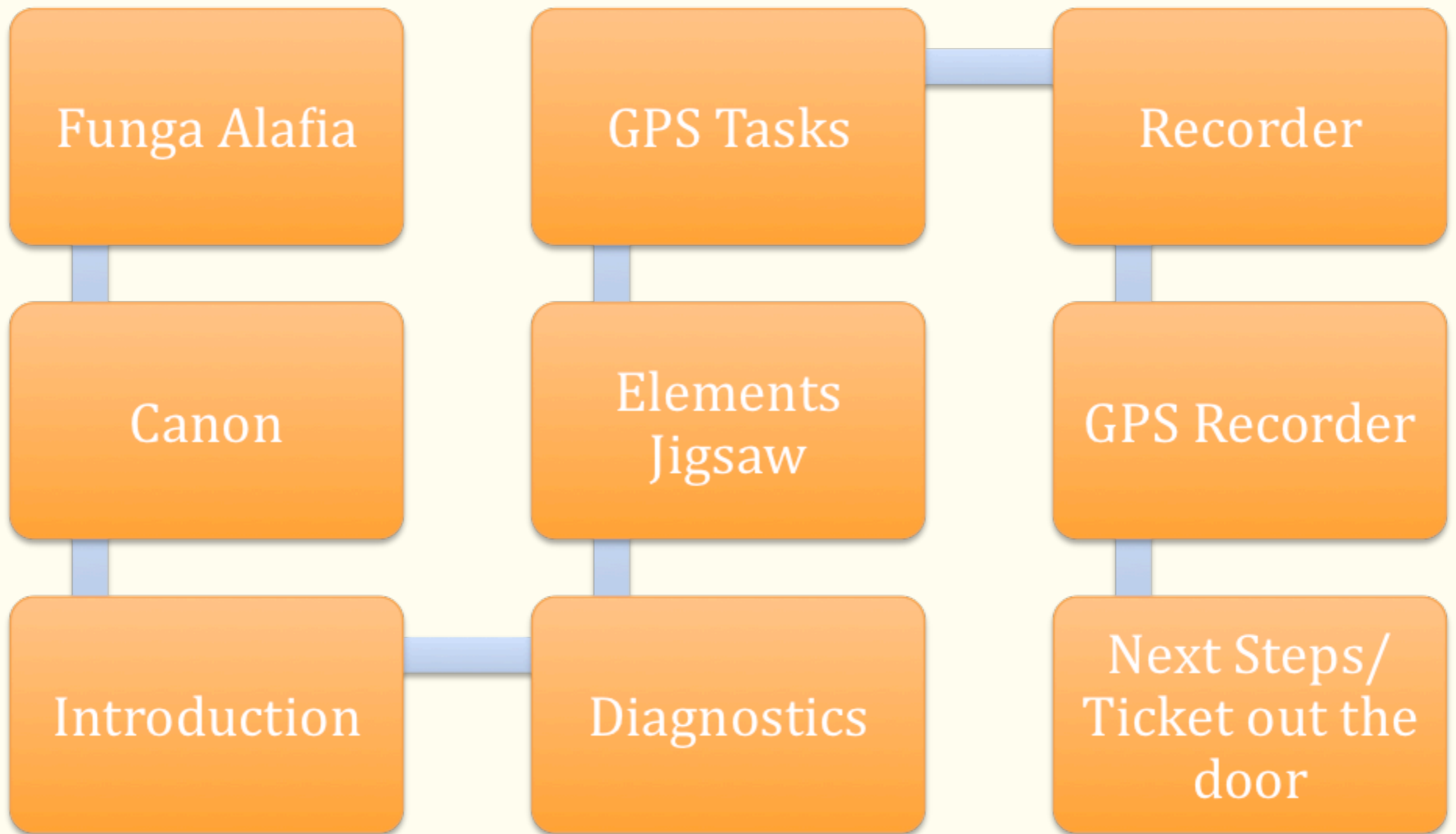
Part 5 - AM



Chordal - BM / BX







Funga Alafia

Canon

Introduction

GPS Tasks

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Jigsaw

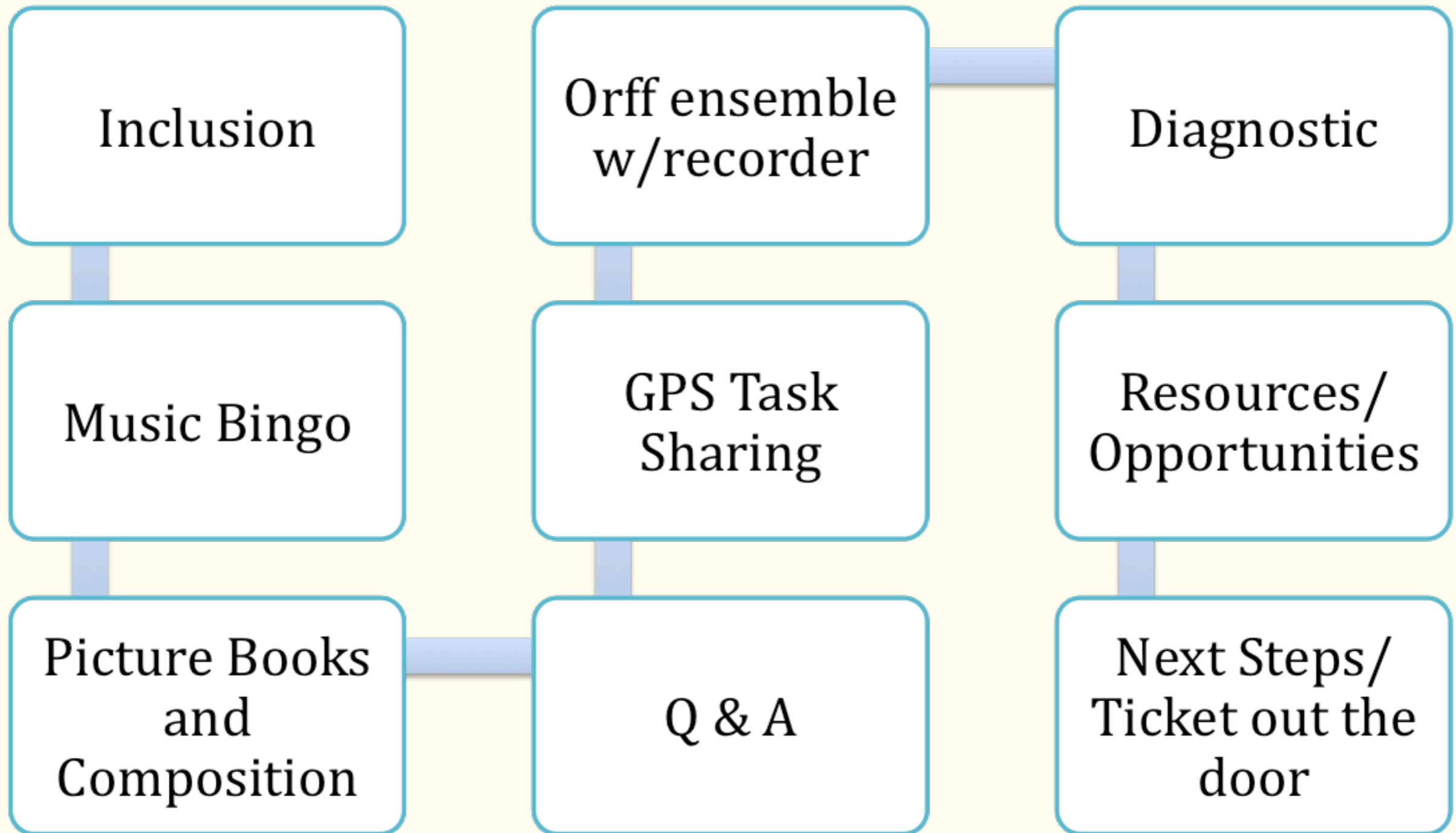
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Recorder

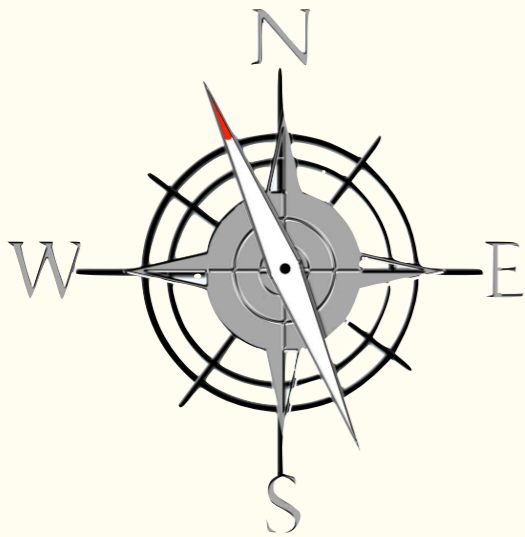
GPS Recorder

Next Steps/
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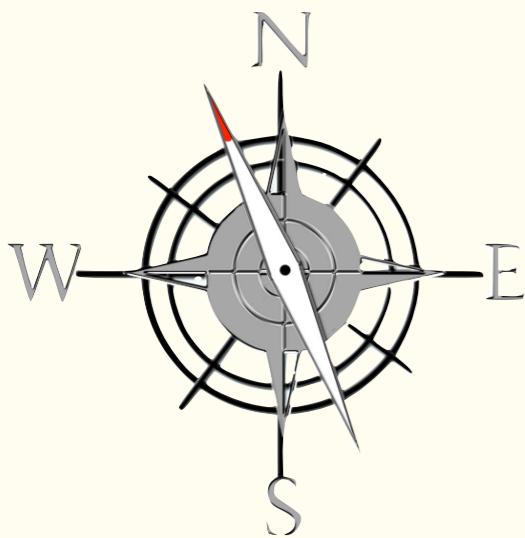
January 12th



Please Bring..



Vocal



Recorder



Please read/practise

The Library and Literacy Specialist May 2009

WHAT WORKS? Research into Practice

Research-into-practice notes produced by a partnership between The Library and Literacy Specialist and the Ontario Association of Directors of Education

Research Monograph # 59

How can musical activities enhance early literacy development?

Research Tells Us

- Musical activities that strengthen phonological awareness build word recognition and decoding skills.
- Students who obtain higher scores on phonological awareness tests score higher on early literacy tests.
- Practise and when using your voice as the teacher, musical activities and the explicit nature of your students' scores on reading and writing tests.

DR. JONATHAN BAKER is a Bachelor of Music and a Master of Fine Arts in Education from the University of Toronto, as well as a Doctorate of Music Education from the University of Toronto. He currently teaches in the Faculty of Education at the University of Toronto and is a member of the Ontario Association of Directors of Education.

DR. CAROL FLORES is a Bachelor of Music and a Master of Fine Arts in Education from the University of Toronto. She currently teaches in the Faculty of Education at the University of Toronto.

Placing Music at the Centre of Literacy Instruction

By Dr. Jonathan Baker and Dr. Carol Flores
Faculty of Education
University of Toronto

Overture

From the time they were preschool, all children have musical knowledge... they have preferences for certain kinds of music, some songs that they can sing and a basic understanding of rhythm and melody. We only do musical activities with three-year-olds, but there is also emerging evidence which suggests that they can be a complementary and powerful support for literacy instruction.^{1,2} Through musical activities, young learners are encouraged to focus their attention on various aspects of the sound structure of language which helps them to improve their listening skills and to develop phonological and morphological skills. In the process, they acquire learning strategies that help them to learn various languages.

This monograph begins with a survey of research which suggests that musical activities promote the development of auditory perception and phonological awareness as well as morphological and morphological skills. It then presents four pedagogical interventions. By way of conclusion, it re-emphasizes the importance of musical activities and music education in schools.

Research on Music and Literacy

The earliest research on music and literacy dates back to the 1950s.^{3,4} Although there has been some interest in this field in the decades since then, research really began to develop in the 1990s. We review this literature below, highlighting six empirical studies which indicate that music has a positive effect on the development of the skills needed for phonological awareness, the recognition and decoding of words and the development of writing strategies.

This research shows that music education provides a rich context for learning to read and write. The government should invest in music education, music, music education and music education in public schools, a commitment to music education that is worthy of the investment.

reach every student

Ontario

*J'entends le moulin - tique-tique-taque,
J'entends le moulin - taque,
I hear the windmill - tika-tika-taka,
I hear the windmill - taka,*

Melody - Voice / SR / AG

Counter Melody - SR / SO

Part 1 - AX

Part 2 - AX

Part 3 - SX

Part 4 - SM

Part 5 - AM

Bass - BN / BX

On Website

