

Page County Schools Curriculum Pacing Guide

2011-2012

Time/Frame	Unit/SOLs	SOL#	Core Correlation	Resources	Assessment
First Semester	The student will sing with a clear tone quality.	4.1	Eng. 4.1.2.3.4.5.6	Various	Oral Questions Teacher Observations Written Assignments
	The student will respond to music with movement.	4.3			
	The student will identify and explain extended examples of AB and ABA form.	4.6	Eng. 4.1,2 Math 4.21,22		
	The student will recognize dynamic markings and interpret them in performance.	4.7	Eng. 4.1,2		
	The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.	4.8	Eng. 4.1,2,3,4 Sci. 4.2,8		
	The student will identify the function of the top and bottom number of a meter signature involving 2,3, and 4 beats.	4.9	Eng. 4.1,2		
	The student will distinguish between major and minor tonality.	4.10	Eng. 4.1,2 Sci. 4.1,2		
	The student will use music terminology to describe various styles of music.	4.11	Eng. 4.1,2,7,8,9		
	The student will exhibit respect for self and others in a music setting.	4.12			
	The student will demonstrate an understanding of the relationship between music and other disciplines.	4.13	Eng.4.1,2,3,4,5,6,7,8,9 Math 4.1,3,7,21,22 Sci. 4.1,2,8 Soc. Sci. 4.1,2,3,4,5,6,7		

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Second Semester	The student will notate and perform melodies and rhythm patterns from the treble staff using traditional notation.	4.2	Math 4.1,7,21,22	Various	Oral Questions Teacher Observations Written Assignments
	The student will play I, IV, V7 chords to accompany a melody.	4.4			
	The student will employ creativity in a variety of music experiences.	4.5	Eng. 4.1,2,3,4,5,6,7		