**BUDGET OF WORK IN MUSIC 2**

**1ST TO 4TH GRADING**

***FIRST GRADING***

At the end of the First Grading Period, \_\_\_\_ out of \_\_\_\_ pupils have acquired the following skills and abilities w/ 75 proficiency.

|  |  |  |
| --- | --- | --- |
| Objectives | Number of days | |
| Target | Actual |
| 1. **Rhythm** 2. Sound and Silence 3. Associates visual images with sound and silence within a rhythmic pattern 4. Steady Beats (ostinato) 5. Claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm    1. In groups of 2s    2. In groups of 3s    3. In groups of 4s 6. Simple Rhythmic Patterns 7. Imitates and replicates a simple series of rhythmic sounds (i.e. echo clapping) 8. Creates simple ostinato patterns in groupings of 2s,3s, and 4s through body movements 9. Writes stick notation on the board to represent the sound heard 10. Claps the written notation to show steady beats     1. Divides the notation into measures by 2s, 3s, and 4s to show rhythmic patterns 11. Plays simple ostinato patterns on classroom instruments or other sound sources e.g.     1. sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes etc. 12. **Melody** 13. Pitch 14. Identifies the pitch of tones as     1. High     2. Low     3. Higher     4. Lower 15. Responds to pitch range of tones through body movements, singing, and playing sources of sounds 16. Demonstrates high and low tones through singing or playing musical instruments | 1  1  1  1  1  1  1  1  1  1 |  |

***SECOND GRADING***

At the end of the SecondGrading Period, \_\_\_\_ out of \_\_\_\_ pupils have acquired the following skills and abilities w/ 75 proficiency.

|  |  |  |
| --- | --- | --- |
| Objectives | Number of days | |
| Target | Actual |
| 1. **Simple Melodic Contour** 2. Sings with correct pitch using 3. Rote songs 4. Echo songs 5. Simple children’s melodies 6. Illustrates the melodic contour with movement 7. Illustrates the melodic contour through 8. Body staff 9. Writing the melodic line 10. On the air 11. Line notation 12. Associates melodic patterns to visual imagery 13. Echoes/recreates simple melodic patterns 14. Responds to pitch range of tones through body movements, singing, and playing sources of sounds 15. Demonstrates high and low tones through singing or playing musical instruments 16. **Form** 17. Musical Lines 18. Identifies musical lines as     1. similar     2. dissimilar     3. through movements and geometric shapes or objects 19. Beginnings and Endings in Music 20. Demonstrates the beginning and ending of a song through movements and sounds (instrumental and vocal) 21. Repeats in Music 22. Indicates repeated musical passages through movements 23. Echoes repetitions of musical lines. | 1  1  1  1  1  1  1  1  1  1 |  |

***THIRD GRADING***

At the end of the Third Grading Period, \_\_\_\_ out of \_\_\_\_ pupils have acquired the following skills and abilities w/ 75 proficiency.

|  |  |  |
| --- | --- | --- |
| Objectives | Number of days | |
| Target | Actual |
| 1. **Timbre** 2. Introduction to Voice Production 3. Sings a song using appropriate breath control 4. Differentiation in Sound Quality 5. Identifies the source of sounds e.g. wind, waves, swaying of the trees, animal sounds, sounds produced by machines, transportation, etc. 6. Introduction to Musical Instruments 7. Replicates different sources of sounds and associate them with body movements 8. Identifies the common musical instruments by their sounds and image 9. Recognizes the difference between speaking and talking 10. Responds to differences in sound quality coming from a variety of sound sources 11. Sings with pleasing vocal quality on pitch 12. **Dynamics** 13. Sound Volume 14. Distinction Between Loudness and Softness in Music     1. Distinguishes between- loud II and – soft II in music     2. Distinguishes between – louder II and –softer II in music     3. Distinguishes- loud II – medium II and – soft II in recorded music     4. Replicates – loud II- medium II and – soft II vocally or with instruments     5. Interprets through body movements the dynamics of a song        1. small movement- soft        2. medium movement – medium        3. big movement- loud     6. Associates movements of animals to dynamics e.g.   Elephant walk- loud  Man walking- medium  Tiny steps of a dwarf- soft   * 1. Uses the terms loud, louder, soft, softer- to identify volume variations | 1  1  1  1  1  1  1  1  1  1 |  |

***FOURTH GRADING***

At the end of the Fourth Grading Period, \_\_\_\_ out of \_\_\_\_ pupils have acquired the following skills and abilities w/ 75 proficiency.

|  |  |  |
| --- | --- | --- |
| Objectives | Number of days | |
| Target | Actual |
| 1. **TEMPO** 2. Sound Speed 3. Distinction Between Fastness and Slowness in Music    1. Distinguishes- slow II- slower II- fast II and – faster II in recorded music    2. Replicates- slow II- slower II- fast II and – faster II vocally or with instruments    3. Correlates tempo changes with movements    4. Responds to tempo variations with movement or dance       1. slow movement with slow music       2. fast movement with fast music    5. Mimics animal movements       1. horse- fast       2. man walking- moderate       3. carabao- slow   1.6 Responds to the correct tempo of a song as guided by the hand signal of the teacher  e.g The teacher’s slow hand movement means ‘slow” while fast hand movement means “ fast”.   1. **TEXTURE** 2. Musical Layering 3. Distinction Between Thin and Thick in Music    1. Identifies musical density using recorded music   e.g.  1.1.1 music with layered orchestration versus music with single instrument accompaniments  1.2 Shows awareness of texture by correlating visual images to music  1.3 Distinguishes between single musical line and multiple musical lines which occur simultaneously  1.4 Distinguishes between thinness and thickness of musical sound through layering of sound | 1  1  1  1  1  1  1  1  1  1 |  |