

Southeast Delco School District  
Continuity of Education and Planned Instruction  
May 11<sup>th</sup> – May 15<sup>th</sup>

<b>Special:</b> Music
<b>Teachers:</b> Mr. Angelucci, Mrs. Manko-Morgan, Mr. Scholl, Mrs. Sprague,
<b>Grade:</b> 1
<b>Resources:</b> Music and Art, Singing alone or with your family. Technology
<p style="text-align: center;"><b>Project:</b></p> <p>1) See the attached work sheet to color in the picture and proceed to YouTube <a href="https://www.youtube.com/watch?v=9dN4A0TvMSk">https://www.youtube.com/watch?v=9dN4A0TvMSk</a> Here you will find the song “Alouette” and the words in French and English. You can color in the worksheet as you listen to this classic melody. Try singing the song. If you have difficulty pronouncing the words concentrate on matching your voice to the melody of the song using the syllable “La”.</p> <p>2) <b>Identifying instruments.</b> Watch and listen to this video. <a href="https://www.youtube.com/watch?v=aY_JqmBlSCE">https://www.youtube.com/watch?v=aY_JqmBlSCE</a> . Listen to the sounds of each instrument and how the instruments of each family are alike. Do this a few times When you are done play this game. <a href="http://www.musicgames.net/livegames/orchestra/orchestra2.htm">http://www.musicgames.net/livegames/orchestra/orchestra2.htm</a> Try and Identify which instrument is playing. Each time you answer correctly the instrument will pop up and be performed by an orchestra member. When all the instruments have been identified you will hear a portion of Mozart’s “Magic Flute”.</p> <p>3) Continue to sing along to one of your favorite songs. It can be from a Disney movie or just try singing your alphabet and numbers. A good song to try is Moana “How far I’ll go” <a href="https://www.youtube.com/watch?v=i66p0_wZ9F0">https://www.youtube.com/watch?v=i66p0_wZ9F0</a></p> <p>At the conclusion of each music class think of how the last few weeks have made you feel and write those words down. Now try singing them, you can even sing those words to melody of our song “Alouette” or any song you like (ex. Change the words to “Alouette” or “Row your boat” and use words that describe how you feel). Remember when singing to sit or stand up straight, chest out and shoulders back. Try and remember the good posture and breathing we have covered in class. Listen to the music, the melody being sung and match your voice ☺</p> <p>We will end all our Music activities with a short Music and Mediation activity.</p>

## Music Meditation

Here are a few quick and easy ideas to get you started. Students can...

- close their eyes and count their breaths for a specified amount of time.
- close their eyes and go to the most peaceful place they can imagine.
- spend time focusing solely on the sounds they hear in their environment.
- imagine that peace and calm enters their body with every breath, while stress and anxiety are released on each exhale.
- pay particular attention to any stress or tension in specific body locations (neck, shoulders, legs, etc.) while intentionally releasing that tension.
- Incorporate family members by having one guide students to breathe in and out with a certain number of counts on each inhale and exhale.
- You can look up music and meditation for children on Youtube to have accompanying music but it is not necessary to have music. You can also use music you have already have that you find beneficial

Some sites are [https://www.youtube.com/watch?v=Bk\\_gU7l-fcU](https://www.youtube.com/watch?v=Bk_gU7l-fcU)

(no music but guided narration throughout)

<https://www.youtube.com/watch?v=5HrkXT5Bc9E>

(music based)

<https://www.youtube.com/watch?v=pd4j9osCNT4>

(music based)

Remember that your mindfulness and meditation activity can be as short or as long as you'd like. Even if you only have ONE minute after lunch or before bedtime or in the morning; it is beneficial to use that one minute purposefully. Students should close their eyes, count their breaths, be mindful of the sounds in the environment, or take themselves to a relaxing destination. If one minute can make a difference, imagine what 10 minutes each day might do?

If you have any questions, please contact your school music teacher:

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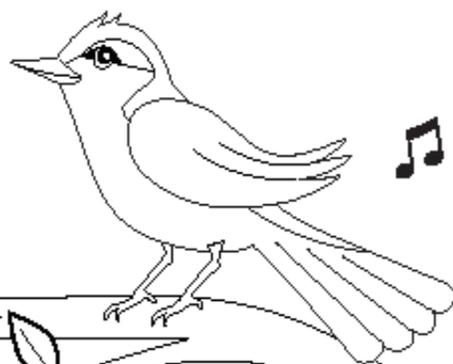
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# Alouette



Alouette, gentille Alouette  
Alouette je te plumerai.  
Je te plumerai la tête,  
Je te plumerai la tête,  
Et la tête, Et la tête!  
Alouette, Alouette!  
A-a-a-a-ah!



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May 11<sup>th</sup> – May 15<sup>th</sup>

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**Teachers:** Mr. Angelucci, Mrs. Manko-Morgan, Mr. Scholl, Mrs. Sprague,

**Grade:** 2

**Resources:** Music and Art, Singing alone or with your family. Technology

- 1) Use this video/ site to review rhythmic notation. You can fast forward to 5:24 of the video to review all the string families and their instruments.  
<https://www.youtube.com/watch?v=0A6XwFWD-z0&t=247s>. This is also another excellent video showing pictures of the instruments, their families and sounds  
<https://www.youtube.com/watch?v=YvJDEHlisGM>
  
- 2) When you are done watching and listening to these videos engage in this instrument recognition game (remember use Firefox or Chrome for your browser).  
<http://www.musicgames.net/livegames/orchestra/orchestra2.htm>  
Try and Identify which instrument is playing. Each time you answer correctly the instrument will pop up and be performed by an orchestra member. When all the instruments have been identified you will hear a portion of Mozart's "Magic Flute". Try as many times as you want!
  
- 3) Continue to sing some of your favorite songs. It can be from a Disney movie or just try singing your alphabet and numbers.  
Remember when singing to sit or stand up straight, chest out and shoulders back. Try and remember the good posture and breathing we have covered in class. Listen to the music, the melody being sung or performed and match your voice 😊  
Attempt the song "Happier" using proper technique and breathing (link for Happier below)  
<https://www.youtube.com/watch?v=8mtbGedn1V4>

We will end all our Music activities with a short Music and Meditation activity.

Music Meditation:

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(no music but guided narration throughout)

<https://www.youtube.com/watch?v=5HrkXT5Bc9E>

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<https://www.youtube.com/watch?v=pd4j9osCNT4>

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Remember that your mindfulness and meditation activity can be as short or as long as you'd like. Even if you only have ONE minute after lunch or before bedtime or in the morning; it is beneficial to use that one minute purposefully. Students should close their eyes, count their breaths, be mindful of the sounds in the environment, or take themselves to a relaxing destination. If one minute can make a difference, imagine what 10 minutes each day might do?

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May 11<sup>th</sup>- May15th

**Special:** Music

**Teachers:** Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague

**Grade:** 3

**Resources:** Websites listed in activity

**Project**

- 1) Go to the website <https://www.khanacademy.org>
- 2) Click on "Courses" in the upper left hand corner.
- 3) Click on "Arts and Humanities" in the list of courses offered.
- 4) Scroll down the list and click on "Music."
- 5) Click on "Instruments of the Orchestra."

Week one is all about the instruments in the String family. There are five videos that you will watch and reflect upon: harp, violin, viola, cello, and bass. Each video is between 5 and 14 minutes long. You will see various demonstrations of the instruments being played alone, and with the orchestra. You will also hear from amazing musicians that play them.

For each of the five instruments in the string family, list at least 3 facts about the instrument. At the end of the week you should have 15 facts about the string family. Once you have listened to each instrument, watched how it was played, and heard some facts about the instrument itself, which instrument would you choose to play out of the five, and why? What makes you want to play that instrument over the others?

The next two activities are an expansion of the lesson and not required:

- 1.) Go to [www.classicsforkids.com](http://www.classicsforkids.com)

Go to Games and click on "Open Instruments of the Orchestra." Here you will see the instruments are arranged in the orchestra. Click on the section of the string family, and see where they sit in the orchestra.

2.) Go to <https://listeningadventures.carnegiehall.org/index.aspx>

This is a fun game that will reinforce the instrument families and the instruments in each. You will take an adventure on a musical safari while hearing the piece *Young Person's Guide to the Orchestra* by Benjamin Britten. You will need to set up a username and password so that you can continue the game throughout the weeks, without having to restart each and every time.

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**Special:** Music

**Teachers:** Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague

**Grade:** 4

**Resources:** Websites provided in activity

**Project:**

- 1) Go to the website <https://www.khanacademy.org>
- 2) Click on "Courses" in the upper left hand corner.
- 3) Click on "Arts and Humanities" in the list of courses offered.
- 4) Scroll down the list and click on "Music."
- 5) Click on "Notes and Rhythm."
- 6) Once "Notes and Rhythm" have been viewed, click on "Reading Music."

Week one is all the basics of musical notation and how it is placed and read on the staff.

In Lesson 1 of Notes and Rhythm, you will review note values, duration, and time signatures.

In Lesson 1 of Reading Music, you will learn about the staff, names of notes, and the clef.

At the end of each lesson, write out one thing you understand, and one thing you need a little more clarification on and submit it to your teacher. We will get back to you on the area that needs some clarification.

To help put it all together, here are some great games/activities that will help solidify the concepts of the first two lessons of musical notation:

[www.musictechteacher.com](http://www.musictechteacher.com)

\*Click on Lessons/Quizzes and select games from under "Quizzes-Music Notes" and "Quizzes-Rhythm" and go over concepts learned.

<https://classicsforkids.com>

\*Click on the Games tab

There are three activities that will help with the material that was gone over in Khan Academy: "Play Note Names," "Match the Rhythm," and "Compose your Own Music."

Have fun. Be Musical. Enjoy creating!

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<b>Special:</b> Music
<b>Teachers:</b> Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague
<b>Grade:</b> 5
<b>Resources:</b> computer/internet/classicsforkids.com
<p>You will use the website <a href="http://www.classicsforkids.com">www.classicsforkids.com</a> to complete the assignment. Scroll down to the bottom of the home page. Under the category “play”, click on the link “instruments of the orchestra”.</p>
<b><u>Project:</u></b>
<p>On the “Instruments of the Orchestra” page, click the top link “Open Instruments of The Orchestra” and explore the orchestra. The orchestra is made up of four instrument families: strings, brass, woodwinds, and percussion. Click on each section/family of the orchestra to learn more about the instruments. Then complete the worksheet.</p> <p>If you have any questions, please contact your school music teacher:</p> <p>Sharon Hill School: Mr. Angelucci      <a href="mailto:jangelucci@sedelco.org">jangelucci@sedelco.org</a> Darby Township School: Ms. Manko-Morgan      <a href="mailto:cmankomorgan@sedelco.org">cmankomorgan@sedelco.org</a> Harris School: Mr. Scholl      <a href="mailto:jscholl@sedelco.org">jscholl@sedelco.org</a> Delcroft School: Mrs. Sprague      <a href="mailto:esprague@sedelco.org">esprague@sedelco.org</a></p>

Name \_\_\_\_\_

Instruments of the Orchestra  
www.classicsforkids.com

1. Strings:

2. Woodwinds:

3. Brass:

4. Percussion:

5. What does the conductor do?

6. List one instrument from each family:

a. Strings –

b. Woodwinds –

c. Brass –

d. Percussion

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<b>Special:</b> Music
<b>Teachers:</b> Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague
<b>Grade:</b> 6
<p style="text-align: center;"><b>Resources:</b> computer/internet/classicsforkids.com</p> <p>You will use the website <a href="http://www.classicsforkids.com">www.classicsforkids.com</a> to complete the assignment. Scroll down to the bottom of the home page. Under the category “play”, click on the link “instruments of the orchestra”.</p>
<p style="text-align: center;"><b><u>Project:</u></b></p> <p>On the “Instruments of the Orchestra” page, click the top link “Open Instruments of The Orchestra” and explore the orchestra. The orchestra is made up of four instrument families: strings, brass, woodwinds, and percussion. Click on each section/family of the orchestra to learn more about the instruments. Then complete the worksheet.</p> <p>If you have any questions, please contact your school music teacher:</p> <p>Sharon Hill School: Mr. Angelucci      <a href="mailto:jangelucci@sedelco.org">jangelucci@sedelco.org</a> Darby Township School: Ms. Manko-Morgan      <a href="mailto:cmankomorgan@sedelco.org">cmankomorgan@sedelco.org</a> Harris School: Mr. Scholl      <a href="mailto:jscholl@sedelco.org">jscholl@sedelco.org</a> Delcroft School: Mrs. Sprague      <a href="mailto:esprague@sedelco.org">esprague@sedelco.org</a></p>

Name \_\_\_\_\_

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**Special:**  
Music

**Teachers:**  
Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague

**Grade:**  
7

**Resources:**  
Music Video Game Project Instruction Guide, writing/art tools,  
Technology access for online project, offline packet with written answers from instruction guide. Paper, writing  
and/or art tools.

**Project:**

You will create a new video game concept with music, either online using the technology links in the project guide, or offline using the printed worksheet packet provided. All questions and discussions need to be answered using complete sentences. Offline projects need to add all answer sheets/sketches/outlines with their packets. Completed online projects can be e-mailed to your home school music teacher using their staff e-mail address. Completed offline packets can be dropped off at your lunch pick-up school location.

WEEK 1: Follow the instructions for the week of May 11-15, 2020. Complete all questions and discussion topics. Online – view the video link provided for discussion.

Online enrichment activity: <https://www.exploratorium.edu/music/index.html>

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**VIDEO GAME  
MUSIC PROJECT**



## **WEEK ONE**

**MAY 11 – 15, 2020**

*View the Video link or select a preferred video game you have access to at home.*

Answer all questions in writing using complete sentences

Include all written answers if you are using the offline assignment packet.

Watch the video using the link below:

[https://www.youtube.com/watch?v=2aHVb\\_SWHPM](https://www.youtube.com/watch?v=2aHVb_SWHPM)

OR....

Select a Video Game you have.

Listen carefully to the background music.

Answer the following questions. Write your answers on paper – submit with offline packet.

**Ask yourself:**

When does the music change and why?

**Let's talk....add to the discussion points below:**

When does the music change and why?

Scene changes

Power Changes

Sound effects for actions

## **Ask yourself:**

How do the sounds communicate what is happening in the game?

**Let's talk.... add to the discussion points below:**

How do the sounds communicate what is happening in the game?

Music matches scenery

Music matches powers

Sound effects match actions

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**Special:**  
Music

**Teachers:**  
Mr. Angelucci, Ms. Manko-Morgan, Mr. Scholl, Mrs. Sprague

**Grade:**  
8

**Resources:**  
Music Video Game Project Instruction Guide, writing/art tools,  
Technology access for online project, offline packet with written answers from instruction guide. Paper,  
writing and/or art tools.

**Project:**

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**VIDEO GAME  
MUSIC PROJECT**



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**MAY 11 – 15, 2020**

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