

## K – 6 Music Curriculum Map

(Revised 5-5-09)

Time Period	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
Through-out the Year	<b>Topic:</b> * Singing * Instruments * Movement * Notation * Analyzing & Evaluating * Multi-cultural * Performance	<b>Vocabulary</b> * Beat * Rhythm * Tempo * Dynamics * Timbre * Form * Style * Diction * Posture	<b>National &amp; Content Standards</b> * All students will apply skills and knowledge to perform in the arts. * All students will apply skills and knowledge to create in the arts. * All students will analyze, describe and evaluate works of art. * All students will understand, analyze, and describe the arts in their historical, social, and cultural context. * All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.  **From Michigan Department of Education Arts Content Standards and Benchmarks for Elementary Music.	Using a variety of styles and songs can the student sing alone and with others?  Using a variety of instruments can the student play independently and with others?  Can the student read basic rhythmic & melodic notation?  Can the student listen & objectively describe or appreciate the variety of musical styles?  Can the student identify the positives & negatives of a specific song? Can the student evaluate their own performance as a group or an individual?  Can the student explain the relationship between music and culture, history, and other disciplines?	Rhythm (CS 3, 4, 5)  Pitch (CS 1, 2, 3, 4, 5, 6, 7)  Movement (CS 2, 3, 6, 7, 8, 9)  Instruments (CS 2, 3, 4, 5, 6, 7, 8, 9)  History (CS 8, 9, 6, 7)  Theory / Notation (CS 2, 4, 5, 8)  Singing – Melody/Harmony (CS 1, 2, 3, 4, 5, 6, 7, 8, 9)  Listening (CS 6, 7, 8, 9)  Expression (CS 1, 2, 3, 4, 5)  Reading (CS 1,4, 5)  Form (CS 2, 3, 4, 5, 6, 7, 8)	* Use a variety of music * Reinforce previous lessons * Have students demonstrate understanding of lessons * Summarize daily lessons	Student Books - K-Big Book  Videos  CD's  Instruments  Rhythmic Tools (sticks, balls, etc)  Piano  Teacher generated materials  Internet  Guest Speakers/Performers	Performance/ Participation  Observation  Written assessments (when applicable)

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<b>1st Sem.</b>	<b>Topic:</b>  *Dynamics  *Tempo  * Variety of Moods & Musical Styles  * Melody & Harmony  Qualities  *Pitch  * Music Notation	<b>Vocabulary:</b>  Dynamic Markings <b>p, f, mp, mf, pp, ff, &lt;, &gt;</b>  Changes in tempo, tempo markings  Movement & verbal expression  Melody & Harmony, partner songs, round, canon  Develop head voice, chest voice & increase vocal range  Steps, Leaps, repeat and Melodic Direction  whole note, dotted half note, sixteenth notes, whole rest, tie, slur, repeat sign, fermata	Identify & demonstrate dynamic markings  Identify & demonstrate tempos, changes in tempo  Listening to, analyzing and describing music.  Understanding music in relation to history, culture, & the other arts  Singing, alone and with other a varied repertoire of music.  Identify & demonstrate melody & harmony, partner songs, round, canon  Demonstrate ability to match pitch, sing in 2-part harmony  Knowledge of rhythmic notation	Can the students identify & demonstrate dynamic markings?  Can the students identify & demonstrate different tempos & changes in tempo?  Can the students listen to, analyze and describe music verbally or with movement?  Using a variety of styles and songs can the student sing alone and with others?  Can the students understand music in relation to history, culture, & the other arts?  Can the students identify & demonstrate melodic movement?  Can the students demonstrate ability to match pitch, sing a melody & harmony part?  Can the students echo basic rhythms?  Can the student identify and demonstrate knowledge of rhythmic notation?	Rhythm (CS 3, 4, 5)  Pitch (CS 1, 2, 3, 4, 5, 6, 7)  Movement (CS 2, 3, 6, 7, 8, 9)  Instruments (CS 2, 3, 4, 5, 6, 7, 8, 9)  History (CS 8, 9, 6, 7)  Theory / Notation (CS 2, 4, 5, 8)  Singing – Melody/Harmony (CS 1, 2, 3, 4, 5, 6, 7, 8, 9)  Listening (CS 6, 7, 8, 9)  Expression (CS 1, 2, 3, 4, 5)  Reading (CS 1,4, 5)  Form (CS 2, 3, 4, 5, 6, 7, 8)	* Use a variety of music  * Reinforce previous lessons  * Have students demonstrate understanding of lessons  * Summarize daily lessons	Student Books - K-Big Book  Videos  CD's  Instruments  Rhythmic Tools (sticks, balls, etc)  Piano  Teacher generated materials  Internet  Guest speakers & performers	Performance/participation  Observation

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2 <sup>nd</sup> Sem.	<p><b>Topic:</b></p> <p>* Music Notation</p> <p>* Form</p> <p>* Expression</p> <p>* Meter</p> <p>* Rudiments of Music</p> <p><u>4<sup>th</sup> and 5<sup>th</sup> Grade</u> recorders</p>	<p><b>Vocabulary:</b></p> <p>Half rest, eighth rest, dotted rhythms, triplet, syncopation</p> <p>AB/ABA/ABACA patterns, rondo, D.C. al fine, D.S., coda, 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, introductions &amp; interludes</p> <p>Articulation markings</p> <p>2/4, 3/4, 4/4, 6/8 Downbeat, Upbeat</p> <p>Grand staff, measure, treble clef, bass clef, notehead, stem</p>	<p>Echo basic rhythms</p> <p>Identify &amp; demonstrate knowledge of rhythmic notation</p> <p>Identify &amp; demonstrate AB/ABA/ABACA, rondo patterns</p> <p>Identify &amp; demonstrate D.C. al fine, D.S., coda, 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, introductions &amp; interludes</p> <p>Identify &amp; demonstrate knowledge of articulation markings</p> <p>Identify &amp; demonstrate different meters, downbeat, and upbeat</p> <p>Identify &amp; demonstrate knowledge of the rudiments of music</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade– demonstrate ability to play basic tunes on a recorder.</p>	<p>Can the students echo basic rhythm ?</p> <p>Can the students identify &amp; demonstrate knowledge of rhythmic notation?</p> <p>Can the students identify &amp; demonstrate AB/ABA/ABACA, rondo patterns?</p> <p>Can the students identify &amp; demonstrate D.C. al fine, D.S., coda, 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, introductions &amp; interludes?</p> <p>Can the students identify &amp; demonstrate knowledge of articulation markings?</p> <p>Can the students identify &amp; demonstrate different meters, downbeat, and upbeat?</p> <p>Can the students identify &amp; demonstrate knowledge of the rudiments of music?</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade – Can the students demonstrate ability to play basic tunes on a recorder?</p>	<p>Rhythm (CS 3, 4, 5)</p> <p>Pitch (CS 1, 2, 3, 4, 5, 6, 7)</p> <p>Movement (CS 2, 3, 6, 7, 8, 9)</p> <p>Instruments (CS 2, 3, 4, 5, 6, 7, 8, 9)</p> <p>History (CS 8, 9, 6, 7)</p> <p>Theory / Notation (CS 2, 4, 5, 8)</p> <p>Singing – Melody/Harmony (CS 1, 2, 3, 4, 5, 6, 7, 8, 9)</p> <p>Listening (CS 6, 7, 8, 9)</p> <p>Expression (CS 1, 2, 3, 4, 5)</p> <p>Reading (CS 1,4, 5)</p> <p>Form (CS 2, 3, 4, 5, 6, 7, 8)</p>	<p>* Use a variety of music</p> <p>* Reinforce previous lessons</p> <p>* Have students demonstrate understanding of lessons</p> <p>* Summarize daily lessons</p>	<p>Student Books - K-Big Book</p> <p>Videos</p> <p>CD's</p> <p>Instruments</p> <p>Rhythmic Tools (sticks, balls, etc)</p> <p>Piano</p> <p>Teacher generated materials</p> <p>Internet</p> <p>Guest speakers &amp; performers</p>	<p>Performance/participation</p> <p>Observation</p>