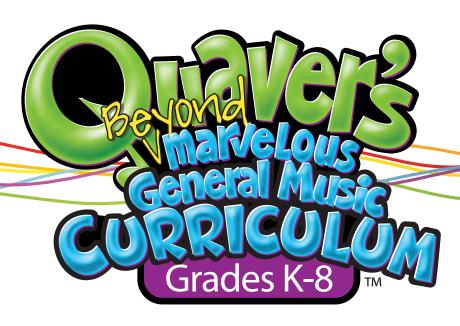
Curriculum Maps





Kindergarten Curriculum Map

First Nine Weeks

Module 1 - Beat Welcome to Music! Introduce Kindergarten students to the music classroom and its rules. Beat Discover the presence of beat in music and in the world around us. Steady Beat Help students feel, identify, and express a steady beat through singing and moving.

Second Nine Weeks

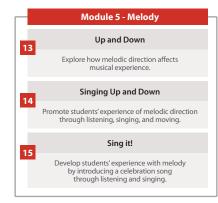
	Module 4 - Pitch
10	High and Low
10	Introduce students to the musical concept of high and low.
11	More about High and Low
T	Introduce students to matching pitch.
12	Pitches and Singing
12	Enhance students' ability to understand pitch by singing, moving, and playing.

Third Nine Weeks

	Module 7 - Instruments
19	Intro to Instrument Families
19	Introduce the four instrument families of the orchestra.
20	Woodwinds and Brass
	Discover the flute in the woodwind family, and the trumpet in the brass family.
21	Percussion and Strings
	Discover the violin in the string family, and the drum in the percussion family.

-	Module 10 - Duration
28	Introduction to Long and Short Sounds
20	Introduce students to long and short sounds.
29	Playing Long and Short Sounds
	Reinforce students' ability to comprehend and express long and short sounds through a variety of activities.
30	Moving to Long and Short Sounds
	Reinforce long and short sounds through movement.

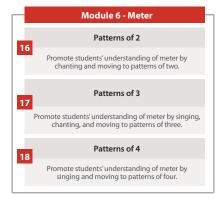
	Module 2 - Voice	_
4	Whisper, Talk, Shout, and Sing	
	Develop students' ability to use their voices in different ways.	
5	Whisper, Talk, Shout, and Sing II	
,	Reinforce students' abilities to use their voices in different ways.	
6	My First Performance	
	The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.	

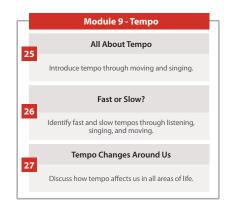


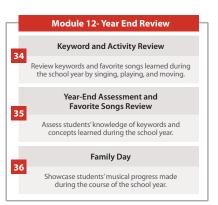
Module 8 - Dynamics
Loud and Soft
Introduce loud and soft through singing, playing, and moving to music.
Singing Loud and Soft
Reinforce loud and soft dynamic levels in music.
Playing Loud and Soft
Experience the fact that instruments can be played at loud or soft dynamic levels.

Module 11 - Listening
module 11 _intering
Found Sounds
Discover how to listen for and create musical sounds.
Singing, Voice, and Timbres
Distinguish the timbre of singing voices through active listening.
Woodwinds and Percussion
Recognize the sounds of the woodwind and percussion families.

	Module 3 - Rhythm
7	Rhythm Introduction
7	Experience the connection between beat and rhythm through singing and moving.
8	Beat or Rhythm
	Discover the difference between beat and rhythm.
9	Sing, Play, & Move to Rhythm
	Experience rhythm through singing, playing, and moving.







First Nine Weeks

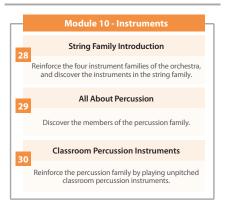
Second Nine Weeks

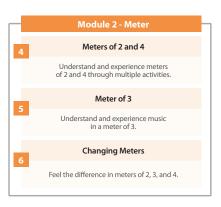
Third Nine Weeks



Explore different ways to use the voices and formally begin learning the pitches so and mi. My Voice is an Instrument Exploring the voice through singing and moving. Sing and Breathe Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.		Module 4 - Voice
Explore different ways to use the voices and formally begin learning the pitches so and mi. My Voice is an Instrument Exploring the voice through singing and moving. Sing and Breathe Promote students learning to control their breathing for best singing by using their	10	Four Different Voices
Exploring the voice through singing and moving. Sing and Breathe Promote students learning to control their breathing for best singing by using their	10	
Sing and Breathe Promote students learning to control their breathing for best singing by using their	11	My Voice is an Instrument
Promote students learning to control their breathing for best singing by using their	T	Exploring the voice through singing and moving.
Promote students learning to control their breathing for best singing by using their	12	Sing and Breathe
	12	breathing for best singing by using their

	Module 7 - Notes and Rests
19	Sound and Rests
	Introduce basic notation through singing, playing, and moving.
20	Notes and Rests
	Reinforce duration by singing, moving, and playing instruments.
21	Pitches and Rhythms
- 1	Reinforce the difference in notes and rests.



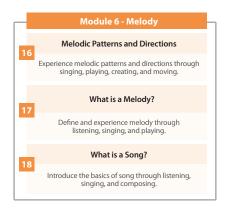




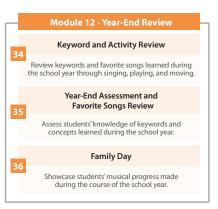
	Module 8 - Tempo
22	Three Basic Tempos
	Experience tempo in music through singing, playing, and listening.
23	Which Tempo is Best?
23	Understanding the role of tempo through singing, playing, and listening.
24	Getting Faster, Getting Slower
Z-T	Demonstrate various tempos through singing, playing, and moving.

_	Module 11 - Form
31	AB Form
	Experience and gain an understanding of AB form.
32	ABA Form
32	Develop a basic understanding of ABA form.
33	Repeat Sign Mystery
33	Experience an introduction to the many uses of the repeat sign.

	Module 3 - Rhythm	-
7	Practicing Rhythm	
1	Experience rhythms through moving, singing, and playing instruments along with a steady beat.	
8	Sing, Play, and Move to Rhythm	
	Expand students' ability to create and perform rhythm patterns.	
9	Austin Otto	
9	Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.	



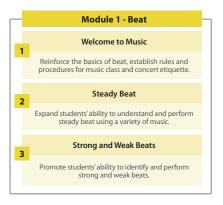




First Nine Weeks

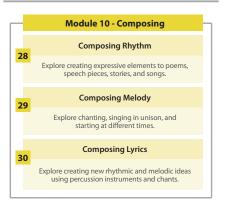
Second Nine Weeks

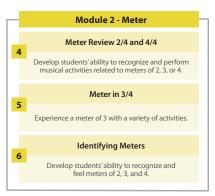
Third Nine Weeks

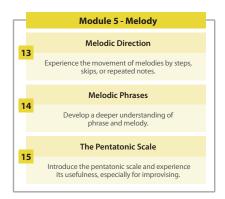


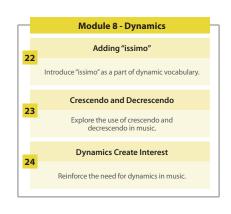


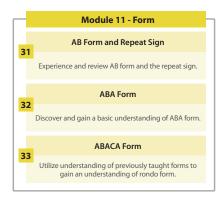
_	Module 7 - Notes and Rests
	module / Hotes and Heses
19	Note Durations
19	Introduce quarter note, half note, quarter rest, and half rest.
20	Accent Marks
	Understand the need for accent marks in music through singing, moving, and playing instruments.
21	Writing Notes and Rests
	Recognize and use notation correctly through listening.



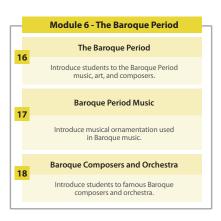


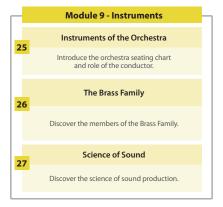


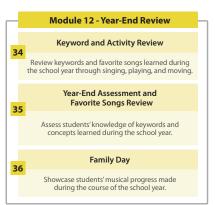












First Nine Weeks

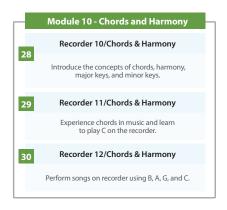
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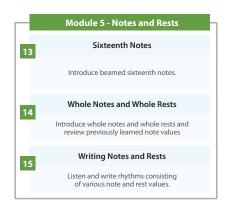


	Module 4 - The Classical Period
10	The Classical Period
10	Explore the music and composers of the Classical period through singing, moving, and playing instruments.
11	Classical Period Music
	Discover and explore the pianoforte and string quartet in the Classical Period.
12	Classical Composers & Orchestra
	Identify important Classical composers, and learn about the Classical orchestra.

	Module 7 - Instruments
	Recorder 1/Woodwinds
19	Recorder 1/Woodwillas
	Introduce the woodwind family, and specific skills needed to play the recorder.
20	Recorder 2/Woodwinds
	Introduce playing B and A on the recorder.
21	Recorder 3/Woodwinds
	Reinforce students' ability on the recorder by reviewing notes B and A.



	Module 2 - Singing
4	Identifying Different Voices
	Introduce the four different singing voices: Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa
5	Musical Alphabet
	Discover the musical alphabet, and sing a cumulative song.
6	Rounds and Canons
	Explore futuristic sounds while singing a canon and round.



-	Module 8 - Styles
22	Recorder 4/Blues
	Introduce Blues music and playing G on the recorder.
22	Recorder 5/Blues
23	Prepare students to play a Blues style song on recorder using B, A, and G.
24	Recorder 6/Blues
24	Reinforce students' ability to read notes B, A, G on the treble clef staff and play them on the recorder.

	Module 11 - Form
31	Form and Introduction
	Engage in the review of form and the introduction of the new concept of "introduction" in music.
32	Refrain
32	Introduce and identify refrain in a piece of music
33	Combining Form Elements
33	Understand how the elements of form combine together in a song or piece of music.

H	Module 3 - Melody
7	Lines and Spaces
П	Discover the lines and spaces of the treble clef staff.
8	Melodic Movement
	Expand knowledge of melodic movement.
Q	Pentatonic Scales
3	Play and improvise on a pentatonic scale.



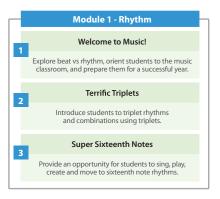
	Module 9 - Tempo
25	Recorder 7/Tempo
23	Review B, A, and G on recorder while discovering new tempo vocabulary.
26	Recorder 8/Tempo
20	Perform on recorders as they experience the effect of tempo changes in music.
27	Recorder 9/Tempo
2/	Internalize steady tempo by listening and performing music requiring this ability.

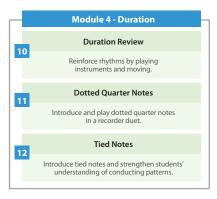
Module 12 - Year-End Review
Keyword and Activity Review
Review keywords and favorite songs learned during the school year through singing, playing, and moving.
Year-End Assessment and Favorite Songs Review
Assess students' knowledge of keywords and concepts learned during the school year.
Family Day
Showcase students' musical progress made during the course of the school year.

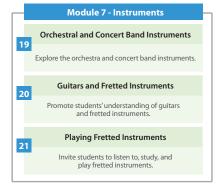
First Nine Weeks

Second Nine Weeks

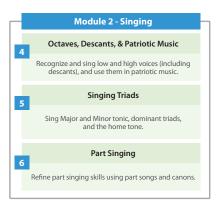
Third Nine Weeks









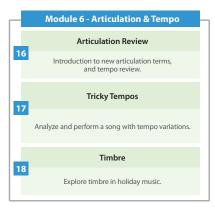


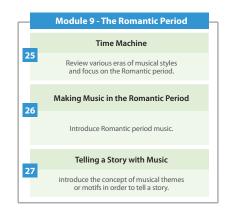


	Module 8 - Chords and Harmony
22	Major and Minor Chords
	Explore the effects that major and minor tonalities have on music through singing and composing.
23	Playing Chords and Harmony
	Explore adding harmony to an existing piece of music.
24	Playing Accompaniment Parts
74	Understanding of and appreciation for the musician- ship required to serve in accompaniment roles.

	Module 11 - The Rap Project
31	Dynamic Rapping
	Experience the process of composing a rap.
32	Rap Rehearsals
	Help students finalize preparations for performing an original rap composition.
33	Rap It Up (The Performance)
33	Provide performance experiences, both as a performer and audience member.

	Module 3 - Melody
	Ascending and Descending Scales
7	Recognize and perform melodies based on ascending and descending scales.
8	Major and Minor Melodies
8	Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.
	Melodic Ostinatos
9	Expand students' abilities to understand and perform a melodic ostinato.







First Nine Weeks

Module 1 - Meter Welcome to Music! Orient students to the music class, review meter concepts, and prepare them for the year ahead. Meter Review Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters. Meter of 6/8 Develop students' ability to identify and perform music in a 6/8 meter.

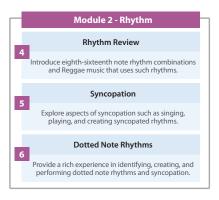
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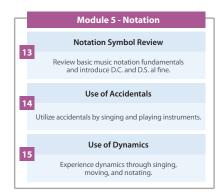
-	Module 4 - Melody
10	Sharps and Flats
10	Promote students' understanding of sharps and flats in relation to half steps.
11	Major Scales and Key Signatures
Ï	Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.
12	Improvising on Major Scales
12	Expand students' understanding of major scales through improvisation.

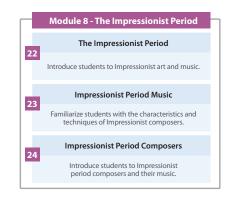
Third Nine Weeks

Module 7 - Instruments
Symphony Orchestra
Explore the instruments of the symphony orchestra with an emphasis on the brass section.
String Family
Review the string family with a focus on playing techniques.
Strings and Music Styles
Explore how strings are used in various music styles.

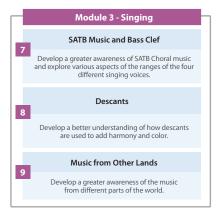
	Module 10 - The Commercial Project
20	Creating a Commercial Project
28	Begin the process of creating a commercial jingle project.
20	Our Product
29	Choosing a product and writing an advertisement.
30	Composing Our Live Music
30	Create and perform live music to enhance the effectiveness of their commercial jingle.

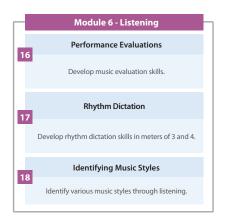


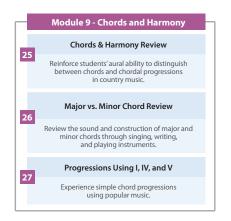


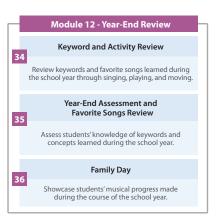


	Module 11 - The Commercial Project
21	Creating Our Jingle
31	Create music for a commercial jingle project.
22	Putting It All Together
32	Combine the elements from the four previous lessons into a rehearsed presentation.
33	The Performance
93	Integrate all commercial project elements from the last five lessons into a live performance.





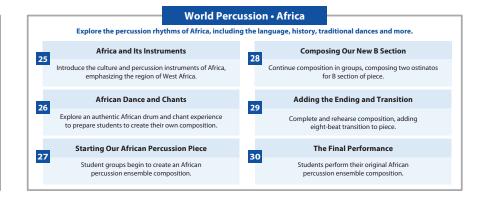


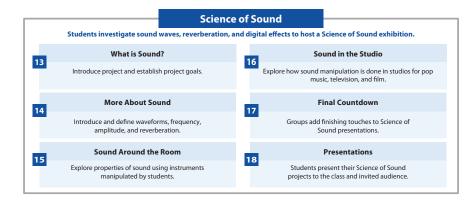


FUN-damentals Assess the musical level of your students and creates a foundation for the rest of the year. **Quaver FUN-damentals Project Chords & Form Review** Complete a pres-assessment of 6th Grade students musical Review musical form and chords through chord knowledge and categorize music into specific genres. progression and different genres of music. **Rhythm Review Melody Review** 2 Review the basic elements of rhythm, notes, Review the concept of melodies and create a and patterns. final review composition. **Pitch Review** Quaver Radio Wrap-Up 6 Review the concept of pitch and note names Categorize genres of music and complete a on the staff.

_	Рор	Opera	a
Stude	ents investigate the key elements of opera, culminating in a	short "po	op opera" featuring five songs with original melody or lyrics.
19	Pop Opera Outlining the Project	22	Staging the Props
19	Introduce opera and establish the goals of the project.	22	Groups decide on props, costumes, and backgrounds for project.
20	Starting the Songs	23	Dress Rehearsal
	Complete five songwriting tasks in student groups.	23	Complete a full dress rehearsal of the Pop Opera, working on perfecting and timing all of the elements.
21	Perfecting the Songs	24	The Performance
21	Groups finish the songwriting component of the project and present song to class.	24	Students perofrm their Pop Opera in front of a live audience.

	Busking/Stre	eet Entertaining
	Students use knowledge of composition and rhythms	ms to create fun street routines in groups out of ostinatos.
7	What is Busking?	Choreographing Busking Routines
1	Introduce busking and establish the goals of the project.	Complete the piece and add choreographed music.
8	Starting My Busking Routine	Finishing Touches
	Review elements needed to build a foundation for the project.	Put finishing touches on busking performance through dress rehearsal.
9	Developing My Busking Routine	The Busking Project Performance
3	Compose and create ostinatos for busking routine in groups.	Students perform original busking routines and practice assessment with grading rubric.





ents	Scoring for will learn the basic elements of composing music for vice		
ı	Getting Started	34	The Big Project
	Introduce the broad world of animation and establish project goals.		iroups select an animation and begin composition to suit the action.
1	My First Practice Piece	35	The Big Project II
	Explore various techniques for creating underscore music for animation.	55	Continue work on the animation composition and begin to add SFX.
ı	Motifs and Borduns	36	The Animation Assessment
	Extend composition by incorporating melody fragments and Borduns.	36	Students perform live animation music with Foley and vocal SFX in front of an audience.



