

## CURRICULUM MAP

Course Title: Music Kindergarten/1<sup>st</sup> Grade

UNIT/ORGANIZING PRINCIPLE:

Music literacy

PACING:

UNIT NUMBER:

<b>ESSENTIAL QUESTIONS:</b>				
<b>CONCEPTS/ CONTENT (outcomes)</b>	<b>LEARNING TARGETS/SKILLS (Performance Tasks)</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>	<b>ACTIVITIES/ RESOURCES</b>
<p>1) Sings alone and with others, a varied repertoire of music.</p> <p>2) Performs on instruments, alone and with others, a varied repertoire.</p> <p>3) Improvises melodies variations and accompaniment</p> <p>4) Composes and arranges music within specified</p>	<p><b>Student's perspective:</b></p> <p><b>I can show my music teacher quarter notes and quarter note rests.</b></p> <p><b>I can tell my teacher if the music is fast or slow.</b></p> <p><b>I can sing high and low notes in a song.</b></p> <p><b>I can show my music teacher a Treble Clef.</b></p> <p><b>I can sing the same notes in a song with my classmates.</b></p> <p><b>I can perform call and response.</b></p>	<p><b>1. Sing simple ostinatos, partner songs, and rounds.</b></p> <p><b>Performs songs individually and in groups that are age appropriate.</b></p> <p><b>Recognizes and performs melodic contour in music (up/down/same).</b></p> <p><b>Sings expressively and with good voice quality.</b></p> <p><b>Uses</b></p>	<p><b>Rhythm</b></p> <p><b>Beats</b></p> <p><b>Pitch</b></p> <p><b>Tempo</b></p> <p><b>Dynamics</b></p> <p><b>Whispering</b></p> <p><b>Calling Singing</b></p> <p><b>Composer</b></p> <p><b>Conductor</b></p> <p><b>Quarter Notes</b></p>	<p><b>Perform a repertoire of songs, including patriotic and seasonal.</b></p> <p><b>Echo simple rhythms long and short.</b></p> <p><b>Identify genres: marches, etc.</b></p> <p><b>Identify and demonstrate appropriate listening behavior during a classroom outside performance.</b></p>

<p>guidelines.</p> <p>5) Reads and notates music.</p> <p>6) Listening to, analyzing, describing and responding to music.</p> <p>7) Evaluating music and music performances</p> <p>8) Understands the relationship between music, history and culture.</p>	<p><b>I can show my teacher percussion instruments and show how the sound is made</b></p> <p><b>I can sing music loud and soft.</b></p> <p><b>I can sing sol and mi using hand signals.</b></p> <p><b>I can sing music fast and slow.</b></p> <p><b>I can make up easy rhythm patterns and melodies.</b></p> <p><b>I can show my teacher whole notes and whole note rests in music.</b></p> <p><b>I can show my teacher half notes and half note rests in music.</b></p> <p><b>I can clap the steady beat to music.</b></p> <p><b>I can show my teacher notes on a line or space.</b></p> <p><b>I can show the directions notes go in a song (move</b></p>	<p><b>appropriate voice quality and volume.</b></p> <p><b>Develops positive singing habits (i.e. relaxed shoulders/breath support) through teacher demonstration.</b></p> <p><b>2. Perform simple melodic and instrumental ostinato parts while others sing.</b> Performs on instruments with a steady beat. Follows tempo markings in music. (i.e. fast, slow) Perform the beat and simple rhythmic patterns with a variety of instruments and sound sources.</p> <p><b>3. Improvise simple rhythmic</b></p>	<p><b>Eighth Notes</b></p> <p><b>Whole Notes</b></p> <p><b>Half Notes</b></p> <p><b>Rests</b></p> <p><b>Improvise</b></p>	<p><b>Identify musical opposites (i.e. fast/slow, soft/loud).</b></p> <p><b>Identify pitched/non-pitched musical instruments.</b></p> <p><b>Identify a musical phrase.</b></p> <p><b>Identify ostinato.</b></p> <p><b>Celebrate music/culture of:</b></p> <p><b>African American history</b> <b>Spanish (5 May)</b> <b>Irish (St. Patrick's Day)</b> <b>Easter</b> <b>Thanksgiving</b> <b>Kwanza</b> <b>Christmas</b> <b>Hanukkah</b> <b>Veteran's Day</b></p> <p><b>Compose jingle music/lullabies</b></p>
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	<p>up, down, or stay the same).</p> <p><b>I can sing music in a round.</b></p> <p><b>I can show my teacher string instruments and show how a sound is made.</b></p> <p><b>I can show my teacher the dynamic markings soft (piano) and loud (forte) in music.</b></p> <p><b>I can sing do, la, sol, and mi using hand signals.</b></p> <p><b>Teacher's perspective:</b></p> <p><b>Student can show steady beat through feet and hands.</b></p> <p><b>Student can show rhythm of words in hands.</b></p> <p><b>Student can demonstrate speaking, singing, calling, and whispering.</b></p> <p><b>Student can sing a song with a light voice.</b></p>	<p><b>and melodic patterns using a variety of classroom instruments.</b></p> <p>Improvise melodically using a pentatonic scale appropriate for the piece of music.</p> <p>Improvise rhythmically using quarter and eighth notes.</p> <p>Improvise short instrumental pieces using a variety of sound sources.</p> <p><b>4. Create original lyrics, introductions and codas.</b></p> <p>Will create a four-measure introduction and coda, given a set of musical notes and rhythmic values.</p>		<p><b>Study music of Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.</b></p>
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	<p><b>Student can echo the melody that the teacher sings. Match pitch vocally and with piano.</b></p> <p><b>Follow conductor's cues: soft, loud, start, stop.</b></p> <p><b>Students perform in area music performances.</b></p>	<p>Create the text of a four-line song with the use of rhyming words in lines two and four.</p> <p><b>Create and arrange short songs and instrumental pieces.</b> Using preset guidelines are able to choose notes and rhythms to compose a short song.</p> <p><b>5. Read and write simple rhythmic and melodic patterns using non-standard and standard symbols.</b> Recognize non-standard and standard rhythm symbols representing long and short sounds.</p> <p><b>6. Read and notate simple rhythm patterns using non-</b></p>		
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		<p><b>standard symbols.</b> Will differentiate between long and short sounds and have the ability to notate them with pictures and drawings.</p> <p><b>Recognize and notate simple rhythm patterns using standard notation.</b> Recognition of quarter notes, eighth notes, and half notes when listening and viewing music.</p> <p><b>Use standard and non-standard symbols to show simple melodic direction.</b> Read melodic direction using symbols that represent up, down and stays the same.</p> <p>Recognizes steps,</p>		
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		<p>skips, and repeated notes on a staff.</p> <p><b>7. Differentiate between styles of music</b> Demonstrates and applies knowledge of musical styles</p> <p><b>Identifies basic forms</b> Recognizes AB and is able to label the A and B sections</p> <p><b>8. Describe how music is used in various cultures and daily life.</b> Relates music of other cultures to their own culture to discover similarities.</p> <p>Identify examples of music from various historical periods and cultures.</p>		
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