

Music Curriculum Map Kindergarten

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Variables in Music: <ul style="list-style-type: none"> • High vs. low • Up vs. down • Loud vs Soft Different Voices we Use	Students can differentiate between the various types of music variables Students can recognize and use the 4 voice types	Students are observed through various games and activities
O C T O B E R	Different Voices – continuation Steady Beat	Students can utilize multiple voice types within one context Students can maintain a steady beat	Students are observed through movement and games Students are assessed through group observation with rhythm sticks, “Marching Band” games
N O V E M B E R	Melodic and Lyrical memorization Music Variables: <ul style="list-style-type: none"> • Fast vs. Slow • Long vs Short • Rhythm: Quarter Note and Quarter Rest	Students can sing a song by memory using correct words and pitch Students are able to differentiate between the various types of music variables Students demonstrate recognition of quarter notes and quarter rest, are able to echo-clap a simple rhythm	Students are observed through active participation with the songs. Students are observed through body movement games, moving fast vs. slow, opening arms wide vs. holding close to chest Students are observed while they echo-clap

Music Curriculum Map Kindergarten

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>Performance etiquette</p> <p>Melodic and Lyrical memorization</p>	<p>Students can display ability to exercise proper stage discipline in the presence of distractions, remain quiet while others perform</p> <p>Sing one or more songs by memory using the correct words and pitch</p>	<p>Students participate in the Christmas Concert</p>
J A N U A R Y	<p>Sol feg:</p> <ul style="list-style-type: none"> • Sol • Mi <p>Melodic and Lyrical memorization</p>	<p>Students can recognize and sing the two pitches in the <i>Sol Feg</i> scale</p> <p>Students continue to add songs to memory, maintaining correct words and pitch with multiple pieces of music</p>	<p>Students are observed in general participation</p>
F E B R U A R Y	<p>Rhythm: Half Note</p> <p>Music Variable:</p> <ul style="list-style-type: none"> • Up vs. Down <p>Sol Feg:</p> <ul style="list-style-type: none"> • Sol • Mi 	<p>Students can recognize the visual sign of a half note within context of rhythm notation</p> <p>Students can identify when the pitch of a song moves either up or down / differentiate between the two variables</p> <p>Recognize and sing the two pitches in the <i>Sol Feg</i> scale</p>	<p>Students are observed through various games, songs and activities</p>

Music Curriculum Map Kindergarten

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>World Music</p> <p>Melodic and lyrical memorization</p>	<p>Students can perform a song from another country to the best of their ability</p> <p>Students can sing a song by memory using correct words and pitches</p>	<p>Students are observed through active participation</p>
A P R I L	<p>Rhythm</p> <ul style="list-style-type: none"> • Quarter note, half note, and quarter rest combinations <p>Melodic and Lyrical memorization</p>	<p>Students can repeat rhythm patterns involving quarter notes, half notes, and quarter rests</p> <p>Students continue to add to song library of memorized songs, using correct words and pitches</p>	<p>Students are observed within small group/"team" demonstrations</p> <p>Students are observed in active participation of the songs</p>
M A Y	<p>Rhythm</p> <p>Performance Etiquette</p>	<p>A student can correctly echo a rhythm clapped to them</p> <p>Students can execute proper stage conduct during a performance, remain quiet while others perform.</p>	<p>The student is observed through individual demonstration</p> <p>Students participate in the Spring Concert</p>

Music Curriculum Map Grade 1

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Variables in music <ul style="list-style-type: none"> • Loud vs. soft • High and low 	Students should be able to identify between loud and soft sounds, high and low sounds	Students are observed through games and activities
	Steady Beat	Students should be able to <ul style="list-style-type: none"> -pat a steady beat -pat a steady beat while repeating echoed lines 	Students echo instructor's steady beat and speech
	Melodic and Lyrical Introduction	Students should demonstrate ability to learn a new song through listening and repetition	Students are observed on song participation
O C T O B E R	Movement and Listening Skills	Students should be able to follow aural cues and conduct the appropriate movements	Students are observed through games and song activities
	Melodic and Lyrical memorization	Students should demonstrate ability to move safely through shared space to music	
		Students continue to learn new songs, demonstrating ability to memorize both lyrics and melody	Students are observed on song participation
	Steady Beat	Students find a steady beat, demonstrated by body movement	Students are observed through various activities and games (A Tisket A Tasket, Songs from Bali, etc.)
	Dynamics in Music: Loud and Soft, High and Low	Students should demonstrate difference between loud and soft through body percussion. Students also demonstrate visual cues to loud and soft. Students demonstrate through body movement high vs. low	Students are observed through participation of various games and songs. Students are observed through storytelling and appropriate responses.

Music Curriculum Map - Grade 1

	CONCEPT	SKILLS	ASSESSMENT
N O V E M B E R	Tempo	Students should demonstrate ability to move either fast or slow with body movement. Students also should be able to point to the words <i>fast</i> and <i>slow</i> to show recognition of faster and slower sections in music.	Students are observed through participation and re-enactment of the Tortoise and the Hare.
	Form, part and whole	Students should be able to identify two distinct parts of a whole song, perform movements with a two-section folk song.	Students are observed through partner involvement in coordinated dance.
	Melodic and Lyrical Memorization	Students continue to add new songs to their catalogue demonstrating ability to memorize new melody and lyrics.	Students are observed through song participation.
D E C E M B E R	Rhythm: Long and short sounds	Students should be able to move to distinguish long from short sounds.	Students are observed through various games and activities.
	Pitch: High and Low	Students should demonstrate appropriate movement to show aural recognition of high and low instrument sounds.	
	Performance Etiquette	Students should demonstrate ability to move to show aural recognition of high and lower pitches in the context of a song. Students should demonstrate appropriate stage behavior and ability to sit politely while other groups perform.	Students will participate in the annual Christmas concert.
	Melodic and Lyrical Memorization	Students continue to add new songs to their catalogue demonstrating ability to memorize new melody and lyrics	Students are observed through song participation.

Music Curriculum Map – Grade 1

	CONCEPT	SKILLS	ASSESSMENT
J A N U A R Y	<p>Four Ways to Use Voice: Whisper, Talk, Sing, Call</p> <p>Pitch: High and Low</p> <p>Tone Color</p> <p>Staff: Five Lines</p> <p>Melody and Accompaniment</p> <p>Melodic and Lyric Memorization</p>	<p>Students should be able to separately use each of the four voices.</p> <p>Students should move hands high and low to show aural recognition of the piccolo and tuba (instrument).</p> <p>Students should be able to associate sounds with the instrument that made it</p> <p>Students should be able to identify there are 5 lines in the music staff and point to the highest and lowest lines</p> <p>Students should demonstrate ability to distinguish melody from accompaniment</p> <p>Students continue to add new songs to their catalogue demonstrating ability to memorize new melody and lyrics.</p>	<p>Students are observed through various games and activities</p> <p>Students are observed through song participation</p>
F E B R U A R Y	<p>Music Styles: March and Lullaby</p> <p>Beat</p> <p>Tempo: Getting faster and slower</p>	<p>Students should be able to move to show recognition of marches and lullabies</p> <p>Students should be able to point to beat bars while saying a speech piece in rhythm, move to show a steady beat in dance, and tap the rhythm of words.</p> <p>Students should be able to move to a song that gets faster or slower, moving appropriately with the change in speed</p>	<p>Students are observed through various games and activities.</p>

	<p>Movement</p> <p>Rhythm: One and Two Sounds per Beat -Quarter and Eighth Notes</p> <p>Melodic and Lyric Memorization</p>	<p>Students should be able to walk throughout the room without interfering with one another, while moving to an eight beat phrase.</p> <p>Students should clap, walk, job to one and two sounds per beat, also perform rhythm phrases from notation of quarter and eight notes.</p> <p>Students continue to add new songs to their catalogue, demonstrating ability to memorize new melody and lyrics.</p>	<p>Students are observed through song participation.</p>
<p>M A R C H</p>	<p>Rhythm: - Strong beat - Rhythm of Words</p> <p>Pitch: <i>So</i> and <i>Mi</i></p> <p>Movement: - Mirroring - Personal Style</p> <p>Tone Color: Percussion Instruments</p>	<p>Students should be able to play/pat the beat while others only play the strong beat (listening to music piece)</p> <p>Students should demonstrate ability to play/pat the rhythm of words in a speech piece</p> <p>Students should sing <i>so mi</i> pieces and be able to demonstrate the appropriate hand symbol for each pitch.</p> <p>Students should demonstrate mirroring skills by mirroring instructor's movements exactly, following only visual cues.</p> <p>Students should demonstrate personal style through various dance and movement.</p> <p>Students should identify instruments through their sound.</p>	<p>Students are observed through various games and activities.</p>

	Melodic and Lyrical Memorization	Students continue to add new songs to their catalogue, demonstrating ability to memorize new melody and lyrics.	Students are observed through song participation.
A P R I L	<p>Rhythm:</p> <ul style="list-style-type: none"> - No sound on a beat - Quarter Rest <p>Movement: alone and in pairs</p> <p>Pitch</p> <ul style="list-style-type: none"> - La - Mi, So and La together <p>Melodic and Lyrical Memorization</p>	<p>-Students should be able to visually demonstrate no sound on a beat, also point to notation of a pattern that includes no sound on a beat</p> <p>-Students should be able to tap the rhythm of a speech piece from notation including quarter notes, eighth notes and quarter rests</p> <p>-Students should be able to gallop and identify galloping music, move to show understanding between galloping and walking</p> <p>-Students will be able to identify the third pitch in relationship to the other two; recognize and mimic the sol feg hand symbol</p> <p>Students continue to add new songs to their catalogue, demonstrating ability to memorize new melody and lyrics.</p>	<p>Students are tested in groups to demonstrate ability</p> <p>Students are observed through games and activities</p> <p>Students are observed through song participation</p>
M A Y	<p>Form:</p> <ul style="list-style-type: none"> -A B -A B A <p>Performance Etiquette</p>	<p>-Students demonstrate recognition of music patterns within a piece</p> <p>Students should demonstrate ability to move to show aural recognition of high and lower pitches in the context of a song.</p> <p>Students should demonstrate appropriate stage behavior and ability to sit politely while other groups perform</p>	<p>Students are observed through group activity</p> <p>Students participate in the Spring Concert</p>

Music Curriculum Map – Grade 2

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Steady Beat / Tempo / Rhythm <ul style="list-style-type: none"> • Quarter notes, eight notes Pitch <ul style="list-style-type: none"> • Higher and Lower • <i>Mi, so, la</i> 	Students should demonstrate ability to maintain a steady beat, recognize fast vs. slow tempo, and identify quarter and eighth notes. Students should be able to move to differentiate between high and low pitches, and identify <i>mi, so</i> and <i>la</i> .	Students are observed through various games and songs to assess their abilities.
O C T O B E R	Rhythm <ul style="list-style-type: none"> • Sound vs no sound on beat • Quarter note, eight note, quarter rest Pitch <ul style="list-style-type: none"> • <i>So, mi, do</i> Movement	Students should be able to maintain a steady beat even when there is no sound on a beat; identify quarter rests Students can locate so, mi and do in relation to one another on the music scale Students can move (walk, trot, jump) in a shared space through music	Students are observed through various games and songs to assess their abilities.
N O V E M B E R	Dynamics <ul style="list-style-type: none"> • Forte and Piano Rhythm: Quarter note and quarter rest Tone Color Instrument Families	Students can sing a song following dynamic indications of <i>f</i> and <i>p</i> , can show aural recognition of both forte and piano. Students can play a game moving on the steady beat Students can adjust their vocal tone for different purposes Students can identify instrument families	Students are observed through various games and songs.

Music Curriculum Map – Grade 2

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p>	<p>Students should be able to memorize both the melody and lyrics to pieces of music</p> <p>Students can demonstrate proper stage presence, sit while others perform.</p>	<p>Students participate in a Christmas concert.</p>
J A N U A R Y	<p>Meter</p> <ul style="list-style-type: none"> • Beats in sets of two • Half note <p>Crescendo and Decrescendo</p> <p>Lyrical and Melodic Memorization</p>	<p>Students can play beats of two on an instrument</p> <p>Students can sing a song following the dynamic markings, growing louder and softer.</p> <p>Students should be able to continue to add songs to their knowledge base</p>	<p>Students are observed with classroom instruments to demonstrate this skill.</p> <p>Students are observed through participation in the songs</p>
F E B R U A R Y	<p>Pitch, <i>do mi so la</i></p> <p>Meter</p> <ul style="list-style-type: none"> • Beats in sets of three • Dotted half note <p>Form, same and different</p> <p>Lyrical and Melodic Memorization</p>	<p>Students should be able to echo-sing a song using the four pitches; play <i>do mi so</i> and <i>la</i> on an instrument</p> <p>Students can sing beats of three, identifying the dotted half note</p> <p>Students can identify two sections to a song</p> <p>Students should be able to continue to add songs to their knowledge base</p>	<p>Students are observed in groups to demonstrate this skill</p> <p>Students are observed through class participation</p> <p>Students are observed through participation in the songs</p>

M A R C H	<p>Pitch, <i>re</i></p> <p>Form, AB and ABA patterns</p> <p>Dynamics: accent</p> <p>Lyrical and Melodic Memorization</p>	<p>Students can sing a melodic pattern from notation involving <i>do, re, mi, so</i> and <i>la</i></p> <p>Students can recognize different sections to a song</p> <p>Students should be able to move to show recognition of sudden louder sounds</p> <p>Students should be able to continue to add songs to their knowledge base</p>	<p>Students are observed through various games and songs</p> <p>Students are observed through participation in the songs</p>
A P R I L	<p>Lyrical and Melodic Memorization</p> <p>Form: imitation</p> <p>Brass Instruments</p> <p>Pitch, <i>do re mi so</i> and <i>la</i></p>	<p>Students begin learning new songs for a concert event</p> <p>Students can both sing and move to the imitative parts of a song</p> <p>Students should be able to point to pictures to match the sounds of brass instruments</p> <p>Students can sing melodic patterns from notation involving <i>do, re, mi, so</i> and <i>la</i>.</p>	<p>Students are observed through participation in the songs</p> <p>Students are observed through class participation</p>
M A Y	<p>Performance Etiquette</p>	<p>Students can display proper stage presence, and can also sit while others perform.</p>	<p>Students participate in the annual Spring concert</p>

Music Curriculum Map Grade 3

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Beat/Rhythm</p> <p>Pitch, melodic direction</p> <p>Tone color</p>	<p>-Students can change from clapping a steady beat to clapping the rhythm</p> <p>-Students can gesture to show beats where there is silence</p> <p>-Students can demonstrate knowledge between quarter note, eighth notes, and quarter rest</p> <p>Students can move to show difference between high and low</p> <p>Students can switch between their chest voice and their head voice</p>	<p>Students are observed through participation in various games and songs.</p>
O C T O B E R	<p>Pitch</p> <ul style="list-style-type: none"> • <i>Do Re Mi</i> • Same and different <p>Rhythm</p> <p>Dynamics, <i>f</i> and <i>p</i></p>	<p>-Students can both echo and lead songs with <i>do re mi</i> pitches</p> <p>-Students can identify when a pitch remains the same in a song and when it changes</p> <p>-Students can gesture to show the final pitch of a phrase/song</p> <p>Students can perform a notated rhythm pattern using quarter notes, eighth notes, and quarter rests</p> <p>Students can sing with dynamics indicated with either <i>f</i> or <i>p</i>.</p>	<p>Students are observed through participation in various games and songs.</p> <p>Students are observed while clapping to notation cards</p> <p>Students are observed through participation in the songs</p>
N O V E	<p>Rhythm</p> <ul style="list-style-type: none"> • Half note • Tied Quarter Notes 	<p>Students can perform movements to show recognition of eighth notes, quarter notes, and half notes</p> <p>Students can identify verse and refrain</p>	<p>Students are observed through participation.</p>

M B E R	<p>Form: verse-refrain</p> <p>Tempo</p> <p>Pitch, <i>so</i> and <i>la</i></p> <p>Tone Color</p>	<p>sections of a known song through movement</p> <p>Students can demonstrate difference between fast and slow paced music through body movement</p> <p>Students can sing a melody from notation with pitch symbols</p> <p>Students can choose appropriate tone colors to express the meaning of words</p>	
D E C E M B E R	<p>Dynamics</p> <ul style="list-style-type: none"> • Crescendo and Decrescendo • Forte and Piano <p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p>	<p>Students can demonstrate with their voices understanding of crescendo and decrescendo. Students can sing music following dynamic notation of <i>p</i> and <i>f</i>.</p> <p>Students can memorize more than one song both lyrically and melodically.</p> <p>Students can demonstrate proper stage presence and sit while others perform.</p>	<p>Students are observed through the learning of new songs, following my direction on dynamics</p> <p>Students participate in the Christmas Concert</p>
J A N U A R Y	<p>Rhythm</p> <ul style="list-style-type: none"> • Equal and Unequal • Meter <p>Pitch: low <i>so</i> and low <i>la</i>'</p>	<p>-Students can use movement to show unequal rhythms in a song, and signal when rhythms change from equal to unequal.</p> <p>-Students can conduct a 2/4 meter while listening to music</p> <p>-Students can perform a rhythm pattern in 2/4 meter</p> <p>Students can echo-sing patterns using these pitches.</p>	<p>Students are observed through various games and songs</p>

	<p>Form</p> <ul style="list-style-type: none"> • Repetition • Ostinato <p>The Music Staff</p> <p>Instrumentation - Recorders</p>	<p>Students can perform a rhythmic ostinato with a song, and sing a melodic ostinato with a song</p> <p>Students can identify the lines and spaces of the music staff</p> <p>Students can play B-A-G on their recorders with proper hand placement</p>	<p>Students are observed while playing their instrument</p>
<p>F E B R U A R Y</p>	<p>Recorders Unit 1</p> <ul style="list-style-type: none"> • B-A-G • Musical Notation • Performance <p>Recorders Unit 2</p> <ul style="list-style-type: none"> • G-A-B-C • Musical Notation • Performance <p>Active Practice time</p>	<p>Students can play songs with B, A and G notes</p> <p>Students can read these three notes on the music staff with note letters written in</p> <p>Students can perform a song containing these three notes</p> <p>Students can play songs with G, A, B, and C notes</p> <p>Students can read these four notes on the music staff with note letters written in Students can perform a song containing all four notes</p> <p>Students can demonstrate focused application outside of the classroom</p>	<p>Students test for a “white belt”</p> <p>Students test for a “yellow belt”</p> <p>Students must account for home-practice through a chart</p>

Music Curriculum Map Grade 3

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>Recorders Unit 3</p> <ul style="list-style-type: none"> • Adding the ‘D’ • Musical Notation • Performance • Rhythmic Notation <p>Active practice time</p>	<p>Students can play songs with G,A, B, C and D notes</p> <p>Students can read these five notes on the music staff with note letters written in</p> <p>Students can perform a song containing all five notes</p> <p>Students can demonstrate knowledge of quarter, eighth, half and dotted half notes, and quarter rests.</p> <p>Students can demonstrate focused application outside of the classroom</p>	<p>Students test for a “green belt”.</p> <p>Students must account for home-practice through a chart</p>
A P R I L	<p>Recorders Unit 4</p> <ul style="list-style-type: none"> • Adding ‘F’ • Musical Notation • Performance • Rhythmic Notation <p>Active practice time</p> <p>Lyrical and Melodic Memorization</p>	<p>Students can play songs with F, G, A, B, C and D notes</p> <p>Students can read these six notes on the music staff with the note letters written in.</p> <p>Students can perform a song containing all six notes.</p> <p>Students can demonstrate knowledge of quarter, eighth, half and dotted half notes, quarter rests, and 2/4, 3/4 and 4/4 meters.</p> <p>Students can demonstrate focused application outside of the classroom</p> <p>Students can learn new songs memorizing both lyrics and melody</p>	<p>Students test for an “orange belt”.</p> <p>Students must account for home-practice through a chart</p> <p>Students are observed through participation in the songs</p>

<p>M A Y</p>	<p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p>	<p>Students are able to learn multiple new songs, memorizing both lyrics and melody</p> <p>Students are able to demonstrate proper stage presence, and sit while others perform</p>	<p>Students participate in the Spring Concert</p>
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Music Curriculum Map Grade 4

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Duration / Meter	Students can perform a pattern showing a 2/4 meter in time with the song; students also can identify the meter of a song in 4/4 meter	Students are observed through participation in various songs, activities and games
	Phrase	Students can gesture to show motion in a song including phrases	
	Tone Color	Students can speak a speech piece in two vocal registers, and sing a song using the heavier register	
	Rhythm: <ul style="list-style-type: none"> • Quarter note, eighth note, half note, and quarter rest • Notation 	Students can perform a rhythmic pattern from notation Students can indicate placement for bar lines in notated pattern	
	Pitch, <i>so re mi so la</i>	Students can sing a song from notation, and identify pitches heard in a phrase	Students are assessed as they clap to rhythm notations
O C T O B E R	Pitch <ul style="list-style-type: none"> • Pitch Syllables • Tonal Center • Low <i>la</i>, low <i>so</i> • Notation 	Students can echo instrumental phrases with pitch syllables, and can perform a melody for the text of a poem Students can hum the tonal center of a song Students can sing phrases with pitch letter names (D E G A B) Students can identify the lines and spaces on the music staff	Students are observed through class participation
	Duration and Rhythm <ul style="list-style-type: none"> • Ostinato • Three and Four sounds to a beat 	Students can perform an ostinato using eighth and half notes	

	<ul style="list-style-type: none"> • Sixteenth Notes, dotted half notes, whole notes • Upbeat <p>Instrument Families</p>	Students can identify the families of instruments using a listening map to orchestral music	
N O V E M B E R	<p>Rhythm</p> <ul style="list-style-type: none"> • Sixteenth Notes • Two and Three Sounds to a Beat <p>Form, A B and A B A</p> <p>Pitch</p> <ul style="list-style-type: none"> • Repeated Notes • Steps and skips • <i>fa</i> <p>Dynamics</p>	<p>Students can perform rhythm patterns including sixteenth notes with patting</p> <p>Students can signal when their hear the A section of a piece return</p> <p>Students can indicate whether a melody moves mainly by repeated notes, steps or skips</p> <p>Students can sing a phrase using pitch letter names C and F</p> <p>Students can perform a poem using various dynamics in their voices</p>	Students are observed while they demonstrate this ability using rhythm notation cards
D E C E M B E R	<p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p>	<p>Students are able to learn new songs, memorizing both lyrics and melody</p> <p>Students are able to demonstrate proper stage presence, and sit while others perform</p>	Students participate in the Christmas Concert

<p style="text-align: center;">J A N U A R Y</p>	<p>Recorders Unit 1</p> <ul style="list-style-type: none"> • B-A-G • Musical Notation • Performance <p>Recorders Unit 2</p> <ul style="list-style-type: none"> • G-A-B-C • Musical Notation • Performance <p>Active practice time</p>	<p>Students can play songs with B, A and G notes</p> <p>Students can read these three notes on the music staff with note letters written in</p> <p>Students can perform a song containing these three notes</p> <p>Students can play songs with G, A, B, and C notes</p> <p>Students can read these four notes on the music staff with note letters written in</p> <p>Students can perform a song containing all four notes</p> <p>Students can demonstrate focused application outside of the classroom</p>	<p>Students test for a “white belt”</p> <p>Students test for a “yellow belt”</p> <p>Students must account for home-practice through a chart</p>
<p style="text-align: center;">F E B R U A R Y</p>	<p>Recorders Unit 3</p> <ul style="list-style-type: none"> • Adding the ‘D’ • Musical Notation • Performance <p>Rhythmic Notation</p> <p>Recorders Unit 4</p> <ul style="list-style-type: none"> • Adding ‘F’ 	<p>Students can play songs with G,A, B, C and D notes</p> <p>Students can read these five notes on the music staff with note letters written in</p> <p>Students can perform a song containing all five notes</p> <p>Students can demonstrate knowledge of quarter, eighth, half and dotted half notes, and quarter rests.</p> <p>Students can play songs with F, G, A, B, C and D notes</p>	<p>Students test for a “green belt”</p> <p>Students test for an “orange belt”</p>

	<ul style="list-style-type: none"> • Musical Notation • Performance • Rhythmic Notation <p>Active practice time</p>	<p>Students can read these six notes on the music staff with the note letters written in.</p> <p>Students can perform a song containing all six notes.</p> <p>Students can demonstrate knowledge of quarter, eighth, half and dotted half notes, quarter rests, and 2/4, 3/4 and 4/4 meters.</p> <p>Students can demonstrate focused application outside of the classroom</p>	<p>Students must account for their home-practice with a chart</p>
M A R C H	<p>Recorders Unit 5</p> <ul style="list-style-type: none"> • Adding E, D and C • Musical Notation • Performance • Rhythmic Notation 	<p>Students can play songs with all notes on the recorder, low C through high D</p> <p>Students can read these notes on the music staff with the note letters written in.</p> <p>Students can perform various songs containing all of the notes</p>	<p>Students can test for red, purple, blue and black “belts”</p>
A P R I L	<p>Harmony and Melody</p> <p>Octaves</p> <p>Pitch, high <i>do</i> (C)</p>	<p>Students can identify melody from harmony, and signal when harmonic changes occur in a song</p> <p>Students can participate in a call and response that sings the same note in separate octaves</p> <p>Students can sing a song involving high C and octave pitch changes</p>	<p>Students are observed through active class participation, songs and games.</p>

M A Y	Lyrical and Melodic Memorization Performance Etiquette	Students can learn new music, memorizing both melody and lyrics Students are able to demonstrate proper stage presence, and sit while others perform	Students participate in the Spring Concert
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Music Curriculum Map Grades 5/6

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Beat and Rhythm</p> <p>Pitch</p> <ul style="list-style-type: none"> • Highest and lowest • <i>Do re mi</i> • Melodic Direction • Harmony <p>Vocal Tone color</p>	<p>Students can pat or clap to the beat of a song, move to show changes in tempo</p> <p>Students can signal to identify the highest and lowest pitches of a melody, and sing a song with pitch letter names G A B</p> <p>Students can demonstrate melodic direction with body movement</p> <p>Students can sing a simple harmony</p> <p>Students can signal with heavier or lighter registers are heard.</p>	<p>Students are observed through class participation in various songs, games and activities.</p>
O C T O B E R	<p>Instrumentation: Boomwhackers</p> <ul style="list-style-type: none"> • Pitch notation • Group Cooperation • Performance 	<p>Students can work within groups of assigned pitches to play a song on the Boomwhackers, “reading” pitch notation through color.</p>	<p>Students are observed through active participation and progress in ability.</p>
N O V E M B E R	<p>Instrumentation: Boomwhackers (Continued)</p> <ul style="list-style-type: none"> • Rhythm Notation • Group Cooperation • Performance 	<p>Students can demonstrate knowledge of quarter notes, eighth notes, sixteenth notes, half notes, whole notes and quarter rests by following rhythmic notation cards</p> <p>Students can work with one another to create a recognizable song</p>	<p>Students are observed through various activities and exercises</p>

R		Students can perform a song as a class, each maintaining their own parts	Students perform the piece <i>Popcorn</i> .
D E C E M B E R	Lyrical and Melodic Memorization Performance Etiquette	Students are able to learn new songs, memorizing both lyrics and melody Students are able to demonstrate proper stage presence, and sit while others perform	Students participate in the Christmas Concert.
J A N U A R Y	Recorders Unit 1 <ul style="list-style-type: none"> • B-A-G • Musical Notation • Performance Recorders Unit 2 <ul style="list-style-type: none"> • G-A-B-C • Musical Notation • Performance Active practice time	Students can play songs with B, A and G notes Students can read these three notes on the music staff Students can perform a song containing these three notes Students can play songs with G, A, B, and C notes Students can read these four notes on the music staff with note letters written in Students can perform a song containing all four notes Students can demonstrate focused application outside of the classroom	Students test for a “white belt” Students test for a “yellow belt” Students must account for home-practice through a chart

C H	Rhythmic Notation	Students can perform various songs containing all of the notes	
A P R I L	Rhythm Instruments <ul style="list-style-type: none"> • Read rhythm notation • Perform on rhythm instruments Lyrical and Melodic Memorization	Students can demonstrate proper handling of their assigned instrument Students can read rhythmic notation of quarter, eighth, sixteenth, half, and dotted half notes. Students can perform the requested rhythm on their instruments. Students begin to memorize new pieces of music, both with melody and lyrics.	Students are observed through active participation in the exercises with their instrument. Students are observed through their participation with the songs
M A Y	Lyrical and Melodic Memorization Performance Etiquette	Students memorize both the lyrics and melody of new music Students can demonstrate proper stage presence, and sit while others perform	Students participate in the Spring Concert

Music Curriculum Map Grades 7/8 – Music in Film

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Critical Thinking and Music Interpretation: Daily Living</p> <ul style="list-style-type: none"> • Instrumentation • Purpose of piece • Song meaning <p>Music in Film</p>	<p>Students can discuss what music is appealing to them and why, how music impacts their daily lives</p> <p>Students can identify how music in a film dictates the mood of a scene</p>	<p>Each student provides one song for the class to listen to and discuss.</p> <p>Students are observed through active class discussion</p>
O C T O B E R	<p>Critical Thinking and Music Interpretation</p> <p>Music in Film: Rock <i>School of Rock</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students can identify various influential rock and roll artists who impacted the style of music</p>	<p>Each class begins with listening to one of the chosen songs; students are assessed through active class discussion.</p> <p>Students are observed through class discussion</p>
N O V E M B E R	<p>Critical Thinking and Music Interpretation</p> <p>Music in Film: Rock <i>School of Rock</i>(continued)</p> <ul style="list-style-type: none"> • Rock appreciation • Composition 	<p>Students can discuss what music is appealing to them and why</p> <p>Students demonstrate ability to channel an angry emotion into poetry</p>	<p>Students are observed through class discussion</p> <p>Students each compose a poem about something that makes them angry, read aloud to the class.</p>

D E C E M B E R	<p>Critical Thinking and Music Interpretation</p> <p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p> <p>Music in film: Sacred <i>Sister Act</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students learn new songs, memorizing both lyrics and melody</p> <p>Students demonstrate a proper stage presence, and sit while others perform</p> <p>Students can identify when and where Sacred Hymns are most appropriately placed</p>	<p>Students are observed through class discussion</p> <p>Students participate in the Christmas Concert</p>
J A N U A R Y	<p>Critical Thinking and Music Interpretation</p> <p>Music in film: Sacred (continued) <i>Sister Act</i></p> <p>Music in film: Sacred with Secular <i>Sister Act 2: Back in the Habit</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students can apply “artistic license” to a well-known piece of sacred music</p> <p>Students can discuss how sacred and secular music interact</p>	<p>Students are observed through class discussion</p>
F E B R U A R Y	<p>Critical Thinking and Music Interpretation</p> <p>Music in film: Sacred with Secular (Continued) <i>Sister Act 2: Back in the Habit</i></p> <p>Music in film: Musical <i>Hairspray</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students are able to discuss the role of secular music within a sacred context</p> <p>Students are able to identify political issues, social movements and music application to real historic events</p>	<p>Students are observed through class discussion</p>

M A R C H	<p>Critical Thinking and Music Interpretation</p> <p>Music in film: Musical (continued) <i>Hairspray</i></p> <p>Music in Film: Pop <i>Trolls</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students can recognize influential “pop” songs that have been recreated throughout several different decades</p>	<p>Students are observed through class discussion</p> <p>Students chose between three versions of <i>Sound of Silence</i>, distinguishing which appeals to them most and why.</p>
A P R I L	<p>Critical Thinking and Music Interpretation</p> <p>Music in Film: Pop <i>Sing</i></p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students can identify various forms of “pop” music: jazz, rock, alt-rock, bubblegum, etc.</p>	<p>Students are observed through class discussion</p>
M A Y	<p>Critical Thinking and Music Interpretation</p> <p>Lyrical and Melodic Memorization</p> <p>Performance Etiquette</p>	<p>Students can discuss what music is appealing to them and why</p> <p>Students demonstrate ability to learn new music, memorizing both lyrics and melody</p> <p>Students display proper stage presence and sit while others perform</p>	<p>Students are observed through class discussion</p> <p>Students participate in the Spring Concert.</p>