Teacher: CORE Music Grade 1 Course: Music	Year: 2017-18						
Grade 1	Month: All Months						
5 Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
e Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
What does good singing sound like?	Posture		Speaking Voice				MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
e What does good singing look and feel like?						Varied Kodaly Texts	
m		Perform using singing voice.				120 Singing Games and Dances	
b						Varied Orff Texts	
2		Discover the need for				Music K-8 Magazine Listening Examples	
		proper posture when singing.				from Varied Composers	
		Demonstrate proper posture when singing.				Personal Song Collections www.makingmusicfun. net www.8notes.com	

Beat ~	Steady Beat is ongoing throughout the first and second marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does your body react when you hear music? Does all music sound the same?	Repeated Pulse	Recognize, echo and reproduce steady pulse of varying tempos.	Steady Beat Fast	Varied performance assessment of finding and maintaining a steady beat through tapping, body percussion, rhythm sticks and classroom instruments.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening
			Slow			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	to music
						Personal Song Collections www.makingmusicfun. net www.8notes.com	
)Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a

voice.

steady tempo

	What does good singing sound like? What does good	Posture	Perform using singing voice. Discover the need for	Speaking Voice			The Music Connection Text Book Series (Gr. K- 5) Varied Kodaly Texts	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
e	singing look and feel like?		proper posture when singing. Demonstrate proper posture when singing.				120 Singing Games and Dances	
r							Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
							Personal Song Collections www.makingmusicfun. net www.8notes.com	
	Beat ~	Steady Beat is ongoing throughout the first and second marking periods.						
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does your body react when you hear music?	Repeated Pulse	Recognize, echo and reproduce steady pulse of varying tempos.	Steady Beat	Varied performance assessment of finding and maintaining a steady beat	20330113	Varied repertoire of music from sources including (but not	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate
			, , , ,		through tapping, body		limited to):	dynamics and timbre, and maintain a steady tempo
	Does all music sound the same?			Fast				-

Listening Examples from Varied Composers

Personal Song Collections www.makingmusicfun. net www.8notes.com

www.makingmusicfun.

www.8notes.com

net

N Vocal Technique ~ Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

D							
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice			The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
n What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
)		Demonstrate proper posture when singing.				120 Singing Games and Dances	
2						Varied Orff Texts	
						Music K-8 Magazine Listening Examples from Varied Composers	
						Personal Song Collections	

Beat ~	Steady Beat is ongoing throughout the first and second marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does your body react when you hear music? Does all music sound the same?	Repeated Pulse	Recognize, echo and reproduce steady pulse of varying tempos.	Steady Beat Fast	Varied performance assessment of finding and maintaining a steady beat through tapping, body percussion, rhythm sticks and classroom instruments.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music
			Slow			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net	
Rhythm ~	Rhythm is ongoing throughout the second, third and fourth marking periods.					www.8notes.com	
Essential Questions How do we communicate with others?	Content Long and Short Sounds and Silence	Knowledge and Skills Identify areas of long and short sounds and areas of silence in a	Vocabulary Long and Short Sounds	Assessments Varied performance assessment including quarter note, quarter rest	Lessons	Resources Varied repertoire of music from sources including (but not	Standards MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and
		given musical selection.		and paired eighth notes:		limited to):	maintain a steady tempo

Perfomance of rhythmic

	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns. Performance of rhythmic ostinato patterns on body percussion and	The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	classroom instruments.	Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
How is music communicated from one person to another?	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest		120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
Does all music sound the same?	Rhythmic ostinato patterns		Patterns		Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
	Measures	Recognize patterns of notation as measures.	Measures		Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Barlines	Designate a measure's length using barlines.	Barlines		Listening Examples from Varied Composers	
					Personal Song Collections www.makingmusicfun. net	

www.8notes.com

D Vocal Technique ~ Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

periods.

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Essential Questio		Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
c What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
e What does good singing sound like	Posture e?	Perform using singing voice.	Speaking Voice			The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
m What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
b		Demonstrate proper				120 Singing Games and	
		posture when singing.				Dances	
е						Varied Orff Texts	
r						Music K-8 Magazine	
						Listening Examples	
						from Varied Composers	
						Personal Song	
						Collections	
						www.makingmusicfun.	
						net	
						www.8notes.com	
Beat ~	Steady Beat is ongoing throughout the first and second marking	3					

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does your	Repeated Pulse	Recognize, echo and	Steady Beat	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch,
body react when		reproduce steady pulse	!	assessment of finding and		music from sources	in rhythm, with appropriate
you hear music?		of varying tempos.		maintaining a steady beat		including (but not	dynamics and timbre, and
				through tapping, body		limited to):	maintain a steady tempo

Does all music sound the same?			Fast	percussion, rhythm sticks and classroom instruments.			MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music
			Slow			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
						Personal Song Collections www.makingmusicfun. net www.8notes.com	
Rhythm ~	Rhythm is ongoing throughout the second, third and fourth marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short Sounds and Silence	Identify areas of long and short sounds and areas of silence in a given musical selection.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments

	Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.	Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
		Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest		120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
		Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns		Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
		Measures	Designate a measure's length using barlines.	Measures		Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
		Barlines		Barlines		Listening Examples from Varied Composers	
						Personal Song Collections www.makingmusicfun. net www.8notes.com	
J	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.				www.bhotes.com	
а	Essential Questions	Contont	Knowledge and Skills	Vocabulary	Assessments Less	ans Pasourcos	Standards
n	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.	Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo

u	What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice				MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
r Y			Demonstrate proper posture when singing.				120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.	
	Beat ~	Steady Beat is ongoing throughout the first and second marking periods.					net www.8notes.com	
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lassons	Resources	Standards
	Essential Questions How does your body react when you hear music? Does all music sound the same?	Content Repeated Pulse	Knowledge and Skills Recognize, echo and reproduce steady pulse of varying tempos.	Vocabulary Steady Beat Fast	Assessments Varied performance assessment of finding and maintaining a steady beat through tapping, body percussion, rhythm sticks and classroom instruments.	Lessons	Resources Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K- 5)	Standards MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Rhythm ~	Rhythm is ongoing throughout the second, third and fourth marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short Sounds and Silence	Identify areas of long and short sounds and areas of silence in a given musical selection.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns			Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures

	Measures	Designate a measure's length using barlines.	Measures			Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Barlines		Barlines			Listening Examples from Varied Composers	
						Personal Song Collections www.makingmusicfun. net www.8notes.com	
Melody ~	Melody is ongoing throughout the third and fourth marking periods.						
Free stiel Ownerties	Contout	Kanada dan and Chille	Maaalandama	A		Deserves	Chan danda
Essential Questions How do we	SOL - MI Melodic	Knowledge and Skills Perform melodic	Vocabulary Melodic Solfeg	Assessments Varied performance	Lessons	Resources Varied repertoire of	Standards MU.K-4.2.d-echo short rhythms
communicate with others?	Patterns	patterns through echo using the tone syllables sol and mi.	Syllables:	assessment of vocal performance of sol/mi and la/sol/mi patterns and		music from sources including (but not limited to):	and melodic patterns
How is music communicated from one person to another?		Perform melodic patterns through echo using the tone syllables la, sol and mi.	La	melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Does all music sound the same?		Identify the parts of the staff.	Sol			Varied Kodaly Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Can you make your voice perform in high and low registers?	LA - SOL - MI Melodic Patterns	Locate the relative positions of la, sol and mi on the staff.	Mi			120 Singing Games and Dances	
	Staff	Read melodic patterns using la, sol and mi from the staff.	Staff Parts of Staff:			Varied Orff Texts Music K-8 Magazine	

	Melodic Contour and Direction	Discriminate between pitches moving in an upward or downward direction.	Lines			Listening Examples from Varied Composers	
			Spaces			Personal Song Collections	
			Treble Clef			www.makingmusicfun. net	
			Barlines Measures Time Signature			www.8notes.com	
			High Low				
F Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
e Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
r What does good singing sound like?	Posture	Perform using singing	Speaking Voice			The Music Connection	MU.K-4.1.c-sing from memory
		voice.				Text Book Series (Gr. K- 5)	a varied repertoire of songs representing *genres and
u What does good singing look and feel like?		Discover the need for proper posture when					a varied repertoire of songs
		Discover the need for proper posture when singing. Demonstrate proper				5) Varied Kodaly Texts 120 Singing Games and	a varied repertoire of songs representing *genres and
singing look and feel like?		Discover the need for proper posture when singing.				5) Varied Kodaly Texts	a varied repertoire of songs representing *genres and
singing look and feel like?		Discover the need for proper posture when singing. Demonstrate proper				5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	a varied repertoire of songs representing *genres and
singing look and feel like? a r		Discover the need for proper posture when singing. Demonstrate proper				5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts	a varied repertoire of songs representing *genres and *styles from diverse cultures

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Rhythm ~	Rhythm is ongoing throughout the second, third and fourth marking periods.					www.onotes.com	
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short Sounds and Silence	Identify areas of long and short sounds and areas of silence in a given musical selection.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns			Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
	Measures	Designate a measure's length using barlines.	Measures			Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in

simple patterns presented by the teacher

Barlines

Melody is ongoing throughout the third

Melody ~

Barlines

Listening Examples from Varied Composers

Personal Song Collections www.makingmusicfun. net www.8notes.com

	and fourth marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables sol and mi.	Melodic Solfeg Syllables:	Varied performance assessment of vocal performance of sol/mi and la/sol/mi patterns and		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.d-echo short rhythms and melodic patterns
How is music communicated from one person to another?	LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	La	melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Does all music sound the same?	Staff	Identify the parts of the staff.	Sol			Varied Kodaly Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Can you make your voice perform in high and low registers?	Melodic Contour and Direction	Locate the relative positions of Ia, sol and mi on the staff.	Mi			120 Singing Games and Dances	
-		Read melodic patterns using la, sol and mi from the staff.	Staff			Varied Orff Texts	
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:			Music K-8 Magazine	
			Lines			Listening Examples from Varied Composers	

M Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.		Spaces Treble Clef Barlines Measures Time Signature High Low			Personal Song Collections www.makingmusicfun. net www.8notes.com	
a Essential Questions	Contont	Knowledge and Skills	Maaabularu	Assessments	Lossons	Deseurees	Ctandarda
Essential Questions r What can you do with your voice?	Singing Voice vs. Speaking Voice	Knowledge and Skills Discriminate between singing and speaking voice.	Vocabulary Singing Voice	Assessments Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.	Lessons	Resources Varied repertoire of music from sources including (but not limited to):	Standards MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
c What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice				MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
h What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
		Demonstrate proper posture when singing.				120 Singing Games and Dances	
						Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
						Personal Song Collections www.makingmusicfun. net www.8notes.com	

Rhythm ~

Rhythm is ongoing throughout the second, third and fourth marking periods.

Essential Questions		Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short Sounds and Silence	Identify areas of long and short sounds and areas of silence in a given musical selection.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns			Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
	Measures	Designate a measure's length using barlines.	Measures			Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Barlines		Barlines			Listening Examples from Varied Composers	

Melody ~ Melody is ongoing throughout the third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
low do we communicate with others?	SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables sol and mi.	Melodic Solfeg Syllables:	Varied performance assessment of vocal performance of sol/mi and la/sol/mi patterns and		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.d-echo short rhythms and melodic patterns
How is music communicated from one person to another?	LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	La	melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Does all music sound the same?	Staff	Identify the parts of the staff.	Sol			Varied Kodaly Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Can you make your voice perform in high and low registers?	Melodic Contour and Direction	Locate the relative positions of la, sol and mi on the staff.	Mi			120 Singing Games and Dances	
		Read melodic patterns using la, sol and mi from the staff.	Staff			Varied Orff Texts	
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:			Music K-8 Magazine	
			Lines			Listening Examples from Varied Composers	
			Spaces			Personal Song Collections	
			Treble Clef			www.makingmusicfun. net	

А	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.		Barlines Measures Time Signature High Low			www.8notes.com	
р	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
i	What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice			The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
I	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
			Demonstrate proper posture when singing.				120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

Rhythm ~

Rhythm is ongoing throughout the second, third and fourth marking periods.

Essential Questions		Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short Sounds and Silence	Identify areas of long and short sounds and areas of silence in a given musical selection.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns			Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
	Measures	Designate a measure's length using barlines.	Measures			Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Barlines		Barlines			Listening Examples from Varied Composers	

Melody ~ Melody is ongoing throughout the third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
low do we communicate with others?	SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables sol and mi.	Melodic Solfeg Syllables:	Varied performance assessment of vocal performance of sol/mi and la/sol/mi patterns and		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.d-echo short rhythms and melodic patterns
How is music communicated from one person to another?	LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	La	melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Does all music sound the same?	Staff	Identify the parts of the staff.	Sol			Varied Kodaly Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Can you make your voice perform in high and low registers?	Melodic Contour and Direction	Locate the relative positions of la, sol and mi on the staff.	Mi			120 Singing Games and Dances	
		Read melodic patterns using la, sol and mi from the staff.	Staff			Varied Orff Texts	
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:			Music K-8 Magazine	
			Lines			Listening Examples from Varied Composers	
			Spaces			Personal Song Collections	
			Treble Clef			www.makingmusicfun. net	

Barlines Measures Time Signature www.8notes.com

			High Low				
orm ~			2011				
	Form is ongoing throughout the fourth marking period.						
ssential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Alike and Different	Label similar and contrasting sounds as being alike or different.	Alike	Varied performance assessment of identifying sounds, phrases and sections of songs as alike		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
			Different	or different.		The Music Connection	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
Can you identify sounds that are alike or different?						Varied Kodaly Texts	
						120 Singing Games and	
						Dances	
						Varied Orff Texts	
						Music K-8 Magazine	
						Listening Examples from Varied Composers	
						Personal Song	
						Collections	
						www.makingmusicfun. net	
						www.8notes.com	

M Vocal Technique ~ Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

Essential Question		Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice			The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
		Demonstrate proper posture when singing.				120 Singing Games and Dances	
						Varied Orff Texts Music K-8 Magazine	
						Listening Examples	
						from Varied Composers	
						Personal Song Collections	
						www.makingmusicfun. net	
						www.8notes.com	
Rhythm ~	Rhythm is ongoing throughout the second, third and fourth marking periods.						
Essential Question	s Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Long and Short	Identify areas of long and short sounds and areas of silence in a given musical selection.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo

How is music communicated from one person to another?	Quarter Note	Differentiate between heartbeat and patterns of long and short sounds.	Quarter Note (ta)	patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of	The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?	Quarter Rest	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Paired Eighth Notes (ti ti)	rhythmic ostinato patterns on body percussion and classroom instruments.	Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Paired Eighth Notes	Perform ostinato patterns incorporating quarter and barred eighth notes and quarter rests.	Quarter Rest		120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Rhythmic ostinato patterns	Recognize patterns of notation as measures.	Patterns		Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
	Measures	Designate a measure's length using barlines.	Measures		Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Barlines		Barlines		Listening Examples from Varied Composers	
					Personal Song Collections www.makingmusicfun. net www.8notes.com	

Melody ~

Melody is ongoing throughout the third and fourth marking periods.

Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables sol and mi.	Melodic Solfeg Syllables:	Varied performance assessment of vocal performance of sol/mi and la/sol/mi patterns and		Varied repertoire of music from sources including (but not limited to):	MU.K-4.2.d-echo short rhythms and melodic patterns
LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	La	melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Staff	Identify the parts of the staff.	Sol	J		Varied Kodaly Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Melodic Contour and Direction	Locate the relative positions of Ia, sol and mi on the staff.	Mi			120 Singing Games and Dances	
	Read melodic patterns using la, sol and mi from the staff.	Staff			Varied Orff Texts	
	Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:			Music K-8 Magazine	
		Lines			Listening Examples from Varied Composers	
		Spaces			Personal Song Collections	
		Treble Clef			www.makingmusicfun. net	
		Barlines Measures Time Signature			www.8notes.com	
	Patterns LA - SOL - MI Melodic Patterns Staff Melodic Contour and	SOL - MI MelodicPerform melodicPatternspatterns through echo using the tone syllables sol and mi.LA - SOL - MI MelodicPerform melodicPatternspatterns through echo using the tone syllables la, sol and mi.StaffIdentify the parts of the staff.Melodic Contour and DirectionLocate the relative positions of la, sol and mi on the staff.Melodic Contour and DirectionLocate the relative positions of la, sol and mi on the staff.Read melodic patterns using la, sol and mi from the staff.Discriminate between pitches moving in an	SOL - MI MelodicPerform melodicMelodic SolfegPatternspatterns through echo using the tone syllables sol and mi.Syllables:LA - SOL - MI MelodicPerform melodic patterns through echo using the tone syllables la, sol and mi.LaPatternsidentify the parts of the staff.SolMelodic Contour and DirectionLocate the relative positions of la, sol and mi on the staff.MiRead melodic patterns using la, sol and mi from the staff.StaffDirectionDiscriminate between pitches moving in an upward or downward direction.Parts of Staff: parts of Staff: Discriminate between pitches moving in an upward or downward direction.SpacesTreble Clef Barlines MeasuresSpacesTreble Clef	SOL - MI MelodicPerform melodicMelodic SolfegVaried performance assessment of vocal performance of sol/mi and la/sol/mi patterns andPatternspatterns through echo using the tone syllables patterns through echo using the tone syllables a, sol and mi.Lamelodic contour and direction through echo using, placement of notes on the staff and staff reading.StaffIdentify the parts of the staff.SolMelodic Contour and DirectionLocate the relative positions of la, sol and mi on the staff.MiRead melodic patterns using la, sol and mi from the staff.StaffMelodic Contour and DirectionLocate the relative positions of la, sol and mi on the staff.MiDirectionDiscriminate between pitches moving in an upward or downward direction.Parts of Staff:LinesSpaces Treble ClefSpaces	SOL - MI Melodic Perform melodic Melodic Solfeg Varied performance Patterns patterns through echo using the tone syllables: assessment of vocal Sol and mi. Perform melodic La melodic contour and Patterns patterns through echo using the tone syllables melodic contour and Patterns patterns through echo using the tone syllables singing, placement of Ia, sol and mi. notes on the staff and staff reading. Staff Identify the parts of the staff. Sol Melodic Contour and Direction Locate the relative positions of la, sol and mi on the staff. Mi Direction Read melodic patterns using la, sol and mi from the staff. Parts of Staff: Discriminate between pitches moving in an upward or downward direction. Parts of Staff: Spaces Treble Clef Barlines Barlines Measures Spaces	SOL - MI Melodic Perform melodic Melodic Solfeg Varied performance Varied repertoire of Patterns patterns through echo Syllables: assessment of vocal music from sources Isol and mi. perform melodic La melodic contour and limited to): LA - SOL - MI Melodic Perform melodic La melodic contour and The Music Connection Patterns patterns through echo direction through echo Text Book Series (Gr. K- S) Jas ol and mi. notes on the staff and staff reading. Varied Kodaly Texts Staff Identify the parts of the staff. Sol Varied Kodaly Texts Melodic Contour and Direction Locate the relative positions of la, sol and mi from the staff. Mi 120 Singing Games and Dances Direction and mi on the staff. Staff Varied Orff Texts Varied Corff Texts wing la, sol and mi from the staff. Direction. Parts of Staff: Music K-8 Magazine Direction. Lines Listening Examples from Varied Composers Spaces Personal Song Collections Music K-8 Spaces Treble Clef Spaces Personal Song Collections <

Form ~

Low

Form is ongoing throughout the fourth marking period.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Alike and Different	Label similar and	Alike	Varied performance		Varied repertoire of	MU.K-4.6.a-identify simple
sound the same?		contrasting sounds as		assessment of identifying		music from sources	music *forms when presented
		being alike or different.		sounds, phrases and		including (but not	aurally
				sections of songs as alike		limited to):	
Can you identify			Different	or different.			MU.K-4.6.c-use appropriate
sounds that are							terminology in explaining
alike or different?						5)	music, music notation, music
							instruments and voices, and
							music performances
						Varied Kodaly Texts	
						120 Singing Games and	
						Dances	
						Varied Orff Texts	
						Music K-8 Magazine	
						Listening Examples	
						from Varied Composers	
						Personal Song	
						Collections	
						www.makingmusicfun.	
						net	
						www.8notes.com	