

Teacher: CORE
 Music Grade 1 Year: 2017-18
 Course: Music
 Grade 1 Month: All Months

S 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
p 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
t What does good singing sound like?	Posture		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
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	
e		Discover the need for proper posture when singing.				Music K-8 Magazine	
r		Demonstrate proper posture when singing.				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 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
Does all music sound the same?			Fast				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

O 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 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

o	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
b	What does good singing look and feel like?		Discover the need for proper posture when singing.		Varied Kodaly Texts	
e			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 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	
Does all music sound the same?			Fast					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

N 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
v	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	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 posture when singing.				120 Singing Games and Dances	
e							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 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 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	
Does all music sound the same?			Fast					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					

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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance 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

	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 classroom instruments.	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)		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.

Essential Questions	Content	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	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 posture when singing.				120 Singing Games and Dances	
e						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 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 through tapping, body		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

Does all music sound the same?

Fast

percussion, rhythm sticks and classroom instruments.

The Music Connection Text Book Series (Gr. K-5)

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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of		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)			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.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	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	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
a	What does good singing look and feel like?		Discover the need for proper posture when singing.		Varied Kodaly Texts	
r			Demonstrate proper posture when singing.		120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
y					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 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
Does all music sound the same?			Fast				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	

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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		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)			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)			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.

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 melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms 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				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				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 Staff	Locate the relative positions of la, sol and mi on the staff. Read melodic patterns using la, sol and mi from the staff.	Mi Staff Parts of Staff:			120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	

Melodic Contour and Direction

Discriminate between pitches moving in an upward or downward direction.

Lines

Spaces

Treble Clef

Barlines

Measures

Time Signature

High

Low

Listening Examples from Varied Composers

Personal Song Collections
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www.8notes.com

F 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
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 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
u What does good singing look and feel like?		Discover the need for proper posture when singing. Demonstrate proper posture when singing.				Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
a							
r							
y						Personal Song Collections	

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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		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)			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)			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.

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 melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	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				
Does all music sound the same?	Staff	Identify the parts of the staff.	Sol				
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				
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:				
			Lines				Listening Examples from Varied Composers

Spaces

Treble Clef

Barlines

Measures

Time Signature

High

Low

Personal Song

Collections

www.makingmusicfun.net

net

www.8notes.com

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

a	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
c	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
h	What does good singing look and feel like?		Discover the need for proper posture when singing. Demonstrate proper posture when singing.				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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		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)			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)			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
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 melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) 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	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				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				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				
		Read melodic patterns using la, sol and mi from the staff.	Staff				
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:				
			Lines				
			Spaces				
			Treble Clef				

Barlines
Measures
Time Signature

www.8notes.com

High
Low

A 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
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
l	What does good singing look and feel like?		Discover the need for proper posture when singing. Demonstrate proper posture when singing.				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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		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)			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)			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	
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 melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	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				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				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					
			Treble Clef					
						Personal Song Collections www.makingmusicfun.net		

Barlines
Measures
Time Signature

www.8notes.com

High
Low

Form ~

Form is ongoing
throughout the fourth
marking period.

Essential 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 Different	Varied performance assessment of identifying sounds, phrases and sections of songs as alike or different.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) 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	MU.K-4.6.a-identify simple music *forms when presented aurally 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?							

M 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 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. Demonstrate proper posture when singing.				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.	Long and Short Sounds	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance 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 rhythmic ostinato patterns on body percussion and classroom instruments.	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)		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.

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 melodic contour and direction through echo singing, placement of notes on the staff and staff reading.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) 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	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				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				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					
		Read melodic patterns using la, sol and mi from the staff.	Staff					
		Discriminate between pitches moving in an upward or downward direction.	Parts of Staff:					
			Lines					
			Spaces					
			Treble Clef					
			Barlines Measures Time Signature					
			High					

Low

Form ~

Form is ongoing throughout the fourth marking period.

Essential 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 or different.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) 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	MU.K-4.6.a-identify simple music *forms when presented aurally 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?			Different				