

Teacher: CORE	
Music Grade 2	Year: 2017-18
Course: Music	Month: All
Grade 2	Months

S 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
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 marking period.

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) 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.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music 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					
		Slow					

Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases, and determining if phrases within a song are alike or different.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	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
What does it mean to be organized?		Count the number of phrases in a given selection.	Musical Sentence				

How can music be organized?

Identify similar and contrasting phrases within a composition.

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 Review ~ Review of rhythmic concepts from level 1.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Quarter Note	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Quarter Note (ta)	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping 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 Rest	Recognize patterns of notation as measures.	Paired Eighth Notes (ti ti)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Paired Eighth Notes	Designate a measure's length using barlines.	Quarter Rest	Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Measures		Measures			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Barlines		Barlines			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

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

Listening Examples from Varied Composers
Personal Song Collections
www.makingmusicfun.net
www.8notes.com

Melody Review ~ Review of melodic concepts from level 1.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	Melodic Solfege Syllables:			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?	Staff	Identify the parts of the staff.	La			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?		Locate the relative positions of la, sol and mi on 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?		Read melodic patterns using la, sol and mi from the staff.	Mi			120 Singing Games and Dances	
			Staff Parts of Staff: Lines Spaces Treble Clef Barlines Measures Time Signature			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
t 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. 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	
e r Beat ~	Steady Beat is ongoing throughout the first marking period.						

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		Varied repertoire of music from sources including (but not limited to):	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

Does all music sound the same?	Fast	sticks and classroom instruments.	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
	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	
Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.			

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases, and determining if phrases within a song are alike or different.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
What does it mean to be organized?		Count the number of phrases in a given selection.	Musical Sentence			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?		Identify similar and contrasting phrases within a composition.				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 Review ~ Review of rhythmic concepts from level 1.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Quarter Note	Recognize, echo and reproduce patterns using quarter note, barred eighth notes and quarter rest notation.	Quarter Note (ta)	Varied performance assessment including quarter note, quarter rest and paired eighth notes: Performance of rhythmic patterns through clapping 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 Rest	Recognize patterns of notation as measures.	Paired Eighth Notes (ti ti)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Paired Eighth Notes	Designate a measure's length using barlines.	Quarter Rest	Performance of rhythmic ostinato patterns on body percussion and classroom instruments.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Measures		Measures			120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
	Barlines		Barlines			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
						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
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody Review ~ Review of melodic concepts from level 1.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	LA - SOL - MI Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol and mi.	Melodic Solfege Syllables:	Varied performance assessment of vocal performance of la/sol/mi patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		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? Does all music sound the same?	Staff	Identify the parts of the staff. Locate the relative positions of la, sol and mi on the staff.	La Sol			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	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 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?		Read melodic patterns using la, sol and mi from the staff.	Mi Staff Parts of Staff: Lines Spaces Treble Clef Barlines Measures Time Signature			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. 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	
b e r							
Beat ~	Steady Beat is ongoing throughout the first marking period.						

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		Varied repertoire of music from sources including (but not limited to):	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

Does all music sound the same?		Fast	sticks and classroom instruments.	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
		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	
Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.				

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases, and determining if phrases within a song are alike or different.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
What does it mean to be organized?		Count the number of phrases in a given selection.	Musical Sentence			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?		Identify similar and contrasting phrases within a composition.				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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	Performance of rhythmic canon.		Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~ Melody 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?	LA - SOL - MI - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/do patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		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?	Staff	Locate the relative positions of la, sol, mi, and do on the staff.	La			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi and do from the staff.	Sol Mi Do Staff Parts of the Staff: Lines Spaces Treble Clef Barlines Measures Time Signature			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	

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
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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
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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
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m	What does good singing look and feel like?		Discover the need for proper posture when singing.			Varied Kodaly Texts	
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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	

Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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	Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases,	Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
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What does it mean to be organized?	Count the number of phrases in a given selection.	Musical Sentence	and determining if phrases within a song are alike or different.	The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Identify similar and contrasting phrases within a composition.			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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	Performance of rhythmic canon.		Varied Kodaly Texts 120 Singing Games and Dances	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

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

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

Listening Examples from Varied Composers
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Melody ~ Melody 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?	LA - SOL - MI - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/do patterns through echo singing,		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?	Staff	Locate the relative positions of la, sol, mi, and do on the staff.	La	placement of notes on the staff, identification of parts of the staff and staff reading.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi and do from the staff.	Sol Mi Do Staff Parts of the Staff: Lines Spaces Treble Clef Barlines Measures			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	

Time
Signature

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
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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
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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
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a What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
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r		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	
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Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
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What does it mean to be organized?	Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	determining if phrases within a song are alike or different and recognizing the form of a song as AB or ABA form.	The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Ternary Form: ABA	Identify similar and contrasting phrases within a composition. Label similar and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.	Form Binary Form: AB Ternary Form: ABA		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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon			Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns

Performance of rhythmic canon.

120 Singing Games and Dances

MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

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

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

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Melody ~

Melody 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?	LA - SOL - MI - RE - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/do patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		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?	Staff	Locate the relative positions of la, sol, mi, re and do on the staff.	La			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi, re and do from the staff.	Sol Mi Re Do Staff			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

Parts of the Staff:

- Lines
- Spaces
- Treble Clef
- Barlines
- Measures
- Time
- Signature

Personal Song Collections

www.makingmusicfun.net
www.8notes.com

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 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.				Varied Kodaly Texts	
a			Demonstrate proper posture when singing.				120 Singing Games and Dances	
r							Varied Orff Texts	
y							Music K-8 Magazine	
							Listening Examples from Varied Composers	
							Personal Song Collections	
							www.makingmusicfun.net	
							www.8notes.com	

Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases, determining if phrases within a song are alike or different and recognizing the form of a song as AB or ABA form.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
What does it mean to be organized?	Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Ternary Form: ABA	Identify similar and contrasting phrases within a composition. Label similar and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.	Form Binary Form: AB			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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.	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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
					120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
					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
					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
					Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	
Melody ~	Melody 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?	LA - SOL - MI - RE - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do		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?	Staff	Locate the relative positions of la, sol, mi, re and do on the staff.	La	patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Does all music sound the same?

Read melodic patterns using la, sol, mi, re and do from the staff.

Sol reading.

Varied Kodaly Texts

Mi

120 Singing Games and Dances

Re

Varied Orff Texts

Do

Music K-8 Magazine

Staff

Listening Examples from

Varied Composers

Parts of the Staff:

Personal Song Collections

Lines

www.makingmusicfun.net

Spaces

www.8notes.com

Treble Clef

Barlines

Measures

Time

Signature

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	

Form ~
 Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally
What does it mean to be organized?	Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	determining if phrases within a song are alike or different and recognizing the form of a song as AB or ABA form.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Ternary Form: ABA	Identify similar and contrasting phrases within a composition. Label similar and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.	Form Binary Form: AB Ternary Form: ABA			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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	Performance of rhythmic canon.		Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~ Melody 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?	LA - SOL - MI - RE - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do		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?	Staff	Locate the relative positions of la, sol, mi, re and do on the staff.	La	patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi, re and do from the staff.	Sol Mi Re Do Staff Parts of the Staff: Lines Spaces Treble Clef Barlines Measures Time Signature			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	

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	
Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.						

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally

What does it mean to be organized?	Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	determining if phrases within a song are alike or different and recognizing the form of a song as AB or ABA form.	The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Ternary Form: ABA	Identify similar and contrasting phrases within a composition. Label similar and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.	Form Binary Form: AB Ternary Form: ABA		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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon			Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns

Performance of rhythmic canon.

120 Singing Games and Dances

MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

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

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

Listening Examples from Varied Composers
Personal Song Collections
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www.8notes.com

Melody ~

Melody 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?	LA - SOL - MI - RE - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do		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?	Staff	Locate the relative positions of la, sol, mi, re and do on the staff.	La	patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi, re and do from the staff.	Sol Mi Re Do Staff			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

Parts of the Staff:

- Lines
- Spaces
- Treble Clef
- Barlines
- Measures
- Time
- Signature

Personal Song Collections

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Meter ~ Meter is ongoing throughout the fourth marking period.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	placement of the accent mark on the strong beat in beat groupings of two.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?		Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	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
		Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat.	Meter in 2			120 Singing Games and Dances	
			Barlines			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 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	
Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.						

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Phrases	Identify single musical ideas within a larger composition as a phrase.	Phrase	Varied performance assessment of phrase identification, counting of phrases,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally

What does it mean to be organized?	Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	determining if phrases within a song are alike or different and recognizing the form of a song as AB or ABA form.	The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
How can music be organized?	Ternary Form: ABA	Identify similar and contrasting phrases within a composition. Label similar and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.	Form Binary Form: AB Ternary Form: ABA		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?	Tied Notes	Understand tying notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Performance of rhythmic patterns through clapping 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?	Half Note	Recognize, echo and reproduce patterns using half note notation.	Half Note (ta-a)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		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?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon			Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns

Performance of rhythmic canon.

120 Singing Games and Dances

MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

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

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

Listening Examples from Varied Composers
 Personal Song Collections
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Melody ~

Melody 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?	LA - SOL - MI - RE - DO Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do		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?	Staff	Locate the relative positions of la, sol, mi, re and do on the staff.	La	patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
Does all music sound the same?		Read melodic patterns using la, sol, mi, re and do from the staff.	Sol Mi Re Do Staff			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

Parts of the Staff:

- Lines
- Spaces
- Treble Clef
- Barlines
- Measures
- Time
- Signature

Personal Song Collections

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Meter ~ Meter is ongoing throughout the fourth marking period.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	placement of the accent mark on the strong beat in beat groupings of two.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?		Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	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
		Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat.	Meter in 2			120 Singing Games and Dances	
			Barlines			Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	