	Teacher: CORE Music Grade 2 Course: Music Grade 2	Year: 2017-18 Month: All 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	Resources	Standards
р	What can you do with your voice?	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.		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						Music K-8 Magazine	
r			Discover the need for			Listening Examples from	
			proper posture when singing.			Varied Composers	
			Demonstrate proper posture when singing.			Personal Song Collections	
						www.makingmusicfun.net www.8notes.com	

Beat ~

Steady Beat is ongoing throughout the first marking

period.

Duestions Content Knowledge and Skills Vocabulary Assessments Lessons Resources Standards How does your body react when you hear music? Repeated Pulse of varying tempos. Steady Beat of varying tempos. Varied performance and maintaining a steady beat through tapping, body percussion, rhythm Varied repertoire of music from sources including (but purposeful movement 4 to unces including (but purposeful movement 4 to characteristics 5 or to specific music events 6 while listening to music sound the same? Steady Beat Steady Beat Not limited to): selected prominent music characteristics 5 or to specific music events 6 while listening to music sound the same? Does all music sound the same? Fast sticks and classroom instruments. The Music Connection Text MU.4.4.2.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 Composers Varied Composers Form " Form is ongoing throughout the first, second, third and fourth marking periods. Formation and fourth marking periods. Vocabulary Assessments Lessons Resources Standards Cuestions Content Knowledge and Skills Vocabulary Assessment of frame second the order Varied repertore of music MU.4.4.6	Essential							
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	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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	sound the same?		ideas within a larger		assessment of phrase		= -	*forms when presented aurally
composition as a phrase. identification, not limited to):			composition as a phrase.		,		not limited to):	
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What does itCount the number ofMusicaland determining ifThe Music Connection TextMU.K-4.6.c-use appropriatemean to bephrases in a givenSentencephrases within a songBook Series (Gr. K-5)terminology in explaining music,								
organized? selection. are alike or different. music notation, music				Sentence				
instruments and voices, and	J							

music performances

How can music be organized?	2	Identify similar and contrasting phrases				Varied Kodaly Texts	
		within a composition.				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.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic patterns			MU.K-4.2.a-perform on pitch, in
How is music communicated from one person to another?	Quarter Rest	Recognize patterns of notation as measures.	Paired Eighth Notes (ti ti)	through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping		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	of rhythmic values into measures. Performance of		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Measures		Measures	rhythmic ostinato patterns on body percussion and classroom		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	instruments.		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			Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
			Spaces Treble Clef Barlines Measures Time Signature			Personal Song Collections www.makingmusicfun.net www.8notes.com	

0	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
С	Essential Questions	Contont	Knowledge and Skills	Vacabulary	Accossments	Lossons	Resources	Standards
t	What can you do		Knowledge and Skills Discriminate between singing and speaking voice.	Vocabulary Singing Voice	Assessments Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.	Lessons	Varied repertoire of music	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
0	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 marking period.						
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lossons	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	Lessons		MU.K-4.6.e-respond through

Does all music sound the same? Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.	5	Fast Slow	sticks and classroom instruments.		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.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same? What does it mean to be	Phrases	Identify single musical ideas within a larger composition as a phrase. Count the number of phrases in a given	Phrase	Varied performance assessment of phrase identification, counting of phrases, and determining if phrases within a song		Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally MU.K-4.6.c-use appropriate terminology in explaining music,
organized?		selection.	Sentence	are alike or different.		BOOK Series (GI: K-S)	
							music notation, music instruments and voices, and music performances
How can music b organized?	e	Identify similar and contrasting phrases within a composition.				Varied Kodaly Texts	

Rhythm Review ~ Review of rhythmic

concepts from

level 1.

Essential	A A A					<u>_</u>	
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.		Varied performance assessment including quarter note, quarter rest and paired eighth notes: Perfomance of rhythmic patterns		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)	through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping		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	of rhythmic values into measures. Performance of		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
	Measures		Measures	rhythmic ostinato patterns on body percussion and classroom		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	instruments.		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

	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	Melodic Solfege Syllables:	Varied performance assessment of vocal performance of		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	la, sol and mi. Identify the parts of the staff.	La	la/sol/mi patterns through echo singing, placement of notes on the staff, identification of parts of the staff		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 Ia, sol and mi on the staff.	Sol	and staff reading.		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			Varied Orff Texts Music K-8 Magazine Listening Examples from	
			Spaces Treble Clef Barlines Measures Time Signature			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.						
0	Essential	.					<u>_</u>	
	Questions	Content	Knowledge and Skills	Vocabulary		Lessons	Resources	Standards
v	What can you do with your 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.			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
rr	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 r							Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net	
	Beat ~	Steady Beat is ongoing throughout the first marking period.					www.8notes.com	
	Essential	Contant		Marahad	A		D	Chandrada
	Questions How does your body react when you hear music?	Content Repeated Pulse	Knowledge and Skills Recognize, echo and reproduce steady pulse of varying tempos.	Vocabulary Steady Beat	Assessments Varied performance assessment of finding and maintaining a steady beat through tapping, body percussion, rhythm	Lessons	Resources Varied repertoire of music from sources including (but not limited to):	Standards 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? Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.		Fast Slow	sticks and classroom instruments.		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.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same? What does it mean to be	Phrases	Identify single musical ideas within a larger composition as a phrase. Count the number of phrases in a given	Phrase	Varied performance assessment of phrase identification, counting of phrases, and determining if phrases within a song	20013	Varied repertoire of music from sources including (but not limited to):	MU.K-4.6.a-identify simple music *forms when presented aurally MU.K-4.6.c-use appropriate terminology in explaining music,
organized?		selection.		are alike or different.			music notation, music instruments and voices, and
How can music b organized?	e	Identify similar and contrasting phrases within a composition.				Varied Kodaly Texts	music performances
						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?	Tied Notes	Understand tieing notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Perfomance 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		The Music Connection Text Book Series (Gr. K-5)	<i>i i</i>
Does all music sound the same?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	patterns and grouping of rhythmic values into measures.		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 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	20330113		MU.K-4.2.d-echo short rhythms
How is music communicated from one person to another?	Staff	Locate the relative positions of la, sol, mi, and do on the staff.	La	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 and do from the staff.	Sol	Ū.		Varied Kodaly Texts	
			Mi			120 Singing Games and Dances	
			Do			Varied Orff Texts	
			Staff Parts of the Staff:			Music K-8 Magazine Listening Examples from Varied Composers	
			Lines Spaces Treble Clef Barlines Measures			Personal Song Collections www.makingmusicfun.net www.8notes.com	
			Time Signature				

D	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
е	Essential	.			. .		_	
-	Questions	Content	Knowledge and Skills	Vocabulary	Assessments		Resources	Standards
С	What can you do with your voice?	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.		•	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
	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
b e 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	
	Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.						
	Essential Questions	Contont	Knowledge and Skills	Vocabulary	Assossments	Lossons	Posourcos	Standards
	Does all music sound the same?		Identify single musical ideas within a larger composition as a phrase.	Phrase	Assessments Varied performance assessment of phrase identification, counting of phrases,	LESSONS	-	MU.K-4.6.a-identify simple music *forms when presented aurally

What does it mean to be organized? How can music be organized?	2	Count the number of phrases in a given selection. Identify similar and contrasting phrases within a composition.	Musical Sentence	and determining if phrases within a song are alike or different.		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	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
						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 tieing notes together to increase note duration.		Varied performance assessment including tied notes and half note: Perfomance of			
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		The Music Connection Text Book Series (Gr. K-5)	
Does all music sound the same?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	patterns and grouping of rhythmic values into measures.		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

MU	J.K-4.5.a-read whole, half,
dot	ted half, quarter, and eighth
not	es and rests in 24 , 34 , and 44
me	ter signatures
MU	J.K-4.5.d-use standard symbols
to	notate meter, rhythm, pitch,
and	d dynamics in simple patterns
pre	esented by the teacher

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

Varied Orff Texts

Music K-8 Magazine

	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		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	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 and do from the staff.	Sol			Varied Kodaly Texts	
			Mi			120 Singing Games and Dances	
			Do			Varied Orff Texts	
			Staff			Music K-8 Magazine	
			Parts of the Staff:	:		Listening Examples from	
			Lines			Varied Composers Personal Song Collections	
			Spaces			www.makingmusicfun.net	
			Treble Clef			www.8notes.com	
			Barlines Measures				

Melody ~

Melody is ongoing

				Time Signature				
J	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
ā	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments L		Resources	Standards
r	What can you do	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
ι	What does good singing sound like?		Perform using singing voice.	Speaking Voice			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
ā	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
r			Demonstrate proper				120 Singing Games and	
Y			posture when singing.				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 L	essons	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	MU.K-4.6.a-identify simple music *forms when presented aurally

Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	within a song are alike or different and	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
Ternary Form: ABA	Identify similar and contrasting phrases within a composition	Form	form.	Varied Kodaly Texts	
	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB		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 is ongoing throughout the second, third and fourth marking periods.					
	Ternary Form: ABA Rhythm is ongoing throughout the second, third and fourth marking	Phrases in a given selection.Ternary Form: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.Rhythm is ongoing throughout the second, third and fourth markingRhythm is ongoing throughout the second, third and fourth marking	Phrases in a given selection.Phrases in a given selection.Ternary Form: ABAIdentify 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 ternary Form: ABABinary Form: ABRhythm is ongoing throughout the second, third and fourth markingRiven and a given selection.Ternary Form: ABA	phrases in a given selection.within a song are alike or different and recognizing the form of a song as AB or ABATernary Form: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.Within a song are alike or different and recognizing the form of a song as AB or ABARhythm is ongoing throughout the second, third and fourth markingIdentify form in given second, third and fourth markingIdentify form in given second, third and fourth marking	phrases in a given selection.within a song are alike or different and recognizing the form of a song as AB or ABABook Series (Gr. K-5)Ternary Form: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:Varied Kodaly Texts120 Singing Games and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.Ternary Form: ternary Form: ABA120 Singing Games and DancesMusic K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.comMusic K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.8notes.comRhythm is ongoing throughout the second, third and fourth markingSecond third and fourth markingSecond third and fourth marking

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Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Tied Notes	Understand tieing notes	Tie	Varied performance		Varied repertoire of music	MU.K-4.2.a-perform on pitch, in
communicate		together to increase		assessment including		from sources including (but	rhythm, with appropriate
with others?		note duration.		tied notes and half		not limited to):	dynamics and timbre, and
				note: Perfomance of			maintain a steady tempo
How is music	Half Note	Recognize, echo and	Half Note (ta-a)	rhythmic patterns		The Music Connection Text	MU.K-4.2.b-perform easy
communicated		reproduce patterns		through clapping and		Book Series (Gr. K-5)	rhythmic, melodic, and chordal
from one person		using half note notation.		classroom			patterns accurately and
to another?				instruments.			independently on rhythmic,
				Identification and			melodic, and harmonic
				notation of rhythmic			*classroom instruments
Does all music	Canon	Perform rhythmic	Canon	patterns and grouping		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
sound the same?		patterns incorporating		of rhythmic values into			and melodic patterns
		half notes in canon.		measures.			

				Performance of rhythmic canon.		120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	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/do patterns		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 Ia, sol, mi, re and do on the staff.	La	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			Varied Kodaly Texts	
			Mi			120 Singing Games and	
						Dances	
			Re			Varied Orff Texts	
			Re Do Staff				

use of speaking vs. posture, and maintain a stead singing voice. tempo r What does good Posture Perform using singing Speaking Voice The Music Connection Text MU.K-4.1.c-sing from memory singing sound voice. Book Series (Gr. K-5) varied repertoire of songs					Parts of the Staff:	:		Personal Song Collections	
e Essential 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 Singing Voice Teacher observation of solo and group singing including posture and use of speaking vs. singing sound Varied repertoire of music from sources including (but on pitch and in rhythm, with appropriate timbre, diction, an posture, and maintain a stead tempo r What does good singing sound Posture Perform using singing voice. Speaking Voice Speaking Voice The Music Connection Text Book Series (Gr. K-5) MU.K-4.1.e-sing from memory varied repertoire of songs representing *genres and *sty from diverse cultures u What does good singing look and feel like? Discover the need for singing. Speaking Voice Varied Kodaly Texts a Demonstrate proper posture when singing. Demonstrate proper posture when singing. 120 Singing Games and Dances Dances r Varied Composers Varied Composers Varied Composers Varied Composers	F	Vocal Technique ~	ongoing throughout the first, second, third and fourth marking		Spaces Treble Clef Barlines Measures Time				
b What can you do with your voice? Singing Voice vs. singing and speaking voice. Discriminate between singing and speaking voice. Singing Voice singing and speaking 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 on pitch and in rhythm, with appropriate timbre, diction, an oposture, and maintain a stead tempo r What does good like? Posture Perform using singing voice. Speaking Voice Speaking Voice The Music Connection Text Book Series (Gr. K-5) MU.K-4.1.c-sing from memory varied repertoire of songs representing *genres and *sty from diverse cultures u What does good singing look and feel like? Discover the need for singing. Speaking Voice Varied Kodaly Texts a Demonstrate proper posture when singing. Discover the need for singing. Singing. Dances r Varied Kodaly Texts Varied Coff Texts Music K-8 Magazine Listening Examples from Varied Composers	e	Essential	perious.						
with your voice? Speaking Voice singing and speaking voice. solo and group singing including posture and use of speaking vs. singing sound from sources including (but on pitch and in rhythm, with not limited to): appropriate timbre, diction, an posture, and maintain a stead tempo r What does good Posture Perform using singing voice. Speaking Voice The Music Connection Text MU.K-4.1.c-sing from memory varied repertoire of songs representing *genres and *sty from diverse cultures u What does good singing look and feel like? Discover the need for singing. Varied Kodaly Texts a Demonstrate proper posture when singing. Including posture when singing. Including posture when singing. r What does good singing look and feel like? Singing. Including posture when singing. Including posture when singing. a Demonstrate proper posture when singing. Discover the need for posture when singing. Varied Coff Texts y Singing Composition of the singing. Stange Singing Composition of the singing. Stange Singing Composition of the singing Composition of the singing Composition of the singing. Stange Singing Composition of the singing Composi		Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
singing sound voice. like? u What does good Discover the need for Varied Kodaly Texts singing look and proper posture when feel like? singing. a Demonstrate proper posture when singing. r	b	-		singing and speaking	Singing Voice	solo and group singing including posture and use of speaking vs.		from sources including (but	on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady
singing look and proper posture when feel like? singing. a Demonstrate proper posture when singing. 120 Singing Games and posture when singing. Dances r y y y y y y y y y y y y y y y y y y	r	singing sound	Posture		Speaking Voice				varied repertoire of songs representing *genres and *styles
a Demonstrate proper 120 Singing Games and 20 Jonces Dances r r y Listening Examples from Varied Composers	u	singing look and		proper posture when				Varied Kodaly Texts	
r Varied Orff Texts y Music K-8 Magazine Listening Examples from Varied Composers	а							120 Singing Games and	
y Music K-8 Magazine Listening Examples from Varied Composers				posture when singing.					
www.makingmusicfun.net www.8notes.com								Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net	

Form is ongoing throughout the first, second, third

and fourth marking

periods.

Form ~

	perious.						
Essential	Contont		Veeleul	A	Learner	Deservices	Chandanda
Questions Does all music	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
sound the same?	Phrases	Identify single musical ideas within a larger	Phrase	Varied performance assessment of phrase		-	MU.K-4.6.a-identify simple music *forms when presented aurally
sound the same:		composition as a phrase.		identification,		not limited to):	torms when presented adrany
				counting of phrases,			
What does it	Binary Form: AB	Count the number of	Musical Sentence	determining if phrases		The Music Connection Text	MU.K-4.6.c-use appropriate
mean to be		phrases in a given		within a song are alike		Book Series (Gr. K-5)	terminology in explaining music,
organized?		selection.		or different and			music notation, music
				recognizing the form			instruments and voices, and
How can music be		Identify cimilar and	Form	of a song as AB or ABA		Varied Kodaly Texts	music performances
organized?	ABA	Identify similar and contrasting phrases	Form	form.		Varied Rodaly Texts	
organizeu:		within a composition.					
		Label similar and	Binary Form: AB			120 Singing Games and	
		contrasting sections with				Dances	
		letters A and B to create					
		binary and ternary					
		forms. Identify form in musical	Ternary Form:			Varied Orff Texts	
		compositions.	ABA			Valleu Offi Texts	
		compositions.				Music K-8 Magazine	
						Listening Examples from	
						Varied Composers	
						Personal Song Collections	
						www.makingmusicfun.net	
Rhythm ~						www.8notes.com	
	Rhythm is ongoing						
	throughout the						
	second, third and						
	fourth marking						
Freestic	periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Tied Notes	Understand tieing notes		Varied performance	20030113		MU.K-4.2.a-perform on pitch, in
communicate		together to increase		assessment including		from sources including (but	
with others?		note duration.		tied notes and half		not limited to):	dynamics and timbre, and
				note: Perfomance of			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		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	patterns and grouping of rhythmic values into measures.		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 www.makingmusicfun.net www.8notes.com	
Melody ~	Melody is ongoing throughout the second, third and fourth marking periods.						
Essential	Contont	Knowledge and Skills	Vacabulary	Accossments	Lossons	Posourcos	Standards
Questions How do we communicate with others?	Content LA - SOL - MI - RE - DO Melodic Patterns	Knowledge and Skills Perform melodic patterns through echo using the tone syllables la, sol, mi, re and do.	Vocabulary Melodic Solfege:	Assessments Varied performance assessment of vocal performance of la/sol/mi/re/do	Lessons	Resources Varied repertoire of music from sources including (but not limited to):	Standards 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 Staff		Music K-8 Magazine Listening Examples from	
				Stan		Varied Composers	
				Parts of the Staff:		Personal Song Collections	
				Lines		www.makingmusicfun.net	
				Spaces		www.8notes.com	
				Treble Clef			
				Barlines			
				Measures Time			
				Signature			
ſ	M Vocal Technique	Vocal Technique is		0.8.0000			
	~	ongoing					
		throughout the					
		first, second, third and fourth marking					
		-					
		periods.					
ā	Essential	periods.					
ā	Essential Questions	content	Knowledge and Skills	Vocabulary	Assessments Lessons	Resources	Standards
	Questions What can you do	Content Singing Voice vs.	Discriminate between	Vocabulary Singing Voice	Teacher observation of	Varied repertoire of music	MU.K-4.1.a-sing independently,
	Questions	Content Singing Voice vs. Speaking Voice	Discriminate between singing and speaking		Teacher observation of solo and group singing	Varied repertoire of music from sources including (but	MU.K-4.1.a-sing independently, on pitch and in rhythm, with
	Questions What can you do	Content Singing Voice vs. Speaking Voice	Discriminate between		Teacher observation of solo and group singing including posture and	Varied repertoire of music	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and
	Questions What can you do	Content Singing Voice vs. Speaking Voice	Discriminate between singing and speaking		Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady
r	Questions What can you do with your voice?	Content Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and	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	Questions What can you do with your voice?	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing		Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a
r	Questions What can you do with your voice?	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	Questions What can you do with your voice? What does good singing sound	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs
r	Questions What can you do with your voice? What does good singing sound like? What does good	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	QuestionsWhat can you do with your voice?What does good singing sound like?What does good	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
	Questions What can you do	Content Singing Voice vs. Speaking Voice	Discriminate between singing and speaking		Teacher observation of solo and group singing	Varied repertoire of music from sources including (but	MU.K-4.1.a-sing independently, on pitch and in rhythm, with
r	Questions What can you do with your voice? What does good singing sound	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like?	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like?	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	QuestionsWhat can you do with your voice?What does good singing sound like?What does good	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing.	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles
r	Questions What can you do with your voice? What does good singing sound like? What does good singing look and	Content Singing Voice vs. Speaking Voice Posture	Discriminate between singing and speaking voice. Perform using singing voice. Discover the need for proper posture when singing. Demonstrate proper	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs.	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	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles

Form ~	Form is ongoing						
Form ~	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,		•	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		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?	e Ternary Form: ABA	Identify similar and contrasting phrases within a composition.	Form	form.		Varied Kodaly Texts	
		Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB			120 Singing Games and Dances	
		Identify form in musical compositions.	Ternary Form: ABA			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 tieing notes together to increase note duration.	Tie	Varied performance assessment including tied notes and half note: Perfomance 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		The Music Connection Text Book Series (Gr. K-5)	<i>i i</i>
Does all music sound the same?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	patterns and grouping of rhythmic values into measures.		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 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		Perform melodic	Melodic Solfege:	Varied performance			MU.K-4.2.d-echo short rhythms
communicate	DO Melodic	patterns through echo		assessment of vocal		from sources including (but	and melodic patterns
with others?	Patterns	using the tone syllables		performance of		not limited to):	
	c) ((la, sol, mi, re and do.		la/sol/mi/re/do			
How is music communicated	Staff	Locate the relative positions of la, sol, mi, re	La	patterns through echo singing, placement of		Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch,
from one person		and do on the staff.		notes on the staff,		BOOK Series (GL K-S)	and dynamics in simple patterns
to another?		and do on the stan.		identification of parts			presented by the teacher
				of the staff and staff			
Does all music		Read melodic patterns	Sol	reading.		Varied Kodaly Texts	
sound the same?		using la, sol, mi, re and					
		do from the staff.					
			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				

	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
р	Essential	Contont	Keendedee end Chille	Maaabulanu	Assessments	1.000.000	Deserves	Chandanda
	Questions What can you do	Content	Knowledge and Skills Discriminate between	Vocabulary Singing Voice	Assessments Teacher observation of		Resources	Standards MU.K-4.1.a-sing independently,
·	•		singing and speaking voice.		solo and group singing including posture and use of speaking vs. singing voice.		•	on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
i	What does good singing sound like?	Posture	Perform using singing voice.	Speaking Voice			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
I	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
			Demonstrate proper posture when singing.				120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net	
	Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.					www.8notes.com	
	Essential	A I I						
	Questions Does all music	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards MU.K-4.6.a-identify simple 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,		•	*forms when presented aurally

Binary Form: AB	Count the number of phrases in a given selection.	Musical Sentence	within a song are alike or different and	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
Ternary Form: ABA	Identify similar and contrasting phrases within a composition	Form	form.	Varied Kodaly Texts	
	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB		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 is ongoing throughout the second, third and fourth marking periods.					
	Ternary Form: ABA Rhythm is ongoing throughout the second, third and fourth marking	Phrases in a given selection.Ternary Form: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.Rhythm is ongoing throughout the second, third and fourth markingRhythm is ongoing throughout the second, third and fourth marking	Phrases in a given selection.Phrases in a given selection.Ternary Form: ABAIdentify 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 ternary Form: ABABinary Form: ABRhythm is ongoing throughout the second, third and fourth markingRiven and a given selection.Ternary Form: ABA	phrases in a given selection.within a song are alike or different and recognizing the form of a song as AB or ABATernary Form: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.Within a song are alike or different and recognizing the form of a song as AB or ABARhythm is ongoing throughout the second, third and fourth markingIdentify form in given second, third and fourth markingIdentify form in given second, third and fourth marking	phrases in a given selection.within a song are alike or different and recognizing the form of a song as AB or ABABook Series (Gr. K-5)Ternary Form: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:Varied Kodaly Texts120 Singing Games and contrasting sections with letters A and B to create binary and ternary forms. Identify form in musical compositions.Ternary Form: ternary Form: ABA120 Singing Games and DancesMusic K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.comMusic K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.8notes.comRhythm is ongoing throughout the second, third and fourth markingSecond third and fourth markingSecond third and fourth marking

2000							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Tied Notes	Understand tieing notes	Tie	Varied performance		Varied repertoire of music	MU.K-4.2.a-perform on pitch, in
communicate		together to increase		assessment including		from sources including (but	rhythm, with appropriate
with others?		note duration.		tied notes and half		not limited to):	dynamics and timbre, and
				note: Perfomance of			maintain a steady tempo
How is music	Half Note	Recognize, echo and	Half Note (ta-a)	rhythmic patterns		The Music Connection Text	MU.K-4.2.b-perform easy
communicated		reproduce patterns		through clapping and		Book Series (Gr. K-5)	rhythmic, melodic, and chordal
from one person		using half note notation.		classroom			patterns accurately and
to another?				instruments.			independently on rhythmic,
				Identification and			melodic, and harmonic
				notation of rhythmic			*classroom instruments
Does all music	Canon	Perform rhythmic	Canon	patterns and grouping		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
sound the same?		patterns incorporating		of rhythmic values into			and melodic patterns
		half notes in canon.		measures.			

				Performance of rhythmic canon.		120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	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,
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	and dynamics in simple patterns presented by the teacher
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 Ia, 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	
			Re Do Staff			Varied Offf Texts Music K-8 Magazine Listening Examples from	

			Parts of the Staff:	:		Personal Song Collections	
			Lines Spaces Treble Clef Barlines Measures Time Signature			www.makingmusicfun.net www.8notes.com	
Meter ~	Meter is ongoing throughout the fourth marking period.		Signature				
Essential	Contont	Knowledge and Chille	Maaabulanu	A		Deseures	Chandanda
Questions What is inflection?	Content Strong and Weak Beats	Knowledge and Skills Identify strong and weak beats in a given piece of music.	Vocabulary Strong Beat	Assessments Varied performance assessment of identification of strong and weak beats within given songs,	Lessons		Standards 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	

	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.						
а	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
У	What can you do with your voice?		-	Singing Voice	Teacher observation of solo and group singing including posture and use of speaking vs. singing voice.		Varied repertoire of music	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			Book Series (Gr. K-5)	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
	What does good singing look and feel like?		Discover the need for proper posture when singing.				Varied Kodaly Texts	
			Demonstrate proper posture when singing.				120 Singing Games and Dances Varied Orff Texts	
							Music K-8 Magazine Listening Examples from Varied Composers	
							Personal Song Collections www.makingmusicfun.net www.8notes.com	
	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	-	Phrase	Varied performance assessment of phrase identification, counting of phrases,		Varied repertoire of music	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	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?	e Ternary Form: ABA	Identify similar and contrasting phrases within a composition.	Form	form.	Varied Kodaly Texts	
		Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB		120 Singing Games and Dances	
		Identify form in musical compositions.	Ternary Form: ABA		Varied Orff Texts	
		compositions.			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 Lesso	ns Resources	Standards
How do we communicate with others?	Tied Notes	Understand tieing notes together to increase note duration.		Varied performance assessment including tied notes and half note: Perfomance of		MU.K-4.2.a-perform on pitch, in
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	The Music Connection Text Book Series (Gr. K-5)	<i>i</i> .
Does all music sound the same?	Canon	Perform rhythmic patterns incorporating half notes in canon.	Canon	patterns and grouping of rhythmic values into measures.	Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns

				Performance of rhythmic canon.		120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	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
Melody ~	Melody is ongoing throughout the second, third and fourth marking					Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	
	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		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	Sol	reading.		Varied Kodaly Texts	
		do from the staff.					
		do from the staff.	Mi			120 Singing Games and Dances	
		do from the staff.	Mi Re				
		do from the staff.				Dances	
		do from the staff.	Re			Dances Varied Orff Texts	

			Parts of the Staff:	:		Personal Song Collections	
			Lines Spaces Treble Clef Barlines Measures Time Signature			www.makingmusicfun.net www.8notes.com	
Meter ~	Meter is ongoing throughout the fourth marking period.		Signature				
Essential	Contont	Knowledge and Chille	Maaabulanu	A		Deseures	Chandanda
Questions What is inflection?	Content Strong and Weak Beats	Knowledge and Skills Identify strong and weak beats in a given piece of music.	Vocabulary Strong Beat	Assessments Varied performance assessment of identification of strong and weak beats within given songs,	Lessons		Standards 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	