Teacher: CORE Music

Grade 3 Year: 2017-18

Course: Music Grade 3 Month: All Months

# S Vocal Technique ~

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

		Tour til marking perious.						
е	Essential Questions	Content	Knowledge and Skills	Vocahulary	Assessments	Lessons	Resources	Standards
р	What can you do with your voice?		Discriminate between singing and speaking voice.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking		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?			Singing Voice	vs. singing 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
е	What does good singing look and feel like?	Posture and Breathing		Posture			Varied Kodaly Texts	
m	Is there an easier way to sing high sounds more comfortably?		Perform using singing voice.	Breathing			120 Singing Games and Dances	
b e r			Discover ease in singing high sounds by using "head voice."				Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
							Personal Song Collections www.makingmusicfun. net	
			Discover the need for proper posture and breathing when singing.				www.8notes.com	

Demonstrate proper posture and breathing when singing.

# Melody ~

	Tour tri marking perious.					
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,	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-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a
How is music communicated from one person to another?		re and do. Locate the relative positions of la, sol, mi, re and do on the staff.	Do	patterns through echo singing, placement of notes on the staff, identification of	The Music Connection Text Book Series (Gr. K- 5)	steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
Does all music sound the same?			Re	parts of the staff and staff reading.	Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
the same:	Songs in Round	Read melodic patterns using la, sol, mi, re and do from the staff.	Mi	Teacher observation of student performance singing in	120 Singing Games and Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Staff	Perform with classmates songs in round.	Sol	round/canon with classmates.	Varied Orff Texts	
			La Pentatonic		Music K-8 Magazine Listening Examples from Varied Composers	
			Round/Canon		Personal Song Collections	
			Unison		www.makingmusicfun. net	
			Staff Parts of the Staff: Lines Spaces Treble Clef Barlines		www.8notes.com	

Rhythm Review ~

Review of rhythmic concepts from level 2.

	concepts from level 2.					
Essential Questions	Content	Knowledge and Skills	•	Assessments	Resources	Standards
How do we	Tied Notes	Understand tieing	Tie	Varied performance	Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with		notes together to		assessment	music from sources	rhythm, with appropriate
others?		increase note		including tied notes	including (but not	dynamics and timbre, and
		duration.		and half note:	limited to):	maintain a steady tempo
How is music	Half Note	Recognize, echo and	Half Note (ta-a)	Perfomance of	The Music Connection	MU.K-4.2.b-perform easy
communicated from		reproduce patterns		rhythmic patterns	Text Book Series (Gr. K-	rhythmic, melodic, and chordal
one person to		using half note		through clapping	5)	patterns accurately and
another?		notation.		and classroom		independently on rhythmic,
				instruments.		melodic, and harmonic
				Identification and		*classroom instruments
				notation of		
Does all music sound				rhythmic patterns	Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?				and grouping of		and melodic patterns
				rhythmic values		
				into measures.	120 Singing Games and	MU.K-4.2.f-perform
				Performance of	Dances	independent instrumental parts
				rhythmic canon.		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	

# O Vocal Technique ~

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

С								
	Essential Questions	Content	Knowledge and Skills	•	Assessments	Lessons	Resources	Standards
t	What can you do with		Discriminate	Speaking Voice	Teacher		Varied repertoire of	MU.K-4.1.a-sing independently,
	your voice?	Speaking Voice	between singing and		observation of solo		music from sources	on pitch and in rhythm, with
			speaking voice.		and group singing		including (but not	appropriate timbre, diction,
					including posture		limited to):	and posture, and maintain a
					and use of speaking			steady tempo
0	What does good	Posture and Breathing	Perform using singing	Singing Voice	vs. singing voice.			MU.K-4.1.c-sing from memory a
	singing sound like?		voice.				·	varied repertoire of songs
							5)	representing *genres and
	1441 · 1		5.	5 .				*styles from diverse cultures
D	What does good		Discover ease in	Posture			Varied Kodaly Texts	
	singing look and feel like?		singing high sounds					
	liker		by using "head voice."					
۵	Is there an easier way		Discover the need for	Breathing			120 Singing Games and	
-	to sing high sounds		proper posture	breathing			Dances	
	more comfortably?		and breathing when				Dunces	
	, , , , , , , , , , , , , , , , , , , ,		singing.					
r			Demonstrate proper				Varied Orff Texts	
			posture and					
			breathing when					
			singing.					
							Music K-8 Magazine	
							Listening Examples	
							from Varied Composers	
							Personal Song	
							Collections	
							www.makingmusicfun.	
							net	
							www.8notes.com	

	Tourth marking perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through	Wichouse Sollege.	assessment of vocal		music from sources	on pitch and in rhythm, with
others?	Wichoule Fatterns	echo using the tone		performance of		including (but not	appropriate timbre, diction,
others.		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.		patterns through		minica toj.	steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from	<b>G</b>	positions of la, sol,		placement of notes			varied repertoire of songs
one person to		mi, re and do on the		on the staff,		5)	representing *genres and
another?		staff.		identification of		,	*styles from diverse cultures
Does all music sound	Staff	Read melodic	Re	parts of the staff		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		and staff reading.			partner songs, and rounds
		mi, re and do from		Teacher			
		the staff.		observation of			
		Perform with	Mi	student		120 Singing Games and	MU.K-4.1.e-Sing in groups,
		classmates songs in		performance		Dances	blending vocal timbres,
		round.		singing in			matching dynamic levels, and
				round/canon with			responding to the cues of a
				classmates.			conductor
			Sol			Varied Orff Texts	
			La			Music K-8 Magazine	
			Pentatonic			Listening Examples	
						from Varied Composers	
			Round/Canon			Personal Song	
						Collections	
			Unison			www.makingmusicfun.	
						net www.8notes.com	
			Staff			www.onotes.com	
			Parts of the Staff:				
			Lines				
			Spaces				
			Treble Clef				
			Barlines				
			Measures				
			Time Signature				
			<b>.</b>				

Rhythm Review ~

Review of rhythmic concepts from level 2.

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:		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)	Perfomance of rhythmic patterns through clapping and classroom instruments. Identification and notation of		The Music Connection	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?				rhythmic patterns and grouping of rhythmic values		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
				into measures. 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	

# N Vocal Technique ~

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

0	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
V	What can you do with your voice?		Discriminate between singing and speaking voice.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking	2030113	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
е	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	Singing Voice	vs. singing voice.			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 ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
b	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
е			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
r							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com	

	Tour tri marking perious.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through		assessment of vocal		music from sources	on pitch and in rhythm, with
others?		echo using the tone		performance of		including (but not	appropriate timbre, diction,
		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.	_	patterns through			steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from		positions of la, sol,		melodic ostinato		Text Book Series (Gr. K-	varied repertoire of songs
one person to		mi, re and do on the		patterns,		5)	representing *genres and
another?		staff.	_	placement of notes			*styles from diverse cultures
Does all music sound	Melodic Ostinato	Read melodic	Re	on the staff,		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		identification of			partner songs, and rounds
		mi, re and do from		parts of the staff			
		the staff.		and staff reading.		1000: 1	
		Perform with	Mi	Teacher			MU.K-4.1.e-Sing in groups,
		classmates songs in		observation of		Dances	blending vocal timbres,
		round.		student			matching dynamic levels, and
				performance 			responding to the cues of a
		Daufawa sinemla	Cal	singing in		Varied Orff Texts	conductor
		Perform simple	Sol	round/canon with		varied Offi Texts	MU.K-4.2.a-perform on pitch, in
		melodic ostinato		classmates.			rhythm, with appropriate dynamics and timbre, and
		patterns with given					maintain a steady tempo
		songs.	La			Music K-8 Magazine	MU.K-4.2.b-perform easy
			La			Widsic K-8 Wiagazine	rhythmic, melodic, and chordal
							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
							classicom instruments
			Pentatonic			Listening Examples	MU.K-4.2.d-echo short rhythms
						from Varied Composers	and melodic patterns
			Round/Canon			Personal Song	MU.K-4.2.f-perform
						Collections	independent instrumental parts
							1 while other students sing or
							play contrasting parts

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Rhythm ~

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

	marking periods.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Whole	Recognize notation	Whole Note (ta-a-a-	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Note	for whole notes.	a)	assessment		music from sources	rhythm, with appropriate
others?				including whole		including (but not	dynamics and timbre, and
				note: Perfomance		limited to):	maintain a steady tempo
How is music	Rhythmic Ostinato	Perform patterns	Ostinato	of rhythmic		The Music Connection	MU.K-4.2.b-perform easy
communicated from	Patterns	incorporating whole		patterns through		Text Book Series (Gr. K-	-
one person to		notes through echo		clapping and		5)	patterns accurately and
another?		and reading.		classroom			independently on rhythmic,
				instruments.			melodic, and harmonic
				Identification and			*classroom instruments
				notation of			
Does all music sound		Identify whole notes		rhythmic patterns		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		within prerecorded		and grouping of			and melodic patterns
		music, song material		rhythmic values			
		and speech patterns.		into measures.			
	_	Danfanna sinanta		Performance of		120 Sin sin s Course and	NALL IX A 2 f is suffering
How would you create	9	Perform simple		rhythmic canon.		120 Singing Games and	MU.K-4.2.f-perform
new rhythmic values		ostinato patterns				Dances	independent instrumental parts
that are longer or		incorporating whole					1 while other students sing or
shorter in length?		notes.					play contrasting parts
		Combine and				Varied Orff Texts	MU.K-4.5.a-read whole, half,
		layer various ostinato	)			varied of it rexes	dotted half, quarter, and eighth
		patterns.	•				notes and rests in 24, 34, and
		patterns					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

MU.K-4.6.c-use appropriate from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances

Personal Song Collections

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Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Binary Form: AB	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB	Varied performance assessment of recognizing the form of a song as AB form, 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?	Ternary Form: ABA	Identify form in musical compositions.		or verse/refrain.		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 can music be organized?	Verse and Refrain	Label similar and contrasting sections of song material as verse and refrain where applicable.	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Verse			120 Singing Games and Dances	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
			Refrain Form			Varied Orff Texts Music K-8 Magazine	

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

Recorder ~

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

	marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know abo ut the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns
	Notes: B A G		Tonguing			Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
			Notes: B A G			www.musick8kids.com/l www.joytunes.com/gam	

# 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	Lessons	Resources	Standards
С	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking		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
е	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	Singing Voice	vs. singing voice.			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 ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
b	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
е			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
r							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com	

	Tour tri marking perious.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through		assessment of vocal		music from sources	on pitch and in rhythm, with
others?		echo using the tone		performance of		including (but not	appropriate timbre, diction,
		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.	_	patterns through			steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from		positions of la, sol,		melodic ostinato		Text Book Series (Gr. K-	varied repertoire of songs
one person to		mi, re and do on the		patterns,		5)	representing *genres and
another?		staff.	_	placement of notes			*styles from diverse cultures
Does all music sound	Melodic Ostinato	Read melodic	Re	on the staff,		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		identification of			partner songs, and rounds
		mi, re and do from		parts of the staff			
		the staff.		and staff reading.		1000: 1	
		Perform with	Mi	Teacher			MU.K-4.1.e-Sing in groups,
		classmates songs in		observation of		Dances	blending vocal timbres,
		round.		student			matching dynamic levels, and
				performance 			responding to the cues of a
		Daufawa sinemla	Cal	singing in		Varied Orff Texts	conductor
		Perform simple	Sol	round/canon with		varied Offi Texts	MU.K-4.2.a-perform on pitch, in
		melodic ostinato		classmates.			rhythm, with appropriate dynamics and timbre, and
		patterns with given					maintain a steady tempo
		songs.	La			Music K-8 Magazine	MU.K-4.2.b-perform easy
			La			Widsic K-8 Wiagazine	rhythmic, melodic, and chordal
							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
							classicom instruments
			Pentatonic			Listening Examples	MU.K-4.2.d-echo short rhythms
						from Varied Composers	and melodic patterns
			Round/Canon			Personal Song	MU.K-4.2.f-perform
						Collections	independent instrumental parts
							1 while other students sing or
							play contrasting parts

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Rhythm ~

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

	marking periods.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Whole	Recognize notation	Whole Note (ta-a-a-	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Note	for whole notes.	a)	assessment		music from sources	rhythm, with appropriate
others?				including whole		including (but not	dynamics and timbre, and
				note: Perfomance		limited to):	maintain a steady tempo
How is music	Rhythmic Ostinato	Perform patterns	Ostinato	of rhythmic		The Music Connection	MU.K-4.2.b-perform easy
communicated from	Patterns	incorporating whole		patterns through		Text Book Series (Gr. K-	-
one person to		notes through echo		clapping and		5)	patterns accurately and
another?		and reading.		classroom			independently on rhythmic,
				instruments.			melodic, and harmonic
				Identification and			*classroom instruments
				notation of			
Does all music sound		Identify whole notes		rhythmic patterns		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		within prerecorded		and grouping of			and melodic patterns
		music, song material		rhythmic values			
		and speech patterns.		into measures.			
	_	Danfanna sinanta		Performance of		420 Sin sin s Course and	NALL IX A 2 f is suffering
How would you create	9	Perform simple		rhythmic canon.		120 Singing Games and	MU.K-4.2.f-perform
new rhythmic values		ostinato patterns				Dances	independent instrumental parts
that are longer or		incorporating whole					1 while other students sing or
shorter in length?		notes.					play contrasting parts
		Combine and				Varied Orff Texts	MU.K-4.5.a-read whole, half,
		layer various ostinato	)			varied of it rexes	dotted half, quarter, and eighth
		patterns.	•				notes and rests in 24, 34, and
		patterns					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

MU.K-4.6.c-use appropriate from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances

Personal Song Collections

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Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Binary Form: AB	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB	Varied performance assessment of recognizing the form of a song as AB form, 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?	Ternary Form: ABA	Identify form in musical compositions.		or verse/refrain.		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 can music be organized?	Verse and Refrain	Label similar and contrasting sections of song material as verse and refrain where applicable.	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Verse			120 Singing Games and Dances	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
			Refrain Form			Varied Orff Texts Music K-8 Magazine	

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

Recorder ~

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

		marking periods.						
Essential	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do know to pinstrume	-	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you alrea ut the rec	ndy know abo	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do know to precorder		Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns
		Notes: B A G		Tonguing			Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
				Notes: B A G			www.musick8kids.com/ html/recorder www.joytunes.com/ game.php	

# J 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
n	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
u	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	Singing Voice	vs. singing 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
а	What does good singing look and feel like?		Discover ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
r	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
У			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com	

	Tour tri marking perious.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through		assessment of vocal		music from sources	on pitch and in rhythm, with
others?		echo using the tone		performance of		including (but not	appropriate timbre, diction,
		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.	_	patterns through			steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from		positions of la, sol,		melodic ostinato		Text Book Series (Gr. K-	varied repertoire of songs
one person to		mi, re and do on the		patterns,		5)	representing *genres and
another?		staff.	_	placement of notes			*styles from diverse cultures
Does all music sound	Melodic Ostinato	Read melodic	Re	on the staff,		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		identification of			partner songs, and rounds
		mi, re and do from		parts of the staff			
		the staff.		and staff reading.		1000: 1	
		Perform with	Mi	Teacher			MU.K-4.1.e-Sing in groups,
		classmates songs in		observation of		Dances	blending vocal timbres,
		round.		student			matching dynamic levels, and
				performance 			responding to the cues of a
		Daufawa sinemla	Cal	singing in		Varied Orff Texts	conductor
		Perform simple	Sol	round/canon with		varied Offi Texts	MU.K-4.2.a-perform on pitch, in
		melodic ostinato		classmates.			rhythm, with appropriate dynamics and timbre, and
		patterns with given					maintain a steady tempo
		songs.	La			Music K-8 Magazine	MU.K-4.2.b-perform easy
			La			Widsic K-8 Wiagazine	rhythmic, melodic, and chordal
							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
							classicom instruments
			Pentatonic			Listening Examples	MU.K-4.2.d-echo short rhythms
						from Varied Composers	and melodic patterns
			Round/Canon			Personal Song	MU.K-4.2.f-perform
						Collections	independent instrumental parts
							1 while other students sing or
							play contrasting parts

Ostinato	www.makingmusicfun.
	net
Unison	www.8notes.com

Rhythm ~

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

	marking periods.						
Essential Questions	Content	Knowledge and Skills	•	Assessments	Lessons	Resources	Standards
How do we	Note Value: Whole	Recognize notation	•	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Note	for whole notes and	a)	assessment		music from sources	rhythm, with appropriate
others?		dotted		including whole		including (but not	dynamics and timbre, and
		quarter/eighth note		note and dotted		limited to):	maintain a steady tempo
		combination.	_	quarter/eighth note			
How is music	Rhythmic Ostinato	Perform patterns	Ostinato	combinations:		The Music Connection	MU.K-4.2.b-perform easy
communicated from	Patterns	incorporating whole		Perfomance of		·	rhythmic, melodic, and chordal
one person to		notes and dotted		rhythmic patterns		5)	patterns accurately and
another?		quarter/eighth note		through clapping			independently on rhythmic,
		combination through		and classroom			melodic, and harmonic
		echo and reading.		instruments.			*classroom instruments
Does all music sound		Idontify whole notes	Dattad Quarter and	Identification and		Varied Kodaly Texts	NALLK 4.2 d caba short rhythms
the same?		Identify whole notes and dotted				varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
the same?		quarter/eighth note	Eighth Note (ta-i ti)	rhythmic patterns			and melodic patterns
		combination within		and grouping of			
		prerecorded music,		rhythmic values			
		song material and		into measures. Performance of			
		speech patterns.					
How would you create	Note Value: Dotted	Perform simple		rhythmic canon.		120 Singing Games and	MU.K-4.2.f-perform
new rhythmic values	Quarter/Eighth Note	ostinato patterns				Dances	independent instrumental parts
that are longer or	Combinations	incorporating whole				Darices	1 while other students sing or
shorter in length?	Combinations	notes.					play contrasting parts
shorter in length.		110 (23)					piay contracting parts
		Combine and				Varied Orff Texts	MU.K-4.5.a-read whole, half,
		layer various ostinato	1				dotted half, quarter, and eighth
		patterns.					notes and rests in 24 , 34 , and
		F					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

MU.K-4.6.c-use appropriate from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances

Personal Song Collections

www.makingmusicfun.

net

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Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Binary Form: AB	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB	Varied performance assessment of recognizing the form of a song as AB form, 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?	Ternary Form: ABA	Identify form in musical compositions.		or verse/refrain.		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 can music be organized?	Verse and Refrain	Label similar and contrasting sections of song material as verse and refrain where applicable.	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Verse			120 Singing Games and Dances	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
			Refrain Form			Varied Orff Texts Music K-8 Magazine	

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

Recorder ~

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

	marking perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know abo ut the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns
	Notes: B A G		Tonguing			Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
			Notes: B A G			www.musick8kids.com/ html/recorder www.joytunes.com/ game.php	

# F Vocal Technique ~

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

		Tour til marking perious.						
е	Essential Questions	Contont	Knowledge and Ckills	Vocabulani	Accessments	Lossans	Docoureos	Standards
b	Essential Questions What can you do with your voice?	Content Singing Voice vs. Speaking Voice	Knowledge and Skills Discriminate between singing and speaking voice.	Speaking Voice	Assessments Teacher observation of solo and group singing including posture and use of speaking		Resources Varied repertoire of music from sources including (but not limited to):	Standards MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
r	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	Singing Voice	vs. singing voice.			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 ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
а	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
r			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
У							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com	

	Tour tri marking perious.						
<b>Essential Questions</b>	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through		assessment of vocal		music from sources	on pitch and in rhythm, with
others?		echo using the tone		performance of		including (but not	appropriate timbre, diction,
		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.	_	patterns through			steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from		positions of la, sol,		melodic ostinato		Text Book Series (Gr. K-	varied repertoire of songs
one person to		mi, re and do on the		patterns,		5)	representing *genres and
another?		staff.	_	placement of notes			*styles from diverse cultures
Does all music sound	Melodic Ostinato	Read melodic	Re	on the staff,		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		identification of			partner songs, and rounds
		mi, re and do from		parts of the staff			
		the staff.		and staff reading.		1000: 1	
		Perform with	Mi	Teacher			MU.K-4.1.e-Sing in groups,
		classmates songs in		observation of		Dances	blending vocal timbres,
		round.		student			matching dynamic levels, and
				performance 			responding to the cues of a
		Daufawa sinemla	Cal	singing in		Varied Orff Texts	conductor
		Perform simple	Sol	round/canon with		varied Offi Texts	MU.K-4.2.a-perform on pitch, in
		melodic ostinato		classmates.			rhythm, with appropriate dynamics and timbre, and
		patterns with given					maintain a steady tempo
		songs.	La			Music K-8 Magazine	MU.K-4.2.b-perform easy
			La			Widsic K-8 Wiagazine	rhythmic, melodic, and chordal
							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
							classicom instruments
			Pentatonic			Listening Examples	MU.K-4.2.d-echo short rhythms
						from Varied Composers	and melodic patterns
			Round/Canon			Personal Song	MU.K-4.2.f-perform
						Collections	independent instrumental parts
							1 while other students sing or
							play contrasting parts

Ostinato www.makingmusicfun.
net
Unison www.8notes.com

Rhythm ~

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

	marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes and dotted quarter/eighth note combination.	•	Varied performance assessment including whole note and dotted quarter/eighth note		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?	Rhythmic Ostinato Patterns	Perform patterns incorporating whole notes and dotted quarter/eighth note combination through echo and reading.	Ostinato	combinations: Perfomance of rhythmic patterns through clapping and classroom instruments. Identification and		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?		Identify whole notes and dotted quarter/eighth note combination within prerecorded music, song material and speech patterns.	Dotted Quarter and Eighth Note (ta-i ti)	notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
How would you create new rhythmic values that are longer or shorter in length?	e Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes.				120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
		Combine and layer various ostinato patterns.				Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures

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 MU.K-4.6.c-use appropriate from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances Personal Song Collections www.makingmusicfun. net

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Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound	Binary Form: AB	Label similar and	Binary Form: AB	Varied performance		Varied repertoire of	MU.K-4.6.a-identify simple
the same?		contrasting sections		assessment of		music from sources	music *forms when presented
		with letters A and B		recognizing the		including (but not	aurally
		to create binary and		form of a song as		limited to):	
MATIN AND AND AND AND AND AND AND AND AND AN	T ADA	ternary forms.		AB form, ABA form,		The Marie Commention	NALL K. A.C. b. days a sectorate
What does it mean to	Ternary Form: ABA	Identify form in		or verse/refrain.		The Music Connection	MU.K-4.6.b-demonstrate
be organized?		musical compositions.				Text Book Series (Gr. K-5)	perceptual skills by moving, by answering questions about, and
		compositions.				3)	by describing aural examples of
							music of various styles
							representing diverse cultures
How can music be	Verse and Refrain	Label similar and	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate
organized?		contrasting sections of song material as					terminology in explaining music, music notation, music
		verse and refrain					instruments and voices, and
		where applicable.					music performances
							•

		Verse	selected pro characteristic	respond through novement 4 to minent music cs 5 or to specific s 6 while listening
		Refrain	Varied Orff Texts	
		Form	Music K-8 Magazine	
			Listening Examples	
			from Varied Composers	
			Personal Song	
			Collections	
			www.makingmusicfun.	
			net	
			www.8notes.com	
Recorder ~				
	Recorder is ongoing throughout the second, third and fourth			

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know abo ut the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns

marking periods.

	Notes: B A G	Tonguing	Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
√ Vocal Technique ~		Notes: B A G	www.musick8kids.com/ html/recorder www.joytunes.com/ game.php	
·· voca resimique	Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.			

Μ

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.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking		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
С	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	Singing Voice	vs. singing 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 ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

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### Melody ~

	fourth marking periods.	·					
Essential Questions	Content	Knowledge and Skills		Assessments	Lessons	Resources	Standards
How do we	LA - SOL - MI - RE - DO	Perform melodic	Melodic Solfege:	Varied performance		Varied repertoire of	MU.K-4.1.a-sing independently,
communicate with	Melodic Patterns	patterns through		assessment of vocal		music from sources	on pitch and in rhythm, with
others?		echo using the tone		performance of		including (but not	appropriate timbre, diction,
		syllables la, sol, mi,		la/sol/mi/re/do		limited to):	and posture, and maintain a
		re and do.		patterns through			steady tempo
How is music	Songs in Round	Locate the relative	Do	echo singing,		The Music Connection	MU.K-4.1.c-sing from memory a
communicated from		positions of la, sol,		melodic ostinato		Text Book Series (Gr. K-	varied repertoire of songs
one person to		mi, re and do on the		patterns,		5)	representing *genres and
another?		staff.		placement of notes			*styles from diverse cultures
Does all music sound	Melodic Ostinato	Read melodic	Re	on the staff,		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos,
the same?		patterns using la, sol,		identification of			partner songs, and rounds
		mi, re and do from		parts of the staff			
		the staff.		and staff reading.			
		Perform with	Mi	Teacher			MU.K-4.1.e-Sing in groups,
		classmates songs in		observation of		Dances	blending vocal timbres,
		round.		student			matching dynamic levels, and
				performance			responding to the cues of a
				singing in			conductor
		Perform simple	Sol	round/canon with		Varied Orff Texts	MU.K-4.2.a-perform on pitch, in
		melodic ostinato		classmates.			rhythm, with appropriate
		patterns with given					dynamics and timbre, and
		songs.					maintain a steady tempo
			La			Music K-8 Magazine	MU.K-4.2.b-perform easy
							rhythmic, melodic, and chordal
							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
			Pentatonic			Listening Examples	MU.K-4.2.d-echo short rhythms
						from Varied Composers	and melodic patterns

		Round/Canon	Personal Song Collections	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
		Ostinato	www.makingmusicfun.	
			net	
		Unison	www.8notes.com	
Rhythm ~				
	Rhythm is ongoing throughout the second,			

third and fourth marking periods. **Essential Questions** Content Knowledge and Skills Vocabulary Assessments How do we Note Value: Whole Recognize notation Whole Note (ta-a-a- Varied performance for whole notes and a) communicate with Note assessment others? dotted quarter/eighth note **Rhythmic Ostinato** Perform patterns How is music Ostinato

communicated from

one person to

shorter in length?

another?

Patterns

Lessons Resources Standards MU.K-4.2.a-perform on pitch, in Varied repertoire of music from sources rhythm, with appropriate including whole including (but not dynamics and timbre, and note and dotted limited to): maintain a steady tempo The Music Connection MU.K-4.2.b-perform easy quarter/eighth note incorporating whole combinations: Text Book Series (Gr. Krhythmic, melodic, and chordal Perfomance of 5) patterns accurately and quarter/eighth note rhythmic patterns independently on rhythmic, combination through melodic, and harmonic through clapping and classroom \*classroom instruments instruments. Identify whole notes Detted Quarter and Identification and Varied Kodaly Texts MU.K-4.2.d-echo short rhythms

Varied Orff Texts

Does all music sound		Identify whole notes	•	
the same?		and dotted	Eighth Note (ta-i ti)	notation of
		quarter/eighth note		rhythmic patterns
		combination within		and grouping of
		prerecorded music,		rhythmic values
		song material and		into measures.
		speech patterns.		Performance of
How would you create	Note Value: Dotted	Perform simple		rhythmic canon.
new rhythmic values	Quarter/Eighth Note	ostinato patterns		
that are longer or	Combinations	incorporating whole		

notes and dotted

echo and reading.

120 Singing Games and MU.K-4.2.f-perform **Dances** independent instrumental parts 1 while other students sing or play contrasting parts

Combine and	
layer various ostinato	
patterns.	

notes.

MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and

and melodic patterns

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 MU.K-4.6.c-use appropriate from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances Personal Song Collections www.makingmusicfun. net

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Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound	Binary Form: AB	Label similar and	Binary Form: AB	Varied performance		Varied repertoire of	MU.K-4.6.a-identify simple
the same?		contrasting sections		assessment of		music from sources	music *forms when presented
		with letters A and B		recognizing the		including (but not	aurally
		to create binary and		form of a song as		limited to):	
MATIN AND AND AND AND AND AND AND AND AND AN	T ADA	ternary forms.		AB form, ABA form,		The Marie Commention	NALL K. A.C. b. days a sectorate
What does it mean to	Ternary Form: ABA	Identify form in		or verse/refrain.		The Music Connection	MU.K-4.6.b-demonstrate
be organized?		musical compositions.				Text Book Series (Gr. K-5)	perceptual skills by moving, by answering questions about, and
		compositions.				3)	by describing aural examples of
							music of various styles
							representing diverse cultures
How can music be	Verse and Refrain	Label similar and	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate
organized?		contrasting sections of song material as					terminology in explaining music, music notation, music
		verse and refrain					instruments and voices, and
		where applicable.					music performances
							•

Verse	120 Singing Games Dances	and 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
Refrain Form	Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Compo Personal Song Collections www.makingmusic net www.8notes.com	osers

Recorder ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know abo ut the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns

	Notes: B A G	Tonguing	Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
		Notes: B A G	www.musick8kids.com/ html/recorder www.joytunes.com/ game.php	
A Vocal Technique ~	Vocal Technique is ongoing throughout the first, second, third and			

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

fourth marking periods.

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### Melody ~

	Tourth marking perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lassons	Resources	Standards
How do we communicate with others?	LA - SOL - MI - RE - DO - LOW LA Melodic Patterns		Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low		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
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re, do and low la on the staff.	Low La	la patterns through echo singing, melodic ostinato patterns, placement of notes		The Music Connection Text Book Series (Gr. K- 5)	steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do	on the staff, identification of parts of the staff and staff reading.		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Re	observation of student performance singing in round/canon with		120 Singing Games and Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
		Perform simple melodic ostinato patterns with given songs.	Mi	classmates.		Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
			Sol			Music K-8 Magazine	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
			La			Listening Examples from Varied Composers	MU.K-4.2.d-echo short rhythms and melodic patterns

Pentatonic	Personal Song Collections	MU.K-4.2.f-perform independent instrumental part 1 while other students sing or play contrasting parts
Round/Canon	www.makingmusicfun.	
	net	
Ostinato	www.8notes.com	
Unison		

Rhythm ~

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

	marking periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Whole	Recognize notation	Whole Note (ta-a-a-	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Note	for whole notes,	a)	assessment		music from sources	rhythm, with appropriate
others?		dotted		including whole		including (but not	dynamics and timbre, and
		quarter/eighth note		note, dotted		limited to):	maintain a steady tempo
		combination and		quarter/eighth note			
		syncopation.		combinations and			
How is music	Rhythmic Ostinato	Perform patterns	Ostinato	syncopation:		The Music Connection	MU.K-4.2.b-perform easy
communicated from	Patterns	incorporating whole		Perfomance of		Text Book Series (Gr. K-	rhythmic, melodic, and chordal
one person to		notes, dotted		rhythmic patterns		5)	patterns accurately and
another?		quarter/eighth note		through clapping			independently on rhythmic,
		combination and		and classroom			melodic, and harmonic
		syncopation through		instruments.			*classroom instruments
		echo and reading.		Identification and notation of			
Does all music sound		Identify whole notes,	Dotted Quarter and			Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		dotted	Eighth Note (ta-i ti)	and grouping of		varieu Koualy Texts	and melodic patterns
the same:		quarter/eighth note	Eighth Note (ta-i ti)	rhythmic values			and melodic patterns
		combination and		into measures.			
		syncopation within		Performance of			
		prerecorded music,		rhythmic canon.			
		song material and		,			
		speech patterns.					
How would you create	Note Value: Dotted	Perform simple	Syncopation (syn-co	-		120 Singing Games and	MU.K-4.2.f-perform
new rhythmic values	Quarter/Eighth Note	ostinato patterns	pa)			Dances	independent instrumental parts
that are longer or	Combinations	incorporating whole					1 while other students sing or
shorter in length?		notes.					play contrasting parts

Syncopation	Combine and layer various ostinato patterns.	Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
		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	MU.K-4.6.c-use appropriate
		from Varied Composers	terminology in explaining music, music notation, music instruments and voices, and music performances
		Personal Song	
		Collections www.makingmusicfun. net	
		www.8notes.com	

Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Binary Form: AB	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB	Varied performance assessment of recognizing the form of a song as AB form, 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?	Ternary Form: ABA	Identify form in musical compositions.		or verse/refrain.		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 can music be organized?	Verse and Refrain	Label similar and contrasting sections of song material as verse and refrain where applicable.	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

V		120 Singing Games and Dances	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
R	tefrain	Varied Orff Texts	
F	orm	Music K-8 Magazine	
		Listening Examples	
		from Varied Composers	
		Personal Song	
		Collections	
		www.makingmusicfun.	
		net	
		www.8notes.com	
Recorder ~			

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns

	Notes: B A G	Tonguing	Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
		Notes: B A G	www.musick8kids.com/ html/recorder www.joytunes.com/ game.php	
M Vocal Technique ~	Vocal Tachnique is			
	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 vs. Speaking Voice	Discriminate between singing and speaking voice.	Speaking Voice	Teacher observation of solo and group singing including posture and use of speaking		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 and Breathing	Perform using singing voice.	Singing Voice	vs. singing 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 ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
	Is there an easier way to sing high sounds more comfortably?		Discover the need for proper posture and breathing when singing.	Breathing			120 Singing Games and Dances	
			Demonstrate proper posture and breathing when singing.				Varied Orff Texts	
							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

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### Melody ~

	Tourth marking perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lacconc	Resources	Standards
How do we communicate with others?	LA - SOL - MI - RE - DO - LOW LA Melodic Patterns		Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low		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
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re, do and low la on the staff.	Low La	la patterns through echo singing, melodic ostinato patterns, placement of notes		The Music Connection Text Book Series (Gr. K- 5)	steady tempo MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do	on the staff, identification of parts of the staff and staff reading.		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Re	observation of student performance singing in round/canon with		120 Singing Games and Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
		Perform simple melodic ostinato patterns with given songs.	Mi	classmates.		Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
			Sol			Music K-8 Magazine	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
			La			Listening Examples from Varied Composers	MU.K-4.2.d-echo short rhythms and melodic patterns

Pentatonic	Personal Song MU.K-4.2.f-perform Collections independent instrumental parts 1 while other students sing or play contrasting parts
Round/Canon	www.makingmusicfun.
	net
Ostinato	www.8notes.com
Unison	

Rhythm ~

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

	marking perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes, dotted quarter/eighth note	Whole Note (ta-a-a-a)	Varied performance assessment including whole note, dotted		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?	Rhythmic Ostinato Patterns	Perform patterns incorporating whole notes, dotted quarter/eighth note combination and syncopation through echo and reading.	Ostinato	quarter/eighth note combinations and syncopation: Perfomance of rhythmic patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K- 5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?		Identify whole notes, dotted quarter/eighth note combination and syncopation within prerecorded music, song material and speech patterns.	Dotted Quarter and Eighth Note (ta-i ti)	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
How would you create new rhythmic values that are longer or shorter in length?	e Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes.	Syncopation (syn-copa)	-		120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

Syncopation	Combine and layer various ostinato patterns.	Varied Orff Texts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
		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 MU.K-4.6.c-use appropriate
		from Varied Composers terminology in explaining music, music notation, music instruments and voices, and music performances
		Personal Song
		Collections www.makingmusicfun. net
		www.8notes.com

Form ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Binary Form: AB	Label similar and contrasting sections with letters A and B to create binary and ternary forms.	Binary Form: AB	Varied performance assessment of recognizing the form of a song as AB form, 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?	Ternary Form: ABA	Identify form in musical compositions.		or verse/refrain.		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 can music be organized?	Verse and Refrain	Label similar and contrasting sections of song material as verse and refrain where applicable.	Ternary Form: ABA			Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

		Verse	selected proi characteristic	respond through novement 4 to minent music cs 5 or to specific s 6 while listening
		Refrain	Varied Orff Texts	
		Form	Music K-8 Magazine	
			Listening Examples	
			from Varied Composers	
			Personal Song	
			Collections	
			www.makingmusicfun.	
			net	
			www.8notes.com	
Recorder ~				
	Recorder is ongoing throughout the second, third and fourth			

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Finger and Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on		Varied Recorder Method/Song Books 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
What do you already know abo ut the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing	recorder using the notes BAG.		Ed Sueta Recorder Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality			Music K-8 Magazine	MU.K-4.2.d-echo short rhythms and melodic patterns

marking periods.

Notes: B A G	Tonguing	Personal Recorder Repertoire	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
	Notes: B A G	www.musick8kids.com, html/recorder www.joytunes.com/ game.php	/