

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.

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Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
p What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 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			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?	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		Discover ease in singing high sounds by using "head voice."				Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	
e						Personal Song Collections www.makingmusicfun.net	
r		Discover the need for proper posture and breathing when singing.				www.8notes.com	

Demonstrate proper posture and breathing when singing.

Melody ~

Melody is ongoing throughout the first, 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 patterns through		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
How is music communicated from one person to another?		Locate the relative positions of la, sol, mi, re and do on the staff.	Do	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-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
Does all music sound the same?	Songs in Round	Read melodic patterns using la, sol, mi, re and do from the staff.	Re	Teacher observation of student performance singing in round/canon with classmates.		Varied Kodaly Texts 120 Singing Games and Dances	MU.K-4.1.d-sing ostinatos, partner songs, and rounds 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			Varied Orff Texts	
			La Pentatonic			Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	
			Round/Canon				
			Unison				
			Staff Parts of the Staff: Lines Spaces Treble Clef Barlines				

Measures
Time Signature

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 tying 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)	Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?						Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
						120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
						Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures
						Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

O Vocal Technique ~

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

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Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
t What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
o What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
b What does good singing look and feel like?		Discover ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
e 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	
						Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~

Melody is ongoing throughout the first, 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 patterns through echo singing, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.K-4.1.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 from diverse cultures MU.K-4.1.d-sing ostinatos, partner songs, and rounds MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do				
Does all music sound the same?	Staff	Read melodic patterns using la, sol, mi, re and do from the staff. Perform with classmates songs in round.	Re Mi Sol La Pentatonic Round/Canon Unison Staff Parts of the Staff: Lines Spaces Treble Clef Barlines Measures Time Signature				

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 tying 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)	Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?						Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms and melodic patterns
						120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
						Varied Orff Texts	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures
						Music K-8 Magazine	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
						Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

N Vocal Technique ~

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

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Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
v What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
e What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
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	
e		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	

Melody ~

Melody is ongoing throughout the first, 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 patterns through echo singing,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do	melodic ostinato patterns, placement of notes on the staff,		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
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re and do from the staff.	Re	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.	Mi	Teacher observation of student performance singing in round/canon with classmates.		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.	Sol			Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and 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 from Varied Composers	MU.K-4.2.d-echo short rhythms 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	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes.	Whole Note (ta-a-a-a)	Varied performance assessment including whole note: Performance of rhythmic patterns through clapping and classroom instruments.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Rhythmic Ostinato Patterns	Perform patterns incorporating whole notes through echo and reading.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		Varied Kodaly Texts	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 within prerecorded music, song material and speech patterns.				120 Singing Games and Dances	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?		Perform simple ostinato patterns incorporating whole notes.				Varied Orff Texts	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
		Combine and layer various ostinato patterns.				Music K-8 Magazine	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 MU.K-4.6.c-use appropriate 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, or verse/refrain.		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.				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 Verse Refrain Form			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances 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

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 recorder using the notes BAG.		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			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 Notes: B A G	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality Tonguing Notes: B A G			Music K-8 Magazine Personal Recorder Repertoire www.musick8kids.com/html/recorder www.joytunes.com/game.php	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

D Vocal Technique ~

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

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
c	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 vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
e	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
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	
e			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	

Melody ~

Melody is ongoing throughout the first, 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 patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		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	
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do		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	
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re and do from the staff.	Re				Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Mi				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.	Sol				Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and 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 from Varied Composers	MU.K-4.2.d-echo short rhythms 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	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes.	Whole Note (ta-a-a-a)	Varied performance assessment including whole note: Performance of rhythmic patterns through clapping and classroom instruments.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Rhythmic Ostinato Patterns	Perform patterns incorporating whole notes through echo and reading.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		Varied Kodaly Texts	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 within prerecorded music, song material and speech patterns.				120 Singing Games and Dances	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?		Perform simple ostinato patterns incorporating whole notes.				Varied Orff Texts	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
		Combine and layer various ostinato patterns.				Music K-8 Magazine	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 MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

Personal Song Collections
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www.8notes.com

Form ~

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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, or verse/refrain.		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.				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 Verse Refrain Form			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances 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

Listening Examples
 from Varied Composers
 Personal Song
 Collections
www.makingmusicfun.net
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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 recorder using the notes BAG.		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			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 Notes: B A G	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality Tonguing Notes: B A G			Music K-8 Magazine Personal Recorder Repertoire www.musick8kids.com/html/recorder www.joytunes.com/game.php	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

J Vocal Technique ~

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a	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 vs. singing voice.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
u	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
a	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	
y			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	

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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 patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		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
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do		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	
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re and do from the staff.	Re		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds	
		Perform with classmates songs in round.	Mi		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.	Sol		Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and 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 from Varied Composers	MU.K-4.2.d-echo short rhythms 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	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes and dotted quarter/eighth note combination.	Whole Note (ta-a-a-a)	Varied performance assessment including whole note and dotted quarter/eighth note combinations:		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	Performance 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 and dotted quarter/eighth note combination 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?	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 from Varied Composers MU.K-4.6.c-use appropriate 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, or verse/refrain.		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.				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 Verse Refrain Form			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances 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

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 recorder using the notes BAG.		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			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 Notes: B A G	Create and perform simple melodic ostinato patterns using BAG fingerings.	Tone Quality Tonguing Notes: B A G			Music K-8 Magazine Personal Recorder Repertoire www.musick8kids.com/html/recorder www.joytunes.com/game.php	MU.K-4.2.d-echo short rhythms and melodic patterns MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

F Vocal Technique ~

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

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
r	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
u	What does good singing look and feel like?		Discover ease in singing high sounds by using "head voice."	Posture			Varied Kodaly Texts	
a	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	
y							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~

Melody is ongoing throughout the first, 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 patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		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
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do		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
Does all music sound the same?	Melodic Ostinato	Read melodic patterns using la, sol, mi, re and do from the staff.	Re			Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Mi			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.	Sol			Varied Orff Texts	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and 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 from Varied Composers	MU.K-4.2.d-echo short rhythms 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	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes and dotted quarter/eighth note combination.	Whole Note (ta-a-a-a)	Varied performance assessment including whole note and dotted quarter/eighth note combinations:		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	Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures. Performance of rhythmic canon.		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?		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)			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?	Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes. Combine and layer various ostinato patterns.				120 Singing Games and Dances Varied Orff Texts	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

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 MU.K-4.6.c-use appropriate 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, or verse/refrain.		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.				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.

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 recorder using the notes BAG.		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			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](http://www.musick8kids.com/html/recorder)
[www.joytunes.com/
game.php](http://www.joytunes.com/game.php)

M Vocal Technique ~

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

a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
c	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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. Demonstrate proper posture and breathing when singing.	Breathing			120 Singing Games and Dances Varied Orff Texts	
							Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

Melody ~

Melody is ongoing throughout the first, 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 patterns through echo singing,		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
How is music communicated from one person to another?	Songs in Round	Locate the relative positions of la, sol, mi, re and do on the staff.	Do	melodic ostinato patterns, 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-4.1.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 and do from the staff. Perform with classmates songs in round. Perform simple melodic ostinato patterns with given songs.	Re Mi Sol La	Teacher observation of student performance singing in round/canon with classmates.		Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.K-4.1.d-sing ostinatos, partner songs, and rounds MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo 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 from Varied Composers	MU.K-4.2.d-echo short rhythms 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	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Whole Note	Recognize notation for whole notes and dotted quarter/eighth note	Whole Note (ta-a-a-a)	Varied performance assessment including whole note and dotted quarter/eighth note combinations:		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	Performance 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 and dotted quarter/eighth note combination 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.		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?	Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes.		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
		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 from Varied Composers MU.K-4.6.c-use appropriate 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, or verse/refrain.		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.				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.

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 recorder using the notes BAG.		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			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](http://www.musick8kids.com/html/recorder)
[www.joytunes.com/
game.php](http://www.joytunes.com/game.php)

A Vocal Technique ~

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

	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 not limited to):	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
i	What does good singing sound like?	Posture and Breathing	Perform using singing voice.	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
l	What does good singing look and feel like? Is there an easier way to sing high sounds more comfortably?		Discover ease in singing high sounds by using "head voice." Discover the need for proper posture and breathing when singing. Demonstrate proper posture and breathing when singing.	Posture Breathing			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

Melody ~

Melody is ongoing throughout the first, 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 - LOW LA Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do and low la.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low la patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
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				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				MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Re				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	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo			
			Sol	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments			
			La	MU.K-4.2.d-echo short rhythms and melodic patterns			

Pentatonic

Personal Song
Collections

MU.K-4.2.f-perform
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.

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 combination and syncopation.	Whole Note (ta-a-a-a)	Varied performance assessment including whole note, dotted quarter/eighth note combinations and syncopation:		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	Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of		The Music Connection Text Book Series (Gr. K-5)	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
Does all music sound the same?		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)	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?	Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes.	Syncopation (syn-co-pa)			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 from Varied Composers

MU.K-4.6.c-use appropriate 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, or verse/refrain.		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.				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.

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 recorder using the notes BAG.		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			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](http://www.musick8kids.com/html/recorder)
[www.joytunes.com/
game.php](http://www.joytunes.com/game.php)

M Vocal Technique ~

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What can you do with your voice?	Singing Voice vs. Speaking Voice	Discriminate between singing and speaking voice.	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 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			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. Demonstrate proper posture and breathing when singing.	Breathing			120 Singing Games and Dances Varied Orff Texts	
						Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

Melody ~

Melody is ongoing throughout the first, 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 - LOW LA Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do and low la.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low la patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	MU.K-4.1.a-sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
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				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				MU.K-4.1.d-sing ostinatos, partner songs, and rounds
		Perform with classmates songs in round.	Re				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	MU.K-4.2.a-perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo			
			Sol	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments			
			La	MU.K-4.2.d-echo short rhythms and melodic patterns			

Pentatonic

Personal Song
Collections

MU.K-4.2.f-perform
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.

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 quarter/eighth note combinations and syncopation:		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	Performance 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?	Note Value: Dotted Quarter/Eighth Note Combinations	Perform simple ostinato patterns incorporating whole notes.	Syncopation (syn-co-pa)			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 from Varied Composers

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

Personal Song

Collections

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Form ~

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Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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What does it mean to be organized?	Ternary Form: ABA	Identify form in musical compositions.				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

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Recorder ~

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What do you already know about the recorder?	Breathing and Tone	Perform simple songs using BAG fingerings.	Breathing			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,
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Notes: B A G

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