Teacher: CORE Music

Grade 4 Year: 2017-18

Course: Music Grade

4 Month: All Months

S Vocal Technique ~

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

		periods.					
e	Facential Occastions	Contont	Various des and Chille	Manahalam.	A	 Danassan	Chandanda
р	Essential Questions What does good singing sound like when singing alone and with a group?	Content Unison Blend	Knowledge and Skills Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Vocabulary Unison	Assessments Teacher observation of unison blend while singing in a group.	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
t	What does good singing look and feel like when singing alone and with a group?			Blend		The Music Connection Text Book Series (Gr. K-	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
е	group:					·	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
m	•					Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
b						Varied Orff Texts	
е						Music K-8 Magazine	
r						Listening Examples	
						from Varied	
						Composers Personal Song	
						Collections	
						www.makingmusicfun.	
						net	
						www.8notes.com	

Rhythm Review ~

Review of rhythmic concepts from level

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Dotted Quarter/Eighth Note Combinations	Recognize notation for dotted quarter/eighth note combination and syncopation.	Dotted Quarter and Eighth Note (ta-i ti)	Varied performance assessment including dotted quarter/eighth note combinations and		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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (synco-pa)	syncopation: Perfomance of rhythmic patterns through clapping and classroom instruments. Identification and			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 dotted quarter/eighth note combination and syncopation within prerecorded music, song material and speech patterns.		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?						120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
iengur:						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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Melody Review ~

Review of melodic concepts from level

	3.						
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		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, do and low la on the staff.	Low La	singing, placement of notes on the staff, identification of parts of the staff and staff			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?		Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do	reading.		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
			Re			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
			Mi			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

Personal Song

Collections

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

play contrasting parts

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Melody ~ Melody is ongoing

throughout the first, second, third and fourth marking

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DE	IU	as.	

	perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Songs in Round	Perform with classmates	Unison	Teacher observation of		Varied repertoire of	MU.K-4.1.c-sing from memory a
communicate with		songs in round.		student performance		music from sources	varied repertoire of songs
others?				singing in round/canon		including (but not	representing *genres and
				with classmates.		limited to):	*styles from diverse cultures
How is music			Round/Canon				MU.K-4.1.d-sing ostinatos,
communicated from							partner songs, and rounds
one person to						5)	
another?							
Does all music sound						Varied Kodaly Texts	MU.K-4.1.e-Sing in groups,
the same?							blending vocal timbres,
							matching dynamic levels, and responding to the cues of a
							conductor
						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	

0	Vocal Technique ~	Vocal Technique is ongoing throughout the first, second and third marking periods.						
С	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments L	essons	Resources	Standards
t	What does good singing sound like when singing alone and with a group?	Unison Blend	Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Unison	Teacher observation of unison blend while singing in a group.		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
0	What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
b							·	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
е							Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
r							Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.	

net

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Rhythm Review ~

Review of rhythmic concepts from level

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Dotted Quarter/Eighth Note Combinations	Recognize notation for dotted quarter/eighth note combination and syncopation.	Dotted Quarter and Eighth Note (ta-i ti)	Varied performance assessment including dotted quarter/eighth note combinations and		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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (syn- co-pa)	syncopation: 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?	I	Identify dotted quarter/eighth note combination and syncopation within prerecorded music, song material and speech patterns.		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?						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	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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Melody Review ~

Review of melodic concepts from level

3.

	3.						
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		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, do and low la on the staff.	Low La	singing, placement of notes on the staff, identification of parts of the staff and staff			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?		Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do	reading.		Varied Kodaly Texts	MU.K-4.1.d-sing ostinatos, partner songs, and rounds
			Re			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
			Mi			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

Personal Song

Collections

MU.K-4.2.f-perform independent instrumental parts

1 while other students sing or play contrasting parts

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Melody ~ Melody is ongoing

throughout the first, second, third and fourth marking

periods.

Essential Questions	Content	Vacual ada and Skills	Vocabulani	Assessments	Lossons	Dosaureas	Standards
Essential Questions How do we	Content Songs in Round	Knowledge and Skills Perform with classmates	Vocabulary	Assessments Teacher observation of		Resources Varied repertoire of	MU.K-4.1.c-sing from memory a
communicate with	551.85 III 1154114	songs in round.		student performance		music from sources	varied repertoire of songs
others?				singing in round/canon		including (but not	representing *genres and
				with classmates.		limited to):	*styles from diverse cultures
How is music						The Music Connection	MU.K-4.1.d-sing ostinatos,
communicated from						Text Book Series (Gr. K-	partner songs, and rounds
one person to						5)	
another?							
Does all music sound	l					Varied Kodaly Texts	MU.K-4.1.e-Sing in groups,
the same?							blending vocal timbres,
							matching dynamic levels, and
							responding to the cues of a conductor
						120 Singing Games and	
						Dances	
						Varied Orff Texts	
						Music K-8 Magazine	
						Listening Examples	
						from Varied	
						Composers	
						Personal Song	
						Collections	
						www.makingmusicfun.	
						net	
						www.8notes.com	

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

		periods.						
C	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lossons	Resources	Standards
						Lessons		
V	What does good	Unison Blend	Discover how to blend	Unison	Teacher observation of		· · · · · · · · · · · · · · · · · · ·	MU.K-4.1.a-sing independently,
	singing sound like		his/her voice with the		unison blend while			on pitch and in rhythm, with
	when singing alone		rest of a group. (Many		singing in a group.		including (but not	appropriate timbre, diction,
	and with a group?		voices sounding as one.)				•	and posture, and maintain a
								steady tempo
e	What does good			Blend				MU.K-4.1.b-sing *expressively,
	singing look and feel						Text Book Series (Gr. K-	with appropriate dynamics,
	like when singing						5)	phrasing, and interpretation
	alone and with a							
	group?							
r	n							MU.K-4.1.c-sing from memory a
								varied repertoire of songs
								representing *genres and
								*styles from diverse cultures
b)						120 Singing Games and	MU.K-4.1.e-Sing in groups,
							Dances	blending vocal timbres,
								matching dynamic levels, and
								responding to the cues of a
								conductor
e	!						Varied Orff Texts	
r							Music K-8 Magazine	
							Listening Examples	
							from Varied	
							Composers	
							Personal Song	
							Collections	
							www. making music fun.	
							net	
							www.8notes.com	

Rhythm Review ~

Review of rhythmic concepts from level

Essential Questions	Content	Knowledge and Chille	Vocabulen	Assassments	Lossons	Posourcos	Standards
Essential Questions How do we communicate with others?	Note Value: Dotted Quarter/Eighth Note Combinations	Knowledge and Skills Recognize notation for dotted quarter/eighth note combination and syncopation.	Vocabulary Dotted Quarter and Eighth Note (ta-i ti)	Assessments Varied performance assessment including dotted quarter/eighth note combinations and	Lessons	Resources Varied repertoire of music from sources including (but not limited to):	Standards 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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (synco-pa)	syncopation: Perfomance of rhythmic patterns through clapping and classroom instruments. Identification and		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?		Identify dotted quarter/eighth note combination and syncopation within prerecorded music, song material and speech patterns.		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						120 Singing Games and Dances	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
length?						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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Melody ~

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

	perioas.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Songs in Round	Perform with classmates	Unison	Varied performance		Varied repertoire of	MU.K-4.1.c-sing from memory a
communicate with		songs in round.		assessment of vocal		music from sources	varied repertoire of songs
others?				performance of		including (but not	representing *genres and
				la/sol/mi/re/do/low		limited to):	*styles from diverse cultures
How is music	Melodic Ostinato	Perform simple melodic	Round/Canon	la/low sol patterns			MU.K-4.1.d-sing ostinatos,
communicated from	Patterns	ostinato patterns with		through echo singing,		Text Book Series (Gr. K-	partner songs, and rounds
one person to		given songs.		melodic ostinato		5)	
another?				patterns, placement of			
Does all music sound		Perform melodic	Melodic Solfege:	notes on the staff,		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups,
the same?	DO - LA, - SOL,	patterns through echo		identification of parts			blending vocal timbres,
	Melodic Patterns	using the tone syllables		of the staff and staff			matching dynamic levels, and
		la, sol, mi, re, do, low la		reading. Teacher			responding to the cues of a
		and low sol.		observation of student			conductor
	Partner Songs	Locate the relative	La	performance singing		0 0	MU.K-4.5.b-use a system (that
		positions of la, sol, mi, re,		partner songs with		Dances	is, syllables, numbers, or
		do, low la and low sol on		classmates.			letters) to read simple pitch
		the staff.					notation in the treble clef in
		Dand maladia mattama	C-1			\/ O T + -	major keys
		Read melodic patterns	Sol			Varied Orff Texts	MU.K-4.5.d-use standard
		using la, sol, mi, re, do, low la and low sol from					symbols to notate meter,
							rhythm, pitch, and dynamics in
		the staff.					simple patterns presented by the teacher
		Perform with classmates	Mi			Music K-8 Magazine	
			IVII			iviusic K-8 iviagazine	MU.K-4.6.c-use appropriate
		parnter songs.					terminology in explaining music, music notation, music
							instruments and voices, and
							music performances
							masic performances

	Re	Listening Examples from Varied Composers	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
	Do	Personal Song	
		Collections	
	Low La	www.makingmusicfun.	
		net	
	Low Sol	www.8notes.com	
	Partner Songs		
	Ostinato		
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	Hand and	Maintain proper hand	Hand Position	Varied performance	20330113	Varied Recorder	MU.K-4.2.a-perform on pitch, in
to know to play and	Finger Postion	position, finger position,		assessment of proper		Method/Song Books	rhythm, with appropriate
instrument?		breathing, tone and		hand position,		Including (but not	dynamics and timbre, and
		articulation during		breathing and tone		limited to):	maintain a steady tempo
		recorder performance.		production and			
			_	articulation on			
What do	Breathing and Tone	Perform simple songs	Breathing	recorder using the		Ed Sueta Recorder	MU.K-4.2.b-perform easy
you already know ab		using BAG fingerings.		notes BAG.		Method	rhythmic, melodic, and chordal
out the recorder?							patterns accurately and
							independently on rhythmic,
							melodic, and harmonic
What do you need	Articulation	Create and norform	Tone			Music K 9 Magazino	*classroom instruments
What do you need to know to play the	Articulation	Create and perform simple melodic ostinato	Tone			Music K-8 Magazine	MU.K-4.2.c-perform expressively a varied repertoire
recorder well?		patterns using BAG					of music representing diverse
recorder wen:		fingerings.					genres and styles
	Notes: B A G	1111951111921	Tonguing			Personal Recorder	MU.K-4.2.d-echo short rhythms
	Notes. DAG		Toriguing			Repertoire	and melodic patterns
						Repertone	and inclodic patterns

Notes: B A G	www.musick8kids.com MU.K-4.2.e-perform in group blending instrumental time matching dynamic levels, a responding to the cues of a conductor
	www.joytunes.com/ga MU.K-4.2.f-perform me.php independent instrumental 1 while other students sing play contrasting parts

		the mist, second and						
		third marking						
		periods.						
(e							
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
(C What does good	Unison Blend	Discover how to blend	Unison	Teacher observation of		Varied repertoire of	MU.K-4.1.a-sing independently,
	singing sound like		his/her voice with the		unison blend while		music from sources	on pitch and in rhythm, with
	when singing alone		rest of a group. (Many		singing in a group.		including (but not	appropriate timbre, diction,
	and with a group?		voices sounding as one.)				limited to):	and posture, and maintain a
								steady tempo
(e What does good			Blend			The Music Connection	MU.K-4.1.b-sing *expressively,
	singing look and feel						Text Book Series (Gr. K-	with appropriate dynamics,
	like when singing						5)	phrasing, and interpretation
	alone and with a							
	group?							
- 1	m						Varied Kodaly Texts	MU.K-4.1.c-sing from memory a
								varied repertoire of songs
								representing *genres and
								*styles from diverse cultures
	b							MU.K-4.1.e-Sing in groups,
							Dances	blending vocal timbres,
								matching dynamic levels, and
								responding to the cues of a
								conductor
(e						Varied Orff Texts	
- 1	r						Music K-8 Magazine	
							Listening Examples	
							from Varied	
							Composers	
							Personal Song	
							Collections	

D Vocal Technique ~

Vocal Technique is ongoing throughout the first, second and

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Rhythm ~

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

	periods.						
							
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Recognize notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti ka-ti-ka)	Varied performance assessment including sixteenth notes and sixteenth/eight 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?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth and Eighth Note Combinations (ti-ti ka and ti-ka-ti)	combinations: Perfomance of			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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						120 Singing Games and Dances	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures
iengui:						Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
						Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

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

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Melody ~

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

	periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Songs in Round	Perform with classmates songs in round.	Unison	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.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
	LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of la, sol, mi, re, do, low la and low sol on the staff.	La	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
		Read melodic patterns using la, sol, mi, re, do, low la and low sol from the staff.	Sol			Varied Orff Texts	MU.K-4.5.c-identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
		Perform with classmates parnter songs.	Mi			Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

		Re	Listening Examples MU.K-4.6.e-respond through from Varied purposeful movement 4 to	1
			Composers selected prominent music	
			characteristics 5 or to specifi	
			music events 6 while listenin	g
			to music	
		Do	Personal Song	
			Collections	
		Low La	www.makingmusicfun.	
			net	
		Low Sol	www.8notes.com	
		Partner Songs		
		Ostinato		
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.	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 ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes C'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 C'BAG fingerings.	Tone			Music K-8 Magazine	MU.K-4.2.c-perform expressively a varied repertoire of music representing diverse genres and styles
	Notes: C' B A G		Tonguing			Personal Recorder Repertoire	MU.K-4.2.d-echo short rhythms and melodic patterns

Notes: C' B A G

www.musick8kids.com MU.K-4.2.e-perform in groups,

/html/recorder

blending instrumental timbres, matching dynamic levels, and responding to the cues of a

conductor

www.joytunes.com/ga MU.K-4.2.f-perform

me.php

independent instrumental parts 1 while other students sing or

play contrasting parts

J Vocal Technique ~

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

		periods.						
a								
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
n	What does good	Unison Blend	Discover how to blend	Unison	Teacher observation of		Varied repertoire of	MU.K-4.1.a-sing independently,
	singing sound like		his/her voice with the		unison blend while			on pitch and in rhythm, with
	when singing alone		rest of a group. (Many		singing in a group.		• ,	appropriate timbre, diction,
	and with a group?		voices sounding as one.)				•	and posture, and maintain a steady tempo
u	What does good			Blend			The Music Connection	MU.K-4.1.b-sing *expressively,
	singing look and feel						Text Book Series (Gr. K-	with appropriate dynamics,
	like when singing						5)	phrasing, and interpretation
	alone and with a							
	group?							
a							•	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
r							120 Singing Games and	MU.K-4.1.e-Sing in groups,
							Dances	blending vocal timbres,
								matching dynamic levels, and
								responding to the cues of a
								conductor
У							Varied Orff Texts	
							Music K-8 Magazine	
							Listening Examples	
							from Varied	
							Composers	

Personal Song Collections www.makingmusicfun. net www.8notes.com

Rhythm ~

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

	fourth marking						
	periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Sixteenth	Recognize notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	rhythm, with appropriate
others?		sixteenth/eighth note		sixteenth notes and		including (but not	dynamics and timbre, and
		combinations.		sixteenth/eight note		limited to):	maintain a steady tempo
How is music	Note Value:	Perform patterns	Sixteenth and	combinations:			MU.K-4.2.b-perform easy
	Sixteenth/Eighth	incorporating sixteenth	Eighth Note	Perfomance of		•	rhythmic, melodic, and chordal
one person to	Note Combinations	notes and	Combinations (ti-ti-			5)	patterns accurately and
another?		sixteenth/eighth note	ka and ti-ka-ti)	through clapping and			independently on rhythmic,
		combinations through echo and reading.		classroom instruments. Identification and			melodic, and harmonic *classroom instruments
Does all music sound		Identify sixteenth notes		notation of rhythmic		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		and sixteenth/eighth		patterns and grouping		•	and melodic patterns
the sume:		note combinations		of rhythmic values into			and melodic patterns
		within prerecorded		measures.			
		music, song material and					
		speech patterns.					
How would you						120 Singing Games and	MU.K-4.5.a-read whole, half,
create new rhythmic						Dances	dotted half, quarter, and eighth
values that are							notes and rests in 24, 34, and
longer or shorter in							44 meter signatures
length?							
							MU.K-4.5.d-use standard
							symbols to notate meter,
							rhythm, pitch, and dynamics in
							simple patterns presented by
							the teacher MU.K-4.6.c-use appropriate
						•	terminology in explaining
							music, music notation, music
							instruments and voices, and
							music performances
							•

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.

	perioas.						
Essential Question	ons Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Songs in Round th	Perform with classmates songs in round.	Unison	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.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from person to another?	Melodic Ostinato rom Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music so the same?	und LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of la, sol, mi, re, do, low la and low sol on the staff.	La	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
		Read melodic patterns using la, sol, mi, re, do, low la and low sol from the staff.	Sol			Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
		Perform with classmates parnter songs.	Mi			Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

		Re	Listening Examples MU.K-4.6.e-respond through from Varied purposeful movement 4 to	1
			Composers selected prominent music	
			characteristics 5 or to specifi	
			music events 6 while listenin	g
			to music	
		Do	Personal Song	
			Collections	
		Low La	www.makingmusicfun.	
			net	
		Low Sol	www.8notes.com	
		Partner Songs		
		Ostinato		
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.	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 ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes D'C'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 D'C'BAG fingerings.	Tone			Music K-8 Magazine	MU.K-4.2.c-perform expressively a varied repertoire of music representing diverse genres and styles
	Notes: D' C' B A G		Tonguing			Personal Recorder Repertoire	MU.K-4.2.d-echo short rhythms and melodic patterns

Notes: D' C' B A G

www.musick8kids.com MU.K-4.2.e-perform in groups,

/html/recorder

blending instrumental timbres, matching dynamic levels, and responding to the cues of a

conductor

www.joytunes.com/ga MU.K-4.2.f-perform

me.php

independent instrumental parts 1 while other students sing or

play contrasting parts

F Vocal Technique ~

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

		periods.						
е	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b	What does good singing sound like when singing alone and with a group?	Unison Blend	Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Unison	Teacher observation of unison blend while singing in a group.		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 look and feel like when singing alone and with a group?			Blend			Text Book Series (Gr. K-	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
u							,	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
a							Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
r y							Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

Personal Song Collections www.makingmusicfun. net www.8notes.com

Rhythm ~

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

	fourth marking						
	periods.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Sixteenth	Recognize notation for	· · · · · · · · · · · · · · · · · · ·	Varied performance		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	rhythm, with appropriate
others?		sixteenth/eighth note		sixteenth notes and		including (but not	dynamics and timbre, and
		combinations.		sixteenth/eight note		limited to):	maintain a steady tempo
How is music	Note Value:	Perform patterns	Sixteenth and	combinations:			MU.K-4.2.b-perform easy
	Sixteenth/Eighth	incorporating sixteenth	Eighth Note	Perfomance of		•	rhythmic, melodic, and chordal
one person to	Note Combinations	notes and	Combinations (ti-ti			5)	patterns accurately and
another?		sixteenth/eighth note	ka and ti-ka-ti)	through clapping and			independently on rhythmic,
		combinations through		classroom instruments.			melodic, and harmonic
		echo and reading.		Identification and			*classroom instruments
Does all music sound		Identify sixteenth notes		notation of rhythmic		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		and sixteenth/eighth		patterns and grouping			and melodic patterns
		note combinations		of rhythmic values into			
		within prerecorded		measures.			
		music, song material and					
Howwaldway		speech patterns.				120 Singing Comes and	NALLK A F a read whole half
How would you						= =	MU.K-4.5.a-read whole, half,
create new rhythmic values that are						Dances	dotted half, quarter, and eighth
							notes and rests in 24, 34, and
longer or shorter in							44 meter signatures
length?						Varied Orff Texts	MU.K-4.5.d-use standard
							symbols to notate meter,
							rhythm, pitch, and dynamics in
							simple patterns presented by
							the teacher
						Music K-8 Magazine	MU.K-4.6.c-use appropriate
						Wasic K-o Wagazine	terminology in explaining
							music, music notation, music
							instruments and voices, and
							music performances
							masic performances

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.

	perioas.						
Essential Question	ons Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Songs in Round th	Perform with classmates songs in round.	Unison	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.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from person to another?	Melodic Ostinato rom Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music so the same?	und LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of la, sol, mi, re, do, low la and low sol on the staff.	La	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
		Read melodic patterns using la, sol, mi, re, do, low la and low sol from the staff.	Sol			Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
		Perform with classmates parnter songs.	Mi			Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

	Re	Listening Examples from Varied Composers	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
	Do	Personal Song	
		Collections	
	Low La	www.makingmusicfun.	
		net	
	Low Sol	www.8notes.com	
	Partner Songs		
	Ostinato		
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	Hand and	Maintain proper hand	Hand Position	Varied performance		Varied Recorder	MU.K-4.2.a-perform on pitch, in
to know to play and	Finger Postion	position, finger position,		assessment of proper		Method/Song Books	rhythm, with appropriate
instrument?		breathing, tone and		hand position,		Including (but not	dynamics and timbre, and
		articulation during		breathing and tone		limited to):	maintain a steady tempo
		recorder performance.		production and			
What do	Proathing and Tono	Darform simple songs	Proathing	articulation on		Ed Sueta Recorder	MILK 4.2 b porform each
you already know ab	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes D'C'BAG.		Method	MU.K-4.2.b-perform easy rhythmic, melodic, and chordal
out the recorder?		using D C DAG inigerings.		Hotes D C BAG.		Method	patterns accurately and
out the recorder.							independently on rhythmic,
							melodic, and harmonic
							*classroom instruments
What do you need	Articulation	Create and perform	Tone			Music K-8 Magazine	MU.K-4.2.c-perform
to know to play the		simple melodic ostinato					expressively a varied repertoire
recorder well?		patterns using D'C'BAG					of music representing diverse
		fingerings.					genres and styles
	Notes: D' C' B A G		Tonguing			Personal Recorder	MU.K-4.2.d-echo short rhythms
						Repertoire	and melodic patterns

Notes: D' C' B A G	www.musick8kids.com /html/recorder	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
	www.joytunes.com/ga me.php	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts

Meter ~ Meter is ongoing throughout the third and fourth marking

periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs, placement		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	of the accent mark on the strong beat in beat groupings of two and three.			MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?	Meter in 2	Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Meter in 3	Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat or in three as a strong (accented) beat followed by two weak (unaccented) beats.	Meter in 2	120 Singing Games and Dances
		Meter in 3 Barlines	Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com
Vocal Technique is ongoing throughout			
the first, second and third marking periods.			

M Vocal Technique ~

a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What does good singing sound like when singing alone and with a group?	Unison Blend	Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Unison	Teacher observation of unison blend while singing in a group.		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 look and feel like when singing alone and with a group?			Blend				MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
h							Varied Kodaly Texts	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures

120 Singing Games and MU.K-4.1.e-Sing in groups,
Dances blending vocal timbres,
matching dynamic levels, and
responding to the cues of a

conductor

Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections

www.makingmusicfun.

net

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Rhythm ~ Rhythm is ongoing throughout the second, thrid and

length?

periods.

fourth marking

Essential Questions How do we	Content Note Value: Sixteenth	Knowledge and Skills Recognize notation for	Vocabulary Sixteenth Notes (ti	Assessments - Varied performance	Lessons	Resources Varied repertoire of	Standards MU.K-4.2.a-perform on pitch, in
communicate with others?	Notes	sixteenth notes and sixteenth/eighth note combinations.	ka-ti-ka)	assessment including sixteenth notes and sixteenth/eight note		music from sources including (but not limited to):	rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth and Eighth Note Combinations (ti-ti ka and ti-ka-ti)	combinations: Perfomance of rhythmic patterns through clapping and classroom instruments. Identification and			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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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						120 Singing Games and Dances	MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures

Varied Orff Texts MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher Music K-8 Magazine MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances 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.

	la a a a a						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Songs in Round	Perform with classmates songs in round.	Unison	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.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music sound the same?	LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of la, sol, mi, re, do, low la and low sol on the staff.	La	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys

		Read melodic patterns using la, sol, mi, re, do, low la and low sol from the staff.	Sol	Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
		Perform with classmates parnter songs.	Mi	Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Re	Listening Examples from Varied Composers	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
			Do	Personal Song Collections	
			Low La	www.makingmusicfun. net	
			Low Sol Partner Songs Ostinato	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	Hand and	Maintain proper hand	Hand Position	Varied performance		Varied Recorder	MU.K-4.2.a-perform on pitch, in
to know to play and	Finger Postion	position, finger position,		assessment of proper		Method/Song Books	rhythm, with appropriate
instrument?		breathing, tone and		hand position,		Including (but not	dynamics and timbre, and
		articulation during recorder performance.		breathing and tone production and articulation on		limited to):	maintain a steady tempo
What do you already know ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes D'C'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 D'C'BAG fingerings.	Tone	Music K-8 Magazine	MU.K-4.2.c-perform expressively a varied repertoire of music representing diverse genres and styles
	Notes: D' C' B A G		Tonguing	Personal Recorder Repertoire	MU.K-4.2.d-echo short rhythms and melodic patterns
			Notes: D' C' B A G	www.musick8kids.com /html/recorder	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
				www.joytunes.com/ga me.php	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
Meter ~	Meter is ongoing throughout the third and fourth marking periods.				

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs, placement		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	of the accent mark on the strong beat in beat groupings of two and three.			MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?	Meter in 2	Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Meter in 3	Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat or in three as a strong (accented) beat followed by two weak (unaccented) beats.	Meter in 2	120 Singing Games and Dances
		Meter in 3 Barlines	Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com
Vocal Technique is ongoing throughout			
the first, second and			
third marking			
periods.			

A Vocal Technique ~

р	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What does good singing sound like when singing alone and with a group?	Unison Blend	Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Unison	Teacher observation of unison blend while singing in a group.		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 look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
I							,	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures

120 Singing Games and MU.K-4.1.e-Sing in groups,
Dances blending vocal timbres,
matching dynamic levels, and
responding to the cues of a

conductor

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Rhythm ~ Rhythm is ongoing throughout the second, thrid and

periods.

fourth marking

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value: Sixteenth	Recognize notation for	Sixteenth Notes (ti	 Varied performance 		Varied repertoire of	MU.K-4.2.a-perform on pitch, in
communicate with	Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	rhythm, with appropriate
others?		sixteenth/eighth note		sixteenth notes and		including (but not	dynamics and timbre, and
		combinations.		sixteenth/eight note		limited to):	maintain a steady tempo
How is music	Note Value:	Perform patterns	Sixteenth and	combinations:		The Music Connection	MU.K-4.2.b-perform easy
communicated from	Sixteenth/Eighth	incorporating sixteenth	Eighth Note	Perfomance of		Text Book Series (Gr. K-	rhythmic, melodic, and chordal
one person to	Note Combinations	notes and	Combinations (ti-ti	rhythmic patterns		5)	patterns accurately and
another?		sixteenth/eighth note	ka and ti-ka-ti)	through clapping and			independently on rhythmic,
		combinations through		classroom instruments.			melodic, and harmonic
		echo and reading.		Identification and			*classroom instruments
Does all music sound		Identify sixteenth notes		notation of rhythmic		Varied Kodaly Texts	MU.K-4.2.d-echo short rhythms
the same?		and sixteenth/eighth		patterns and grouping			and melodic patterns
		note combinations		of rhythmic values into			
		within prerecorded		measures.			
		music, song material and					
		speech patterns.					
How would you						120 Singing Games and	MU.K-4.5.a-read whole, half,
create new rhythmic						Dances	dotted half, quarter, and eighth
values that are							notes and rests in 24, 34, and
longer or shorter in							44 meter signatures
length?							-

Varied Orff Texts MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher Music K-8 Magazine MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net

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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?	Songs in Round	Perform with classmates songs in round.	Unison	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/lo		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	w la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music sound the same?	DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	High Do	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys

	Read melodic patusing high do, la, re, do, low la and from the staff.	sol, mi,	Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
	Perform with clas partner songs.	smates Sol	Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
		Mi	Listening Examples from Varied Composers	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
		Re	Personal Song Collections	
		Do	www.makingmusicfun net	
		Low La Low Sol Partner Songs Ostinato	www.8notes.com	
Recorder ~	Recorder is ongoing throughout the second, third and fourth marking periods.	Ostillato		

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need	Hand and	Maintain proper hand	Hand Position	Varied performance		Varied Recorder	MU.K-4.2.a-perform on pitch, in
to know to play and	Finger Postion	position, finger position,		assessment of proper		Method/Song Books	rhythm, with appropriate
instrument?		breathing, tone and		hand position,		Including (but not	dynamics and timbre, and
		articulation during recorder performance.		breathing and tone production and articulation on		limited to):	maintain a steady tempo
What do you already know ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes D'C'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 Notes: D' C' B A G	Create and perform simple melodic ostinato patterns using D'C'BAG fingerings.	Tone	Music K-8 Magazine Personal Recorder	MU.K-4.2.c-perform expressively a varied repertoire of music representing diverse genres and styles MU.K-4.2.d-echo short rhythms
	Notes. D C B A G		ronguing	Repertoire	and melodic patterns
			Notes: D' C' B A G	www.musick8kids.com /html/recorder	MU.K-4.2.e-perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
				www.joytunes.com/ga me.php	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts
Meter ~	Meter is ongoing throughout the second, third and fourth marking periods.				

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs, placement		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	of the accent mark on the strong beat in beat groupings of two and three.			MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?	Meter in 2	Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Meter in 3	Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat or in three as a strong (accented) beat followed by two weak (unaccented) beats.	Meter in 2	120 Singing Games and Dances
		Meter in 3 Barlines	Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com
Form is ongoing throughout the third and fourth marking			
periods.			

Form ~

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	ABC	Label similar and contrasting sections to create ABC form.	ABC Form	Varied performance assessment of recognizing the form of a song as ABC.		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?		Identify form in musical compositions.					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?						Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
						120 Singing Games and Dances	

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M Vocal Technique ~

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

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a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
У	What does good singing sound like when singing alone and with a group?	Unison Blend	Discover how to blend his/her voice with the rest of a group. (Many voices sounding as one.)	Unison	Teacher observation of unison blend while singing in a group.		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 look and feel like when singing alone and with a			Blend			The Music Connection Text Book Series (Gr. K-	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
	group?							MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
							Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
							Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

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Rhythm is ongoing Rhythm ~

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throughout the
second, thrid and
fourth marking
periods.

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

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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?	Songs in Round	Perform with classmates songs in round.	Unison	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/lo		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon	w la/low sol patterns through echo singing, melodic ostinato patterns, placement of			MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music sound the same?	DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student		Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
	Partner Songs	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	High Do	performance singing partner songs with classmates.		120 Singing Games and Dances	MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
		Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.	La			Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

		Perform with classmates partner songs.	Sol			Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Mi				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
			Re			Personal Song Collections	
			Do			www.makingmusicfun. net	
			Low La			www.8notes.com	
			Low Sol				
			Partner Songs				
			Ostinato				
Recorder ~	Recorder is ongoing throughout the second, third and						
	fourth marking periods.						
Eccential Questions	Contont	Knowledge and Skills	Vecabulant	Accossments	Lossons	Docources	Standards

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.	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 ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'BAG fingerings.	Breathing	recorder using the notes D'C'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 D'C'BAG fingerings.	Tone			Music K-8 Magazine	MU.K-4.2.c-perform expressively a varied repertoire of music representing diverse genres and styles

	Notes: D' C' B A G	Tonguing	Personal Recorder MU.K-4.2.d-echo short rhythms Repertoire and melodic patterns
		Notes: D' C' B A G	www.musick8kids.com MU.K-4.2.e-perform in groups, /html/recorder blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
			www.joytunes.com/ga MU.K-4.2.f-perform me.php independent instrumental parts 1 while other students sing or play contrasting parts
Meter ~	Meter is ongoing throughout the second, third and fourth marking periods.		

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is inflection?	Strong and Weak Beats	Identify strong and weak beats in a given piece of music.	Strong Beat	Varied performance assessment of identification of strong and weak beats within given songs, placement		Varied repertoire of music from sources including (but not limited to):	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How does inflection affect the way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat	of the accent mark on the strong beat in beat groupings of two and three.			MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?	Meter in 2	Group beats according to the placement of the accent marks.	Accent Mark			Varied Kodaly Texts	MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Meter in 3	Identify meter in two as a strong (accented) beat followed by a weak (unaccented) beat or in three as a strong (accented) beat followed by two weak (unaccented) beats.	Meter in 2	120 Singing Games and Dances
		Meter in 3 Barlines	Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun. net www.8notes.com
Form is ongoing throughout the t and fourth mark	third		
periods.			

Form ~

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	ABC	Label similar and contrasting sections to create ABC form.	ABC Form	Varied performance assessment of recognizing the form of a song as ABC.		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?		Identify form in musical compositions.					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?						Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
						120 Singing Games and Dances	

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