

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.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
p 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
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-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
e						Varied Kodaly Texts	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
m						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
b e r						Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Rhythm Review ~ Review of rhythmic concepts from level 3.

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 syncopation:		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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (syn-co-pa)	Performance of rhythmic patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.			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.				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 Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

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 singing, placement of notes on the staff, identification of parts of the staff and staff reading.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.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			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?		Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do			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

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?	Songs in Round	Perform with classmates songs in round.	Unison	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)	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?			Round/Canon				MU.K-4.1.d-sing ostanatos, partner songs, and rounds
Does all music sound the same?						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.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	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
o What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
b						Varied Kodaly Texts	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
e						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
r						Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Rhythm Review ~ Review of rhythmic concepts from level 3.

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 syncopation:		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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (syn-co-pa)	Performance of rhythmic patterns through clapping and classroom instruments.			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.		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?						120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

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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, placement of notes on the staff, identification of parts of the staff and staff reading.		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.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			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?		Read melodic patterns using la, sol, mi, re, do and low la from the staff.	Do			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	

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Collections

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1 while other students sing or
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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.		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)	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?							MU.K-4.1.d-sing ostanatos, partner songs, and rounds
Does all music sound the same?						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.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Rhythm Review ~ Review of rhythmic concepts from level 3.

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 syncopation:		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?	Syncopation	Perform patterns incorporating dotted quarter/eighth note combination and syncopation through echo and reading.	Syncopation (syn-co-pa)	Performance of rhythmic patterns through clapping and classroom instruments.			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.		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?						120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	MU.K-4.2.f-perform independent instrumental parts 1 while other students sing or play contrasting parts MU.K-4.5.a-read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

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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): 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
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 notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.			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:			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			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 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 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 Tonguing			Music K-8 Magazine Personal Recorder Repertoire	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 and melodic patterns

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

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
c 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
e What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
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						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
e r						Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	

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: 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/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?	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-ka and ti-ka-ti)	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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						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.

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 la/low sol 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 partner songs with classmates.		Varied repertoire of music from sources including (but not limited to): 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
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon				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:			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			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
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 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 recorder using the notes C'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 D'C'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: C' B A G	Create and perform simple melodic ostinato patterns using C'BAG fingerings.	Tone Tonguing			Music K-8 Magazine Personal Recorder Repertoire	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 and melodic patterns

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

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u What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
a						Varied Kodaly Texts	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 Dances	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
y						Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers	

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

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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/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?	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)	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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						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
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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 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 notes on the staff,		The Music Connection Text Book Series (Gr. K-5)	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:	identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.		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			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 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 recorder using the notes D'C'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 D'C'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: D' C' B A G	Create and perform simple melodic ostinato patterns using D'C'BAG fingerings.	Tone Tonguing			Music K-8 Magazine Personal Recorder Repertoire	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 and melodic patterns

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/game.php MU.K-4.2.f-perform 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.

e	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.		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 look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
u							Varied Kodaly Texts	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
a							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
r							Varied Orff Texts	
y							Music K-8 Magazine Listening Examples from Varied Composers	

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	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/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?	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)	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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						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.

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 notes on the staff,		The Music Connection Text Book Series (Gr. K-5)	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:	identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.		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			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 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 recorder using the notes D'C'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 D'C'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: D' C' B A G	Create and perform simple melodic ostinato patterns using D'C'BAG fingerings.	Tone Tonguing			Music K-8 Magazine Personal Recorder Repertoire	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 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/game.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 of the accent mark on the strong beat in beat groupings of two and three.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher 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 way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat				
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 3
Barlines

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

M Vocal Technique ~

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

	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
a								
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
c	What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	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 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
www.makingmusicfun.net
www.8notes.com

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	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/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?	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)	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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						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.

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		The Music Connection Text Book Series (Gr. K-5)	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.

Perform with classmates partner songs.

Re

Do

Low La

Low Sol
Partner Songs
Ostinato

Varied Orff Texts

Music K-8 Magazine

Listening Examples from Varied Composers

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

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

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

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 recorder using the notes D'C'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 D'C'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 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/game.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 of the accent mark on the strong beat in beat groupings of two and three.		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			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.6.b-demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
How does inflection affect the steady beat of a song?	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 3
Barlines

120 Singing Games and Dances

Varied Orff Texts
Music K-8 Magazine
Listening Examples from Varied Composers
Personal Song Collections
www.makingmusicfun.net
www.8notes.com

A Vocal Technique ~

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

	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
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-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
l							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 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
www.makingmusicfun.net
www.8notes.com

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

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	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/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?	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)	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 sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.		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?						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.

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 notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.		The Music Connection Text Book Series (Gr. K-5)	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 Partner Songs	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol. Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Melodic Solfege: High Do			Varied Kodaly Texts 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 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 La using high do, la, sol, mi, re, do, low la and low sol from the staff.

Perform with classmates Sol partner songs.

Mi

Re

Do

Low La
Low Sol
Partner Songs
Ostinato

Varied Orff Texts

Music K-8 Magazine

Listening Examples from Varied Composers

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

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

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

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 recorder using the notes D'C'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 D'C'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 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 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 of the accent mark on the strong beat in beat groupings of two and three.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher 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 way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat				
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 3
Barlines

120 Singing Games and Dances

Varied Orff Texts
Music K-8 Magazine
Listening Examples from Varied Composers
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Form ~

Form is ongoing throughout the third and fourth marking periods.

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.				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?						Varied Kodaly Texts	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
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M Vocal Technique ~ Vocal Technique is ongoing throughout the first, second and third marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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
What does good singing look and feel like when singing alone and with a group?			Blend			The Music Connection Text Book Series (Gr. K-5)	MU.K-4.1.b-sing *expressively, with appropriate dynamics, phrasing, and interpretation
						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 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	

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: 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/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?	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-ka and ti-ka-ti)	Performance of rhythmic patterns and ostinato 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?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	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?		Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.				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

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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/low la/low sol 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 partner songs 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	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 MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
How is music communicated from one person to another?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Round/Canon				
Does all music sound the same?	DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns Partner Songs	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol. Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff. Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.	Melodic Solfege: High Do La				

Perform with classmates Sol partner songs.

Mi

Re

Do

Low La
Low Sol
Partner Songs
Ostinato

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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

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 recorder using the notes D'C'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 ab out the recorder?	Breathing and Tone	Perform simple songs using D'C'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 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
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 of the accent mark on the strong beat in beat groupings of two and three.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher 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 way you speak?	Accent Mark	Label strong beats with an accent mark.	Weak Beat				
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

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