

| <u>General Music Curriculum Map p. 1 of 3</u> | <b>Quarter 1:<br/>Rhythm/<br/>Composers</b>   | <b>Quarter 2:<br/>Melody/<br/>Composers</b>   | <b>Quarter 3:<br/>Performance,<br/>Composition, /<br/>Composers</b>   | <b>Quarter 4:<br/>History/Cultural<br/>Connections/<br/>Composers</b>   |
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| <b>K</b>                                      | <ol style="list-style-type: none"> <li>1. What is beat?</li> <li>2. Moving to a steady beat</li> <li>3. Playing Instruments to a steady Beat</li> <li>4. Music Literature: Number songs and Nursery Rhymes</li> </ol>                 | <ol style="list-style-type: none"> <li>1. What is melody?</li> <li>2. Sing with a singing voice</li> <li>3. Sing with accurate pitch and inflection</li> <li>4. Music Literature: Simple Folk songs; Alphabet and Phonics songs</li> </ol>  | <ol style="list-style-type: none"> <li>1. How do melody and rhythm go together?</li> <li>2. Classroom Instruments</li> <li>3. Simple instrumental arrangements of familiar and unfamiliar songs using classroom instruments that combine rhythm and melody</li> <li>4. Music Literature: Songs about animals</li> </ol> | <ol style="list-style-type: none"> <li>1. What is the Musical Alphabet?</li> <li>2. Musical Games Children Play Around the World</li> <li>3. Music Literature: Freddie the Frog Books and songs; patriotic songs</li> </ol> |
| <b>1</b>                                      | <ol style="list-style-type: none"> <li>1. Identifying steady beat vs. unsteady beat</li> <li>2. Tempo</li> <li>3. Rhythm vs. beat</li> <li>4. Patterns of 2 and 3</li> <li>5. Music Literature: Songs with changing tempos</li> </ol> | <ol style="list-style-type: none"> <li>1. Melody can go up and down</li> <li>2. Melody can be high or low</li> <li>3. Melody can be happy or sad</li> <li>4. Music Literature: Songs that go up and down; songs that have opposing registers; songs in major and minor</li> </ol> | <ol style="list-style-type: none"> <li>1. Instrument Families of the Orchestra</li> <li>2. Orff Arrangements</li> <li>3. Composing with iconic notation</li> <li>4. Music Literature:</li> </ol>  | <ol style="list-style-type: none"> <li>1. Fairy Tales and Music</li> <li>2. Musicals</li> <li>3. Music Literature: Patriotic Songs; Jazzy Fairy tale musicals; songs from musicals</li> </ol>                               |

| <u><b>General<br/>Music<br/>Curriculum<br/>Map p. 2 of<br/>3</b></u> | <b>Quarter 1:<br/>Rhythm/<br/>Composers</b>  | <b>Quarter 2:<br/>Melody/<br/>Composers</b>  | <b>Quarter 3:<br/>Performance,<br/>Composition, /<br/>Composers</b>   | <b>Quarter 4:<br/>History/Cultural<br/>Connections/<br/>Composers</b>   |
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| <b>2</b>   | <ol style="list-style-type: none"> <li>1. Reading and Writing Quarter note, double eighth note, and quarter rest</li> <li>2. Rhythm vs. beat</li> <li>3. Patterns of 2 and 3</li> <li>4. Music Literature: Songs with quarter/ eighth note combinations</li> </ol> | <ol style="list-style-type: none"> <li>1. Solfege syllable and hand signs</li> <li>2. Iconic notation and traditional notation for do, so, mi, and la</li> <li>3. Aural identification of do, so, mi, and la</li> <li>4. Improvisation with do, so, mi, and la</li> <li>5. Music Literature: Songs using diatonic solfege scale</li> </ol> | <ol style="list-style-type: none"> <li>1. Orff Arrangements</li> <li>2. Composing with quarter, double eighth note, and quarter rest</li> <li>3. Composing with do, mi, so, and la</li> </ol> | <ol style="list-style-type: none"> <li>1. Ballads of tall tales</li> <li>2. Instruments of Asia</li> <li>3. Fairy Tales and Music: Jazzy Fairy Tales</li> </ol> |
| <b>3</b>   | <ol style="list-style-type: none"> <li>1. Reading and writing previous rhythms. In addition, dotted half note, whole note, and half/whole rests.</li> <li>2. Music Literature: Spotlight Composer</li> </ol>   | <ol style="list-style-type: none"> <li>1. Reading and Writing the notes of the treble clef</li> <li>2. Music Literature: Spotlight Composer</li> </ol>   | <ol style="list-style-type: none"> <li>1. Recorders</li> <li>2. Music Literature: Spotlight Composers</li> </ol>  | <ol style="list-style-type: none"> <li>1. Recorders</li> <li>2. Music Literature: Spotlight Composers</li> </ol>  |

| <u>General Music Curriculum</u><br><u>Map p. 3 of 3</u> | <b>Quarter 1:<br/>Rhythm/<br/>Composers</b>   | <b>Quarter 2:<br/>Melody/<br/>Composers</b>   | <b>Quarter 3:<br/>Performance,<br/>Composition, /<br/>Composers</b>   | <b>Quarter 4:<br/>History/Cultural<br/>Connections/<br/>Composers</b>  |
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| <b>4</b>  | <ol style="list-style-type: none"> <li>1. Reading, writing, and dictation on previous notes. In addition, dotted half note and dotted quarter note</li> <li>2. Music Literature: Spotlight composer</li> </ol>          | <ol style="list-style-type: none"> <li>1. Reading, Writing, Improvising with, and dictation of the notes of the treble and bass clef: Do, Re, Mi, Fa, and So.</li> <li>2. Orff Arrangements</li> <li>3. Music Literature: Spotlight Composer</li> </ol> | <ol style="list-style-type: none"> <li>1. Composing using quarter, double eighth, half, whole, dotted half, dotted quarter, and corresponding rests</li> <li>2. Composing using traditional notation using do, re, mi, fa, and so.</li> <li>3. Writing fractured fairy tale mini musicals</li> </ol>                                    | <ol style="list-style-type: none"> <li>1. Jazz Unit and Project</li> <li>2. American Music Unit and project</li> </ol> |
| <b>5</b>  | <ol style="list-style-type: none"> <li>1. Reading, writing, and dictation on previous rhythms plus sixteenth notes, and sixteenth/eighth note combinations</li> <li>2. Music Literature: Spotlight Composer.</li> </ol> | <ol style="list-style-type: none"> <li>1. Reading, writing, dictation, and improvisation using the notes of the treble and bass clef: Entire Diatonic Scale</li> <li>2. Orff Arrangements</li> <li>3. Music Literature: Spotlight Composer</li> </ol>   | <ol style="list-style-type: none"> <li>1. Composing using quarter, double eighth, half, whole, dotted half, dotted quarter, sixteenth, eighth and sixteenth combinations, and corresponding rests</li> <li>2. Composing using traditional notation and the entire diatonic scale</li> <li>3. Writing commercials and jingles</li> </ol> | <ol style="list-style-type: none"> <li>1. Opera</li> <li>2. Composer Projects- research</li> </ol>                     |

