Kindergarten Curriculum Map

First Nine Weeks

1. Module 1 - Beat
   Welcome to Music!
   Introduce Kindergarten students to the music classroom and its rules.

2. Module 1 - Beat
   Beat
   Discover the presence of beat in music and in the world around us.

3. Module 1 - Beat
   Steady Beat
   Help students feel, identify, and express a steady beat through singing and moving.

4. Module 2 - Voice
   Whisper, Talk, Shut, and Sing
   Develop students’ ability to use their voices in different ways.

5. Module 2 - Voice
   Whisper, Talk, Shut, and Sing II
   Reinforce students’ abilities to use their voices in different ways.

6. Module 2 - Voice
   My First Performance
   The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

7. Module 3 - Rhythm
   Rhythm Introduction
   Experience the connection between beat and rhythm through singing and moving.

8. Module 3 - Rhythm
   Beat or Rhythm
   Discover the difference between beat and rhythm.

9. Module 3 - Rhythm
   Sing, Play, & Move to Rhythm
   Experience rhythm through singing, playing, and moving.

10. Module 4 - Pitch
    High and Low
    Introduce students to the musical concept of high and low.

11. Module 4 - Pitch
    More about High and Low
    Introduce students to matching pitch.

12. Module 4 - Pitch
    Pitches and Singing
    Enhance students’ ability to understand pitch by singing, moving, and playing.

13. Module 5 - Melody
    Up and Down
    Explore how melodic direction affects musical experience.

14. Module 5 - Melody
    Singing Up and Down
    Promote students’ experience of melodic direction through listening, singing, and moving.

15. Module 5 - Melody
    Sing It!
    Develop students’ experience with melody by introducing a celebration song through listening and singing.

16. Module 6 - Meter
    Patterns of 2
    Promote students’ understanding of meter by chanting and moving to patterns of two.

17. Module 6 - Meter
    Patterns of 3
    Promote students’ understanding of meter by singing, chanting, and moving to patterns of three.

18. Module 6 - Meter
    Patterns of 4
    Promote students’ understanding of meter by singing and moving to patterns of four.

Second Nine Weeks

19. Module 7 - Instruments
    Intro to Instrument Families
    Introduce the four instrument families of the orchestra.

20. Module 7 - Instruments
    Woodwinds and Brass
    Discover the flute in the woodwind family, and the trumpet in the brass family.

21. Module 7 - Instruments
    Percussion and Strings
    Discover the violin in the string family, and the drum in the percussion family.

22. Module 8 - Dynamics
    Loud and Soft
    Introduce loud and soft through singing, playing, and moving to music.

23. Module 8 - Dynamics
    Singing Loud and Soft
    Reinforce loud and soft dynamic levels in music.

24. Module 8 - Dynamics
    Playing Loud and Soft
    Experience the fact that instruments can be played at loud or soft dynamic levels.

25. Module 9 - Tempo
    All About Tempo
    Introduce tempo through moving and singing.

26. Module 9 - Tempo
    Fast or Slow?
    Identify fast and slow tempos through listening, singing, and moving.

27. Module 9 - Tempo
    Tempo Changes Around Us
    Discuss how tempo affects us in all areas of life.

Third Nine Weeks

28. Module 10 - Duration
    Introduction to Long and Short Sounds
    Introduce students to long and short sounds.

29. Module 10 - Duration
    Playing Long and Short Sounds
    Reinforce students’ ability to comprehend and express long and short sounds through a variety of activities.

30. Module 10 - Duration
    Moving to Long and Short Sounds
    Reinforce long and short sounds through movement.

31. Module 11 - Listening
    Found Sounds
    Discover how to hear for and create musical sounds.

32. Module 11 - Listening
    Singing, Voice, and Timbres
    Distinguish the timbre of singing voices through active listening.

33. Module 11 - Listening
    Woodwinds and Percussion
    Recognize the sounds of the woodwind and percussion families.

34. Module 12 - Year End Review
    Keyword and Activity Review
    Review keywords and favorite songs learned during the school year by singing, playing, and moving.

35. Module 12 - Year End Review
    Year-End Assessment and Favorite Songs Review
    Assess students’ knowledge of keywords and concepts learned during the school year.

36. Module 12 - Year End Review
    Family Day
    Showcase students’ musical progress made during the course of the school year.
Welcome to Music!

Four Different Voices
Explore the basics of beat, establish rules and procedures for music class.

Explore different ways to use the voices and formally begin learning the pitches so and mi.

Steady Beat
Review the concept of steady beat as it pertains to a variety of music.

Exploring the voice through singing and moving.

Strong and Weak Beats
Discover strong and weak beats through singing and moving.

Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.

Meters of 2 and 4
Understand and experience meters of 2 and 4 through multiple activities.

We're Getting into Treble Clef
Understand and experience music in a meter of 3.

Reinforce the relationship of pitches on the staff, and discover the treble clef.

Changing Meters
Feel the difference in meters of 2, 3, and 4.

Practicing Rhythm
Experience rhythms through moving, singing, and playing instruments along with a steady beat.

Sing, Play, and Move to Rhythm
Expand students’ ability to create and perform rhythm patterns.

Austin Otto
Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.

Melodic Patterns and Directions
Experience melodic patterns and directions through singing, playing, creating, and moving.

What Is Melody?
Define and experience melody through listening, singing, and playing.

What Is a Song?
Introduce the basics of song through listening, singing, and composing.

Three Basic Tempos
Experience tempo in music through singing, playing, and listening.

Which Tempo is Best?
Understanding the role of tempo through singing, playing, and listening.

Getting Faster, Getting Slower
Demonstrate various tempos through singing, playing, and moving.

Loud and Soft
Introduce piano and forte through singing.

Getting Louder, Getting Softer
Recognize the need for dynamic contrast through various activities.

Dynamics Add Spice
Discover the need for dynamics through listening and playing instruments.

Sound and Rests
Introduce basic notation through singing, playing, and moving.

Notes and Rests
Reinforce duration by singing, moving, and playing instruments.

Pitches and Rhythms
Reinforce the difference in notes and rests.

String Family Introduction
Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.

All About Percussion
Discover the members of the percussion family.

Classroom Percussion Instruments
Reinforce the percussion family by playing unpitched classroom percussion instruments.

Experience an introduction to the many uses of the repeat sign.

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Assess students’ knowledge of keywords and concepts learned during the school year.

Showcase students’ musical progress made during the course of the school year.
<table>
<thead>
<tr>
<th>Module 1 - Beat</th>
<th>Module 4 - Singing</th>
<th>Module 7 - Notes and Rests</th>
<th>Module 10 - Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to Music</td>
<td>My Voice is an Instrument</td>
<td>Note and Rest Durations</td>
<td>Composing Rhythm</td>
</tr>
<tr>
<td>Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.</td>
<td>Promote understanding of home tone and use of diaphragm for breathing.</td>
<td>Introduce quarter note, half note, quarter rest, and half rest.</td>
<td>Explore creating expressive elements to poems, speech pieces, stories, and songs.</td>
</tr>
<tr>
<td>Steady Beat</td>
<td>Singing Solfège</td>
<td>Accent Marks</td>
<td>Composing Melody</td>
</tr>
<tr>
<td>Expand students’ ability to understand and perform steady beat using a variety of music.</td>
<td>Introduction to the five line staff and Do-Mi-So.</td>
<td>Understand the need for accent marks in music through singing, moving, and playing instruments.</td>
<td>Explore chanting, singing in unison, and starting at different times.</td>
</tr>
<tr>
<td>Strong and Weak Beats</td>
<td>Singing Partner Songs</td>
<td>Writing Notes and Rests</td>
<td>Composing Lyrics</td>
</tr>
<tr>
<td>Promote students’ ability to identify and perform strong and weak beats.</td>
<td>Initiate singing in harmony and strengthen note reading skills.</td>
<td>Recognize and use notation correctly through listening.</td>
<td>Explore creating new rhythmic and melodic ideas using percussion instruments and charts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 - Meter</th>
<th>Module 5 - Melody</th>
<th>Module 8 - Dynamics</th>
<th>Module 11 - Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter Review 2/4 and 4/4</td>
<td>Melodic Direction</td>
<td>Adding “issimo”</td>
<td>AB Form and Repeat Sign</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and perform musical activities related to meters of 2, 3, or 4.</td>
<td>Experience the movement of melodies by steps, slips, or repeated notes.</td>
<td>Introduce “issimo” as a part of dynamic vocabulary.</td>
<td>Experience and review AB form and the repeat sign.</td>
</tr>
<tr>
<td>Meter in 3/4</td>
<td>Melodic Phrases</td>
<td>Crescendo and Decrescendo</td>
<td>ABA Form</td>
</tr>
<tr>
<td>Experience a meter of 3 with a variety of activities.</td>
<td>Develop a deeper understanding of phrase and melody.</td>
<td>Explore the use of crescendo and decrescendo in music.</td>
<td>Discover and gain a basic understanding of ABA form.</td>
</tr>
<tr>
<td>Identifying Meters</td>
<td>The Pentatonic Scale</td>
<td>Dynamics Create Interest</td>
<td>ABACA Form</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and feel meters of 2, 3, and 4.</td>
<td>Introduce the pentatonic scale and experience its usefulness, especially for improvising.</td>
<td>Reinforce the need for dynamics in music.</td>
<td>Utilize understanding of previously taught forms to gain an understanding of rondo form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 - Rhythm</th>
<th>Module 6 - The Baroque Period</th>
<th>Module 9 - Instruments</th>
<th>Module 12 - Year-End Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat Against Rhythm 2</td>
<td>The Baroque Period</td>
<td>Instruments of the Orchestra</td>
<td>Keyword and Activity Review</td>
</tr>
<tr>
<td>Reinforce students’ ability to feel, count, and perform rhythms along with a steady beat.</td>
<td>Introduce students to the Baroque Period music, art, and composers.</td>
<td>Introduce the orchestra seating chart and role of the conductor.</td>
<td>Review keywords and favorite songs learned during the school year through singing, playing, and moving.</td>
</tr>
<tr>
<td>Singing, Play, &amp; Move to Rhythm 2</td>
<td>Baroque Period Music</td>
<td>The Brass Family</td>
<td>Year-End Assessment and Favorite Song Review</td>
</tr>
<tr>
<td>Improve students’ ability to feel and internalize rhythms through singing, moving, and playing instruments.</td>
<td>Introduce musical ornamentation used in Baroque music.</td>
<td>Discover the members of the Brass Family.</td>
<td>Assess students’ knowledge of keywords and concepts learned during the school year.</td>
</tr>
<tr>
<td>Ostinatos 2</td>
<td>Baroque Composers and Orchestra</td>
<td>Science of Sound</td>
<td>Family Day</td>
</tr>
<tr>
<td>Gain more experience creating, performing, and improvising over simple ostinatos.</td>
<td>Introduce students to famous Baroque composers and orchestra.</td>
<td>Discover the science of sound production.</td>
<td>Showcase students’ musical progress made during the course of the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Nine Weeks</th>
<th>Second Nine Weeks</th>
<th>Third Nine Weeks</th>
<th>Fourth Nine Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - Beat</td>
<td>Module 4 - Singing</td>
<td>Module 7 - Notes and Rests</td>
<td>Module 10 - Composing</td>
</tr>
<tr>
<td>Welcome to Music</td>
<td>My Voice is an Instrument</td>
<td>Note and Rest Durations</td>
<td>Composing Rhythm</td>
</tr>
<tr>
<td>Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.</td>
<td>Promote understanding of home tone and use of diaphragm for breathing.</td>
<td>Introduce quarter note, half note, quarter rest, and half rest.</td>
<td>Explore creating expressive elements to poems, speech pieces, stories, and songs.</td>
</tr>
<tr>
<td>Steady Beat</td>
<td>Singing Solfège</td>
<td>Accent Marks</td>
<td>Composing Melody</td>
</tr>
<tr>
<td>Expand students’ ability to understand and perform steady beat using a variety of music.</td>
<td>Introduction to the five line staff and Do-Mi-So.</td>
<td>Understand the need for accent marks in music through singing, moving, and playing instruments.</td>
<td>Explore chanting, singing in unison, and starting at different times.</td>
</tr>
<tr>
<td>Strong and Weak Beats</td>
<td>Singing Partner Songs</td>
<td>Writing Notes and Rests</td>
<td>Composing Lyrics</td>
</tr>
<tr>
<td>Promote students’ ability to identify and perform strong and weak beats.</td>
<td>Initiate singing in harmony and strengthen note reading skills.</td>
<td>Recognize and use notation correctly through listening.</td>
<td>Explore creating new rhythmic and melodic ideas using percussion instruments and charts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 - Meter</th>
<th>Module 5 - Melody</th>
<th>Module 8 - Dynamics</th>
<th>Module 11 - Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter Review 2/4 and 4/4</td>
<td>Melodic Direction</td>
<td>Adding “issimo”</td>
<td>AB Form and Repeat Sign</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and perform musical activities related to meters of 2, 3, or 4.</td>
<td>Experience the movement of melodies by steps, slips, or repeated notes.</td>
<td>Introduce “issimo” as a part of dynamic vocabulary.</td>
<td>Experience and review AB form and the repeat sign.</td>
</tr>
<tr>
<td>Meter in 3/4</td>
<td>Melodic Phrases</td>
<td>Crescendo and Decrescendo</td>
<td>ABA Form</td>
</tr>
<tr>
<td>Experience a meter of 3 with a variety of activities.</td>
<td>Develop a deeper understanding of phrase and melody.</td>
<td>Explore the use of crescendo and decrescendo in music.</td>
<td>Discover and gain a basic understanding of ABA form.</td>
</tr>
<tr>
<td>Identifying Meters</td>
<td>The Pentatonic Scale</td>
<td>Dynamics Create Interest</td>
<td>ABACA Form</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and feel meters of 2, 3, and 4.</td>
<td>Introduce the pentatonic scale and experience its usefulness, especially for improvising.</td>
<td>Reinforce the need for dynamics in music.</td>
<td>Utilize understanding of previously taught forms to gain an understanding of rondo form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 - Rhythm</th>
<th>Module 6 - The Baroque Period</th>
<th>Module 9 - Instruments</th>
<th>Module 12 - Year-End Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat Against Rhythm 2</td>
<td>The Baroque Period</td>
<td>Instruments of the Orchestra</td>
<td>Keyword and Activity Review</td>
</tr>
<tr>
<td>Reinforce students’ ability to feel, count, and perform rhythms along with a steady beat.</td>
<td>Introduce students to the Baroque Period music, art, and composers.</td>
<td>Introduce the orchestra seating chart and role of the conductor.</td>
<td>Review keywords and favorite songs learned during the school year through singing, playing, and moving.</td>
</tr>
<tr>
<td>Singing, Play, &amp; Move to Rhythm 2</td>
<td>Baroque Period Music</td>
<td>The Brass Family</td>
<td>Year-End Assessment and Favorite Song Review</td>
</tr>
<tr>
<td>Improve students’ ability to feel and internalize rhythms through singing, moving, and playing instruments.</td>
<td>Introduce musical ornamentation used in Baroque music.</td>
<td>Discover the members of the Brass Family.</td>
<td>Assess students’ knowledge of keywords and concepts learned during the school year.</td>
</tr>
<tr>
<td>Ostinatos 2</td>
<td>Baroque Composers and Orchestra</td>
<td>Science of Sound</td>
<td>Family Day</td>
</tr>
<tr>
<td>Gain more experience creating, performing, and improvising over simple ostinatos.</td>
<td>Introduce students to famous Baroque composers and orchestra.</td>
<td>Discover the science of sound production.</td>
<td>Showcase students’ musical progress made during the course of the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Nine Weeks</th>
<th>Second Nine Weeks</th>
<th>Third Nine Weeks</th>
<th>Fourth Nine Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - Beat</td>
<td>Module 4 - Singing</td>
<td>Module 7 - Notes and Rests</td>
<td>Module 10 - Composing</td>
</tr>
<tr>
<td>Welcome to Music</td>
<td>My Voice is an Instrument</td>
<td>Note and Rest Durations</td>
<td>Composing Rhythm</td>
</tr>
<tr>
<td>Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.</td>
<td>Promote understanding of home tone and use of diaphragm for breathing.</td>
<td>Introduce quarter note, half note, quarter rest, and half rest.</td>
<td>Explore creating expressive elements to poems, speech pieces, stories, and songs.</td>
</tr>
<tr>
<td>Steady Beat</td>
<td>Singing Solfège</td>
<td>Accent Marks</td>
<td>Composing Melody</td>
</tr>
<tr>
<td>Expand students’ ability to understand and perform steady beat using a variety of music.</td>
<td>Introduction to the five line staff and Do-Mi-So.</td>
<td>Understand the need for accent marks in music through singing, moving, and playing instruments.</td>
<td>Explore chanting, singing in unison, and starting at different times.</td>
</tr>
<tr>
<td>Strong and Weak Beats</td>
<td>Singing Partner Songs</td>
<td>Writing Notes and Rests</td>
<td>Composing Lyrics</td>
</tr>
<tr>
<td>Promote students’ ability to identify and perform strong and weak beats.</td>
<td>Initiate singing in harmony and strengthen note reading skills.</td>
<td>Recognize and use notation correctly through listening.</td>
<td>Explore creating new rhythmic and melodic ideas using percussion instruments and charts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 - Meter</th>
<th>Module 5 - Melody</th>
<th>Module 8 - Dynamics</th>
<th>Module 11 - Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter Review 2/4 and 4/4</td>
<td>Melodic Direction</td>
<td>Adding “issimo”</td>
<td>AB Form and Repeat Sign</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and perform musical activities related to meters of 2, 3, or 4.</td>
<td>Experience the movement of melodies by steps, slips, or repeated notes.</td>
<td>Introduce “issimo” as a part of dynamic vocabulary.</td>
<td>Experience and review AB form and the repeat sign.</td>
</tr>
<tr>
<td>Meter in 3/4</td>
<td>Melodic Phrases</td>
<td>Crescendo and Decrescendo</td>
<td>ABA Form</td>
</tr>
<tr>
<td>Experience a meter of 3 with a variety of activities.</td>
<td>Develop a deeper understanding of phrase and melody.</td>
<td>Explore the use of crescendo and decrescendo in music.</td>
<td>Discover and gain a basic understanding of ABA form.</td>
</tr>
<tr>
<td>Identifying Meters</td>
<td>The Pentatonic Scale</td>
<td>Dynamics Create Interest</td>
<td>ABACA Form</td>
</tr>
<tr>
<td>Develop students’ ability to recognize and feel meters of 2, 3, and 4.</td>
<td>Introduce the pentatonic scale and experience its usefulness, especially for improvising.</td>
<td>Reinforce the need for dynamics in music.</td>
<td>Utilize understanding of previously taught forms to gain an understanding of rondo form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 - Rhythm</th>
<th>Module 6 - The Baroque Period</th>
<th>Module 9 - Instruments</th>
<th>Module 12 - Year-End Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat Against Rhythm 2</td>
<td>The Baroque Period</td>
<td>Instruments of the Orchestra</td>
<td>Keyword and Activity Review</td>
</tr>
<tr>
<td>Reinforce students’ ability to feel, count, and perform rhythms along with a steady beat.</td>
<td>Introduce students to the Baroque Period music, art, and composers.</td>
<td>Introduce the orchestra seating chart and role of the conductor.</td>
<td>Review keywords and favorite songs learned during the school year through singing, playing, and moving.</td>
</tr>
<tr>
<td>Singing, Play, &amp; Move to Rhythm 2</td>
<td>Baroque Period Music</td>
<td>The Brass Family</td>
<td>Year-End Assessment and Favorite Song Review</td>
</tr>
<tr>
<td>Improve students’ ability to feel and internalize rhythms through singing, moving, and playing instruments.</td>
<td>Introduce musical ornamentation used in Baroque music.</td>
<td>Discover the members of the Brass Family.</td>
<td>Assess students’ knowledge of keywords and concepts learned during the school year.</td>
</tr>
<tr>
<td>Ostinatos 2</td>
<td>Baroque Composers and Orchestra</td>
<td>Science of Sound</td>
<td>Family Day</td>
</tr>
<tr>
<td>Gain more experience creating, performing, and improvising over simple ostinatos.</td>
<td>Introduce students to famous Baroque composers and orchestra.</td>
<td>Discover the science of sound production.</td>
<td>Showcase students’ musical progress made during the course of the school year.</td>
</tr>
</tbody>
</table>
Welcome to Music!

Module 1 - Rhythm
1 Welcome to Music!
   Familiarize students with the music classroom, and prepare them for the year ahead.

2 Meter Sign
   Discover meter sign through singing, playing, and creating.

3 Ostinatos
   Create and improvise on various ostinatos within a song.

Module 2 - Singing
4 Identifying Different Voices
   Introduce the four different singing voices: Soprano, Alto, Tenor, and Bass while exploring the music and culture of South Africa.

5 Musical Alphabet
   Discover the musical alphabet, and sing a cumulative song.

6 Rounds and Cannons
   Explore futuristic sounds while singing a canon and round.

Module 3 - Melody
7 Lines and Spaces
   Discover the lines and spaces of the treble clef staff.

8 Melodic Movement
   Expand knowledge of melodic movement.

9 Pentatonic Scales
   Play and improvise on a pentatonic scale.

Module 4 - The Classical Period
10 The Classical Period
   Explore the music and composers of the Classical period through singing, moving, and playing instruments.

11 Classical Period Music
   Discover and explore the pianoforte and string quartet in the Classical Period.

12 Classical Composers & Orchestra
   Identify important Classical composers, and learn about the Classical orchestra.

Module 5 - Notes and Rests
13 Sixteenth Notes
   Introduce beamed sixteenth notes.

14 Whole Notes and Whole Rests
   Introduce whole notes and whole rests and review previously learned note values.

15 Writing Notes and Rests
   Listen and write rhythms consisting of various note and rest values.

Module 6 - Dynamics
16 Mezzo Forte, Mezzo Piano, & Sforzando
   Introduce mezzo forte, mezzo piano, and sforzando.

17 Crescendo & Decrescendo Review
   Review Crescendo and Decrescendo through singing and playing.

18 Identifying Dynamics
   Auditory recognize dynamic changes in music.

Module 7 - Instruments
19 Recorder 1/Woodwinds
   Introduce the woodwind family, and specific skills needed to play the recorder.

20 Recorder 2/Woodwinds
   Introduce playing B and A on the recorder.

21 Recorder 3/Woodwinds
   Reinforce students’ ability on the recorder by reviewing notes B and A.

Module 8 - Styles
22 Recorder 4/Blues
   Introduce Blues music and playing G on the recorder.

23 Recorder 5/Blues
   Prepare students to play a Blues style song on recorder using B, A, and G.

24 Recorder 6/Blues
   Reinforce students’ ability to read notes B, A, G on the treble clef staff and play them on the recorder.

Module 9 - Tempo
25 Recorder 7/Tempo
   Review B, A, and G on recorder while discovering new tempo vocabulary.

26 Recorder 8/Tempo
   Perform on recorders as they experience the effect of tempos changes in music.

27 Recorder 9/Tempo3
   Internalize steady tempos by listening and performing music requiring this ability.

Module 10 - Chords and Harmony
28 Recorder 10/Chords & Harmony
   Introduce the concepts of chords, harmony, major keys, and minor keys.

29 Recorder 11/Chords & Harmony
   Experience chords in music and learn to play C on the recorder.

30 Recorder 12/Chords & Harmony
   Perform songs on recorder using B, A, G, and C.

Module 11 - Form
31 Form and Introduction
   Engage in the review of form and the introduction of the new concept of “introduction” in music.

32 Refrain
   Introduce and identify refrain in a piece of music.

33 Combining Form Elements
   Understand how the elements of form combine together in a song or piece of music.

Module 12 - Year-End Review
34 Keyword and Activity Review
   Review keywords and favorite songs learned during the school year through singing, playing, and moving.

35 Year-End Assessment and Favorite Songs Review
   Assess students’ knowledge of keywords and concepts learned during the school year.

36 Family Day
   Showcase students’ musical progress made during the course of the school year.
5th Grade Curriculum Map

**First Nine Weeks**

**Module 1 - Meter**
1. Welcome to Music!
   - Orient students to the music class, review meter concepts, and prepare them for the year ahead.
2. Meter Review
   - Reinforce students’ ability to understand, listen and identify, as well as perform music in multiple meters.
3. Meter of 6/8
   - Develop students’ ability to identify and perform music in a 6/8 meter.

**Module 2 - Rhythm**
4. Rhythm Review
   - Introduce eighth-sixteenth note rhythm combinations and reggae music that uses such rhythms.
5. Syncopation
   - Explore aspects of syncopation such as singing, playing, and creating syncopated rhythms.
6. Dotted Note Rhythms
   - Provide a rich experience in identifying, creating, and performing dotted note rhythms and syncopation.

**Module 3 - Singing**
7. SATB Music and Bass Clef
   - Develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.
8. Descants
   - Develop a better understanding of how descants are used to add harmony and color.
9. Music from Other Lands
   - Develop a greater awareness of the music from different parts of the world.

**Second Nine Weeks**

**Module 4 - Melody**
10. Sharps and Flats
    - Promote students’ understanding of sharps and flats in relation to half steps.
11. Major Scales and Key Signatures
    - Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.
12. Improvising on Major Scales
    - Expand students’ understanding of major scales through improvisation.

**Module 5 - Notation**
13. Notation Symbol Review
    - Review basic music notation fundamentals and introduce D.C. and D.S. al fine.
14. Use of Accidentals
    - Utilize accidentals by singing and playing instruments.
15. Use of Dynamics
    - Experience dynamics through singing, moving, and notating.

**Module 6 - Listening**
16. Performance Evaluations
    - Develop music evaluation skills.
17. Rhythm Dictation
    - Develop rhythm dictation skills in meters of 3 and 4.
18. Identifying Music Styles
    - Identify various music styles through listening.

**Module 7 - Instruments**
19. Symphony Orchestra
    - Explore the instruments of the symphony orchestra with an emphasis on the brass section.
20. String Family
    - Review the string family with a focus on playing techniques.
21. Strings and Music Styles
    - Explore how strings are used in various music styles.

**Module 8 - The Impressionist Period**
22. The Impressionist Period
    - Introduce students to Impressionist art and music.
23. Impressionist Period Music
    - Familiarize students with the characteristics and techniques of Impressionist composers.
24. Impressionist Period Composers
    - Introduce students to Impressionist period composers and their music.

**Module 9 - Chords and Harmony**
25. Chords & Harmony Review
    - Reinforce students’ aural ability to distinguish between chords and chordal progressions in country music.
26. Major vs. Minor Chord Review
    - Review the sound and construction of major and minor chords through singing, writing, and playing instruments.
27. Progressions Using I, IV, and V
    - Experience simple chord progressions using popular music.

**Third Nine Weeks**

**Module 10 - The Commercial Project**
28. Creating a Commercial Project
    - Begin the process of creating a commercial jingle project.
29. Our Product
    - Choosing a product and writing an advertisement.
30. Composing Our Live Music
    - Create and perform live music to enhance the effectiveness of their commercial jingle.

**Module 11 - The Commercial Project**
31. Creating Our Jingle
    - Create music for a commercial jingle project.
32. Putting It All Together
    - Combine the elements from the four previous lessons into a rehearsed presentation.
33. The Performance
    - Integrate all commercial project elements from the last five lessons into a live performance.

**Module 12 - Year-End Review**
34. Keyword and Activity Review
    - Review keywords and favorite songs learned during the school year through singing, playing, and moving.
35. Year-End Assessment and Favorite Song Review
    - Assess students’ knowledge of keywords and concepts learned during the school year.
36. Family Day
    - Showcase students’ musical progress made during the course of the school year.