

K-5 MUSIC CURRICULUM MAP

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CORSICA STICKNEY SCHOOL

K-5 Music Education	Corsica-Stickney Elementary Grades K-5	
Statement of Philosophy: Music is a unique form of human expression that is universal and essential. As an ineffable aural art from, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, Corsica Stickney students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.		
Best Practices in a music classroom should: • Develop skills and techniques that are required to create and perform music. • Provide students with a variety of quality repertoire. • Promote active learning that allows for inherent sound and movement. • Engage students in common musical goals through cooperation and collaboration to build a musical community. • Develop a musical environment that is inclusive and respectful of all learning profiles. • use formative and summative authentic assessments to guide teaching and learning. • Provide opportunities for student choice as part of their musical experiences. • Develop student responsibility for musical growth. • Connect and integrate with other disciplines and the real world. • Develop persistence and resilience. • Provide musical experiences that promote higher –order thinking. • Encourage coaching, modeling, and demonstrating by teachers and students.		
Characteristics of successful learners:	Big Ideas:	
Transfers knowledge to new situations Thinks flexibly Is a self-directed learner Thinks reflectively Listens Actively Demonstrates perseverance Strives for personal best Takes responsible risks Acts responsibly Responds effectively Maintains Focus Thinks independently Self-advocates	Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. A musical learner is a person who performs or practices music. They undergo the experience of musical creation and communicate using the language of music.	Musical learners possess the traits of successful learners. Persistence managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination are examples of these traits.
Essential Questions: What is the purpose of music? What are the properties that make music a unique art form?		

Grade Level: K-5		Time: One School Year
Artistic Process: Responding and Connecting Anchor standard 7: K-12.Re.7: Perceive and analyze artistic ideas and work. Anchor standard 8: K-12.Re.8: Interpret intent and meaning in artistic ideas and work. Anchor standard 9: K-12Re.9: Apply Criteria to evaluate artistic ideas and work. Anchor standard 10: K-12Cn.10: Synthesize related knowledge with personal experiences to make artistic work Anchor standard 11: K-12Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.		
Listening: Domain –specific vocabulary: forte/piano, allegro/largo, crescendo/decrescendo, mezzo-forte, mezzo-piano, pianissimo, fortissimo, moderato, andante, presto, string/bass/woodwind/percussion families, long/short, range, steps and skips, tempo, dynamics, phrasing, melodic contour, style, genre Academic vocabulary: long, short, steps, skips, range		
Guiding Questions	Concepts	Assessments of Knowledge and skills
What is active listening? How does active listening contribute to musical literacy? What are the attributes of an active listener? What are the attributes of active listening? What role does active listening have in an ensemble? How does active listening affect an ensemble? What role does a conductor have in active listening? How does technology affect listening?	Active listening is to hear something with thoughtful attention. Active listeners in an ensemble understand and value the roles of all performers. An active listener identifies and analyzes melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. An active listener demonstrates understanding of music. Technology has an impact on active listening.	Summative Assessment: Students will listen and respond to characteristics or elements of music. Formative Understandings: (See grade specific below)
Grade K-1	Grade 2-3	Grade 4-5
<u>Kindergarten:</u> -Respond to differences between high and low, loud and soft, fast and slow, short and long -Recognize melodic direction -Recognize a range and variety of sounds -Explore pitched and unpitched instruments and characteristics of sounds. Flight of the Bumblebee <u>First Grade:</u> (Reinforce prior skills and understandings) -Recognize steps and skips -Explore the instruments in the percussion family -Recognize musical contrasts in tempo and dynamics.	<u>Grade 2:</u> (Reinforce prior skills and understandings) -Recognize contour in music -Explore the instruments in the string family. -Identify musical contrast in tempo and dynamics. <u>Grade 3:</u> (Reinforce prior skills and understandings) -Recognize the difference between major and minor tonalities -Explore the instruments in the woodwind family. Spring by Vivaldi	<u>Grade 4:</u> (Reinforce prior skills and understandings) -Explore the instruments in the brass family. Carnival of the Animals <u>Grade 5:</u> (Reinforce prior skills and understandings) -Interpret phrasing and expressive elements -Identify major scales -Recognize varied timbres -Recognize melodic and harmonic complexity. Planets

Peter and the Wolf		
Teacher Resources Each year a teacher may use various books and internet resources to enhance and further develop a lesson. Classroom Music Library THEORY TIME Curriculum Music K-8 Magazine Classroom instruments www.youtube.com		

Grade Level: K-5		Corsica-Stickney Elementary
Artistic Process: Creating and Connecting Anchor standard 1: K-12.Cr.1: Generate and develop artistic ideas and work. Anchor standard 2: K-12.Cr.2: Organize and revise artistic ideas and work. Anchor standard 3: K-12.Cr.3: Refine and complete artistic ideas and work. Anchor standard 10: K-12Cn.10: Synthesize related knowledge with personal experiences to make artistic work Anchor standard 11: K-12Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.		
Creating: Domain –specific vocabulary: quarter note, quarter rest, two eighth notes, sixteenth notes, eighth rest, syncopation, piano forte, mezzo forte, mezzo-piano, pianissimo, fortissimo crescendo/decrescendo, moderato andante, moderato, largo, allegro, presto, moderato, AB/ABA, improvisation, first and second ending, DC al fine, CD al Coda, repeat sign, bar line, double bar line, accent, rondo, round, canon, interlude and coda, bridge, ostinato, meter, duple meter, triple meter. Academic vocabulary: improvisation, sound locomotor, contextualize, dynamics, instrument, contrast, attributes, accent, aural		
Guiding Questions	Concepts	Assessments of Knowledge and skills
How is music created? Why is creating music important? What are the attributes of a composer? How does creating music contribute to musical literacy? How does culture affect the creation of music? How does the historical time period affect the creation of music? How does technology impact creation of music? What inspires someone to create a piece of music? How is sound organized to make music? Why does music have structure? What are melody, harmony, rhythm, timbre, form and the expressive qualities of music? Why does music have melody, harmony, rhythm, timbre, form, and expressive qualities? How are melody, harmony, rhythm, timbre, form and the expressive qualities used in music?	Music is created by arranging, composing, improvising, playing, singing, and moving. Music can be created through collaboration. Creating music is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. The influence of culture and time changes the way music is created and how musicians create music.	Summative Assessment: Performance task Create a rhythmic or melodic idea. Formative Understandings: (See grade specific below)
Grade K-1	Grade 2-3	Grade 4-5
<u>Kindergarten:</u> <i>Rhythm.</i> Demonstrate a steady beat while listening to music, playing games, and moving.	<u>Grade 2:</u> (Reinforce prior skills and understandings) <i>Rhythm</i>	<u>Grade 4:</u> (Reinforce prior skills and understandings) <i>Rhythm</i>

Explore aural and visual use of sound and silence to form rhythm patterns. Explore aural and visual use of long and short sounds. <i>Form</i> Explore the differences within a piece of music Explore knowledge of same and different <i>Tone Color</i> Explore a range and variety of sounds Explore pitched and unpitched instruments and characteristics of sounds <i>Expressive Qualities</i> Explore musical contrasts <u>First Grade:</u> (Reinforce prior skills and understandings) <i>Rhythm</i> Demonstrate knowledge of pulse in meter Apply aural and visual use of sound and silence to form rhythm patterns Understand notation that represents the divided beat Explore use of rhythmic ostinato Interpreting movements Explore metric groupings <i>Form</i> Apply knowledge of same and different to two-part form Recognize how music icons are symbols used to read for musical understanding <i>Tone Color</i> Identify a range and variety of sounds Identify pitched and unpitched instruments of the orchestra <i>Expressive Qualities</i> Contextualize musical contrasts in tempo and dynamics	Expand application of notational representations that include sustained sounds and silence Explore metric groupings <i>Form</i> Apply knowledge of organization of sound to musical form <i>Tone Color</i> Contextualize a range and variety of sounds Contextualize pitched and unpitched instruments and characteristics of sound Expand knowledge of instruments of the orchestra <i>Expressive Qualities</i> Apply musical contrasts in tempo and dynamics <u>Grade 3:</u> (Reinforce prior skills and understandings) <i>Rhythm</i> Expand application of notational representation that include more complex combinations Understand how rhythm can be organized into patterns Identify time signature markings <i>Form</i> Expand and enrich knowledge of how music is organized <i>Tone Color</i> Expand knowledge of instruments of the orchestra <i>Expressive Qualities</i> Analyze musical contrasts in tempo and dynamics	Perform using notational representation that represent further divisions of the beat <i>Form</i> Expand and enrich knowledge of how music is organized <i>Tone Color</i> Review all families of instruments of the orchestra <i>Expressive Qualities</i> Analyze musical contrasts in tempo and dynamics <u>Grade 5:</u> (Reinforce prior skills and understandings) <i>Rhythm</i> Internalize how the rhythm lines up against the steady beat amidst multiple parts <i>Form</i> Demonstrate understanding of musical form through movement <i>Tone Color</i> Explore how timbre influences musical choices <i>Expressive Qualities</i> Explore how changes in tempo and dynamics can affect the ideas and emotions represented in music.
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Grade Level: K-5		Time: One School Year
Artistic Process: Performing, Presenting, and Producing Anchor standard 4: K-12.Pr.4: Select, analyze, and interpret, artistic ideas and work for presentation. Anchor standard 5: K-12.Pr.5: Develop and refine ideas and work for presentation. Anchor standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.		
Performing: Domain –specific vocabulary: stage, audience, applause, cues, performance, backstage, upstage, stage left, stage right, offstage, blocking, props, costumes, conductor, performer, risers, encore, finale, program, monologue, pit, ensemble, microphone, speakers, curtain call, rehearsal piano, accompaniment, instruments Academic vocabulary: transitions, bow, narrator, narration		
Guiding Questions	Concepts	Assessments of Knowledge and skills
What are the characteristics of a quality performance? What are the characteristics of a performer? How does stage behavior affect a performance? How does audience behavior affect a performance?	A quality performance requires collaboration and cooperation by all members of an ensemble. A performer is someone who can think flexibly and independently. They strive for their personal best. The interaction of performers and audience members can influence performances. A performance is the end result of a period of practice and rehearsal.	Summative Assessment: Performance task Students will participate as a performer or audience member during a musical performance. Grades K-5 will participate in 2 evening concerts every school year. Formative Understandings: (See grade specific below)
Grade K-1	Grade 2-3	Grade 4-5
<u>K-1</u> Understand and apply basic performance principles Understand the interplay between voice and instrument Apply the understanding of the interplay between musician and audience Understand the expectations and responsibilities of an audience member	<u>Grade 2: and Grade 3:</u> Understand and apply basic performance principles Understand the interplay between voice and instrument Apply the understanding of the interplay between musician and audience Understand the expectations and responsibilities of an audience member	<u>Grade 4: and Grade 5:</u> Understand and apply basic performance principles Understand the interplay between voice and instrument Apply the understanding of the interplay between musician and audience Understand the expectations and responsibilities of an audience member

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Artistic Process: Performing, Presenting, and Producing Anchor standard 4: K-12.Pr.4: Select, analyze, and interpret, artistic ideas and work for presentation. Anchor standard 5: K-12.Pr.5: Develop and refine ideas and work for presentation. Anchor standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.		
Singing: Domain –specific vocabulary: melody, pitch, vocal range, pentatonic, solfege (do, re, mi, fa, sol, la, ti, do), rounds, canon, ostinati, diatonic, scale, treble clef, whole and half steps, key signature, descant, partner song, flat, sharp, diaphragm, soft palate, hard palate, soprano, alto, tenor, bass harmony, breath support Academic vocabulary: high, low, whispering, singing, speaking, shouting, steps, skips, intervals, major, minor, up, down, across, accompaniment, posture, blend, personal space		
Guiding Questions	Concepts	Assessments of Knowledge and skills
What is singing? Why is singing important? What are the attributes of singing? What are the attributes of a singer? What are the characteristics of ensemble singing? How does singing contribute to musical literacy? How does culture affect the musical characteristics of a song? How does the historical time period affect the stylistic characteristics of a song? How does technology impact song? What are melody, harmony, rhythm, timbre, form and the expressive qualities of music? Why does music have melody, harmony, rhythm, timbre form and expressive qualities? How are melody, harmony, rhythm, timbre, form and the expressive qualities used in music?	Singing is the production of musical tones by means of the voice. Ensemble singing is a group of complementary parts that contribute to a single effect. It emphasizes the roles of all performers as a whole. Singing is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre. Singing is and has been used as a form of expression in various cultures and time periods throughout history to present day. Singers develop techniques and physical coordination to create vocal production in a variety of styles.	Summative Assessment: Performance task Students will perform vocal music representative of varied styles. Formative Understandings: (See grade specific below)
Grade K-1	Grade 2-3	Grade 4-5
Kindergarten: Demonstrate knowledge of high and low pitches Match pitches in limited range Sing in tune Demonstrate knowledge of melodic direction Demonstrate appropriate singing techniques Perform melodic improvisation Identify and respond to accompaniment Identify individual differences in the speaking, whispering, shouting, and singing voice	Grade 2: (Reinforce prior skills and understandings) Demonstrate knowledge of up – down-across Sing extended pentaton Identify and sing simple rounds and canons Identify major and minor tonalities Identify and sing ostinato Grade 3: (Reinforce prior skills and understandings)	Grade 4: (Reinforce prior skills and understandings) Experience whole and half steps Experience simple key signatures Sing descants and partner songs Grade 5: (Reinforce prior skills and understandings) Interpret phrasing and expressive elements Identify major scales Explore singing in varied timbres Develop melodic and harmonic complexity

Identify individual differences in children's women's, and men's voices First Grade: (Reinforce prior skills and understandings) Sing Pentatonic scale Demonstrate knowledge of steps and skips Sing grade specific intervals Sing in Major and minor tonalities	Perform songs in major and minor keys Perform diatonic scale Identify and perform absolute note names in the treble clef Distinguish between major and minor tonalities.	
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Artistic Process: Performing, Presenting, and Producing Anchor standard 4: K-12.Pr.4: Select, analyze, and interpret, artistic ideas and work for presentation. Anchor standard 5: K-12.Pr.5: Develop and refine ideas and work for presentation. Anchor standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.		
Playing: Domain –specific vocabulary: percussion (scrapers, shakers, skins metals, woods), wind,(recorder, soprano, tenor), piano, xylophone(bass, alto, soprano, glockenspiel, metallaphone, bass bar), guitar(sound hole, tuning pegs, nut, strings, bridge, neck, fret, fingerboard, strum, pluck, pick, tune/tuner), drum(tubano, djembe, conga, hand drum, doumbek, bongo), pitched/unpitched, instruments, mallets, keyboard, beat, rhythm, bordun(steady beat, broken, level, moving, crossover, chordal), pentaton,ostinato, melody, harmony, keys, treble clef, bass clef, key signature, accelerando, articulation, tonging, canon, round, vibration, chord, legato, phrase, syncopation Academic vocabulary, major, minor, up, down, across, unison, patterns		
Guiding Questions	Concepts	Assessments of Knowledge and skills
-What is instrumental playing? -Why is instrumental playing important? -What are the attributes of instrumental playing? -What are the characteristics of ensemble playing? -What are the attributes of an instrumentalist? -How does playing an instrument contribute to music literacy? -How does culture affect the characteristics of instrumental playing? -How does the historical time period affect the stylistic characteristics of an instrumental composition? -How does technology impact instrumental playing? -What are melody, harmony, rhythm, timbre, form and the expressive qualities of music? -Why does music have melody, harmony, rhythm, timbre, form, and expressive qualities? -How are Melody, harmony, rhythm, timbre, form, and the expressive qualities used in music?	-Instrumental playing is the production of musical tones by means of pitched and unpitched instruments. -Ensemble instrumental playing is a group of complimentary parts that contribute to a single effect. It emphasizes the roles of all performers as a whole. -Instrumental playing is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and present day. -Instrumentalists develop techniques and physical coordination in a variety of styles.	Summative Assessment: Performance task Students will perform pieces of music in various styles using instruments. Grades K-5 will play and care for classroom instruments as directed. Formative Understandings: (See grade specific below)
Grade K-1	Grade 2-3	Grade 4-5
<u>Kindergarten:</u> -Perform on pitched and unpitched percussion instruments -Play steady beat and basic rhythmic patterns on pitched and unpitched percussion instruments	<u>Grade 2:</u> (Reinforce prior skills and understandings) -Perform broken bordun -Perform patterns of up-down-across -Perform on barred instruments in the extended pentaton	<u>Grade 4:</u> (Reinforce prior skills and understandings) -Play melodies using whole and half steps -Interpret and play melodies using simple key signatures

-Demonstrate appropriate playing techniques of pitched and unpitched percussion instruments. <u>First Grade:</u> (Reinforce prior skills and understandings) -Perform steady beat bordun -Explore melodic contour on barred instruments -Play grade specific intervals -Play in major and minor tonalities	-Perform ostinato on pitched and unpitched instruments <u>Grade 3:</u> (Reinforce prior skills and understandings) -Play four note melodies on soprano recorder -Play songs in major and minor keys -Play absolute note names on the treble clef -Perform crossover, level, and moving bordun	-Perform chord change borduns(I,IV,V) <u>Grade 5:</u> (Reinforce prior skills and understandings) -Play in unison and in parts with attention to phrasing and expressive elements -Perform in multiple parts on various classroom instruments -Explore varied instrumental timbres through performance -Perform pieces with three or more parts
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