Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music Grade 5 and 6
Enduring Understandings: ● Students will compose original music and perform music written by others ● Students will understand and use the basic elements of music in their performances and compositions. ● Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording and producing music.
Essential Questions: Why create?
NYS Learning Standards for The Arts Music Standard 1 Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Criteria for compositions: Time signature of 4/4 Four measures Melody must end on first note of selected scale Key signature is determined by teacher Note value is determined by teacher Rhythmically accurate 2. After a specified period of time, the students performs the piece, executing accurate notes, rhythms, articulation and dynamics Sing familiar rounds and folk songs in a	Students will know and be able to: 1. Compose simple pieces that reflect a knowledge of melodic, rhythmic, and timbrel elements 2. Sing in combination with other voice or instrument parts, a varied repertoire of folk, art and contemporary songs, with a good tone, pitch, duration and loudness 3. Improvise short musical compositions 4. Identify and use in group experiences, some of the roles, processes, and actions for

group with good tone, tempo and rhythm 3. Attention is drawn to ending the melody on scale step one Teacher plays short melodic patterns of phrases to help students generate their own phrases. Rhythmic patterns are generated to help students stay within the four measures. 4. Teacher introduces a level-appropriate composition and assists students in learning their individual parts. Students enact the roles as they practice the piece and suggest strategies for improvement.	performing and composing music of their own and others, and discuss ways to improve them.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: Grade 5 and 6
Enduring Understandings: ● Students will use traditional instruments, and a variety of nontraditional sound sources to create and perform music. ● They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. ● Become aware of other musical opportunities and careers in music.
Essential Questions: Why sing and play music?
NYS Learning Standards for The Arts Music Standard 2 Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles

DESIRED PERFORMANCE	PERFORMANCE INDICATORS

Demonstrable Knowledge: 1. use found sounds to improvise a group composition Keep a log of locations where they hear music in the community Exhibit appropriate behavior when listening to music 2. record a group composition of their peers and play it back 3. Play two different pieces and note similarities and differences	Students will know and be able to: 1. Use traditional or nontraditional sound sources in composing and performing simple pieces 2. Use current technology to create, produce and record/playback music 3. Demonstrate appropriate listening and other participatory responses to music of a variety of genres

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music Grade 5 and 6
Enduring Understandings: ● Students will show their capacity to listen and comment on music ● Students will relate music to other areas of knowledge
Essential Questions: Why listen?
NYS Learning Standards for The Arts Music Standard 3 Responding to and analyzing works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

DESIRED PERFORMANCE Demonstrable Knowledge: 1. Listen to another student's musical composition and identify elements that they liked and disliked 2. Describe, using correct terminology the elements of music heard in a musical recording. 3. Demonstrate alteration of pitch on tunable drums and capped boomwhacker tubes. 4. Tell how music can set a mood in a particular setting.	PERFORMANCE INDICATORS Students will know and be able to: 1. Students will identify the strengths and weaknesses of specific musical works and performances, including their own and others. 2. describe the music in terms related to basic elements such as melody, rhythm, harmony,dynamics, timbre, form and style 3. discuss the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre 4. describe the music's context in terms related to its social and psychological functions and settings.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music Grade 5 and 6
Enduring Understandings: ● Students will develop a performing and listening repertoire of music of various genres, styles and cultures. ● Students will recognize the cultural features of a variety of musical

compositions and performances and understand the functions of music within the culture.
Essential Questions: Why discuss other cultures?
NYS Learning Standards for The Arts Music Standard 4 Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Sing folk music common to a period of history in the U.S. 2. Recognize and identify some simple pieces of music such as the tango, march and waltz and name the countries and composers most associated with the selections 3. In music class make a pin map which shows the country of origin of folk songs and recordings.	Students will know and be able to: 1. Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world 2. Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections 3. Identify the primary cultural, geographical, and historical settings for the music they listen to and perform.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level:General Music Grade 3 and 4

Enduring Understandings:

- Students will compose original music and perform music written by others
- Students will understand and use the basic elements of music in their performances and compositions.
- Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording and producing music.

Essential Questions:
Why create?

NYS Learning Standards for The Arts
Music Standard 1 Creating, Performing, and Participating in the Arts
Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Compose rhythms and improvise on their instrument over selected pitches. 2. Students sing the root tone pattern of familiar songs. Students play the root tone pattern on any pitched instrument such as an Orff instruments. 3. Perform a phrase with varying dynamics. 4. Students take turns conducting the entire ensemble of lesson group.	Students will know and be able to: 1. Create short pieces consisting of sounds from a variety of traditional, electronic and nontraditional sound sources. 2. Sing songs and play instruments, maintaining tone, quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing of play simple repeated patterns with familiar songs, rounds, partner songs and harmonizing parts. 3. Read simple standard notation in performance, and follow vocal or keyboard scores in listening. 4. Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing

	music of their own and others.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level:Grade 3 and 4
Enduring Understandings: ● Students will use traditional instruments, and a variety of nontraditional sound sources to create and perform music. ● They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. ● Become aware of other musical opportunities and careers in music.
Essential Questions: Why sing and play?
NYS Learning Standards for The Arts Music Standard 2 Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1 Perform a rhythmic piece using non-pitched percussion. 2. Develop criteria to rate acceptable behavior at various musical events. 3. Discuss in class the role of band, chorus, orchestra in the school and community.	Students will know and be able to: 1. Use classroom and nontraditional instruments in performing and creating music 2. Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school. 3. Discuss ways that music is used by various members of the

	community.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: Grade 3 and 4
Enduring Understandings: ● Students will show their capacity to listen and comment on music ● Students will relate music to other areas of knowledge
Essential Questions: Why listen to music?
NYS Learning Standards for The Arts Music Standard 3 Responding to and analyzing works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Discuss evaluations of performance with what students did well, and areas they need to work on. 2. Identify when the B section begins in a piece with ABA form. Identify instruments by sight and sound. 3. Discuss sound production in bowed strings and wind instruments. Demonstrate crescendo.	Students will know and be able to: 1. Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and other. 2. Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style… 3. Discuss the basic means by which the voice and instruments can

4. Describe an historic event and discuss the music that might have been appropriate at that time. 5. Link specific music to a cultural event. Students write a description about each piece and tell where each piece would be appropriate.	alter pitch, loudness, duration and timbre. 4. Describe the music's context in terms related to its social and psychological functions and setting. 5. Describe their understandings of particular pieces of music and how they relate to their surroundings.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music Grade 3 and 4
Enduring Understandings: ● Students will develop a performing and listening repertoire of music of various genres, styles and cultures. ● Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.
Essential Questions: Why discuss other cultures?
NYS Learning Standards for The Arts Music Standard 4 Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

DESIRED PERFORMANCE Demonstrable Knowledge: 1. Play from memory a variety of songs from many cultures. 2. Identify a song as being either folk, jazz, or composed. Listen to and compare various forms of jazz music 3. Play folk tunes in the lesson book and locate the country of origin on a world map.	PERFORMANCE INDICATORS Students will know and be able to: 1. Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world. 2. Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections. 3. Identify the primary cultural, geographical, and historical settings for the music they listen to and perform.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music PreK-2
Enduring Understandings: ● Students will compose original music and perform music written by others ● Students will understand and use the basic elements of music in their performances and compositions. ● Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording and producing music.

Essential Questions: Why create?
NYS Learning Standards for The Arts Music Standard 1 Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts

DESIRED PERFORMANCE Demonstrable Knowledge:	PERFORMANCE INDICATORS Students will know and be able to:
1. Create a short sound piece. 2. Improvise four measure phrases in turn on pentatonic mallet instrument. 3. Explore creative ways to make sounds on classroom instruments. 4. Perform an ostinato with a familiar song. 5. Sing a simple two-part round 6. Demonstrate the ability to maintain a steady beat in a variety of locomotor and nonlocomotor ways.	1. Create short pieces consisting of sounds from a variety of traditional, electronic and nontraditional sound sources. 2. Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics 3. Read simple standard notation in performance, and follow vocal or keyboard scores in listening

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music PreK-2
Enduring Understandings: ● Students will use traditional instruments, and a variety of nontraditional sound sources to create and perform music. ● They will use various resources to expand their knowledge of listening

experiences, performance opportunities, and/or information about music. ● Become aware of other musical opportunities and careers in music.
Essential Questions: Why sing and play?
NYS Learning Standards for The Arts Music Standard 2 Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Use musical instruments to represent characters, actions of ideas in a story. 2. Watch a music video clip and identify the function of the music. 3. Respond to peer performances in class with appropriate audience behavior 4. Respond and behave appropriately in an assembly format.	Students will know and be able to: 1. Use classroom and nontraditional instruments in performing and creating music. 2. Use current technology to manipulate sound. 3. Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music PreK-2
Enduring Understandings:

- Students will show their capacity to listen and comment on music
- Students will relate music to other areas of knowledge

Essential Questions:
Why listen to music?

NYS Learning Standards for The Arts
Music Standard 3 Responding to and analyzing works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Analyze and critique group of individual compositions in student's own class. 2. Improve the quality of student's playing/singing technique through analysis of their own performance. 3. Students show their understanding of musical elements by using creative movement. 4. Explore the voice through musical play and vocal experimentation. 5. Students predict high or low pitch on the basis of the size of various instruments' vibrating medium.	Students will know and be able to: 1. Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'. 2. Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form style, etc. 3. Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: General Music PreK-2

Enduring Understandings:

- Students will develop a performing and listening repertoire of music of various genres, styles and cultures.
- Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Essential Questions:
Why discuss other cultures?

NYS Learning Standards for The Arts
Music Standard 4 Understanding the Cultural Dimensions and Contributions of the Arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge: 1. Students discuss, move, perform and listen to classical music 2. Perform and listen to music indicative of various life celebrations from diverse cultures. 3. Students identify music that reflects specific cultural traditions.	Students will know and be able to: 1. Identify when listening, and perform from memory , a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world. 2. Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections. 3. Identify the primary culture, geographical, and historical settings for the music they listen to and perform.

Saugerties Central School District
Music Education K-6 Music Curriculum Map

Unit/Grade Level: Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings:
Essential Questions:
NYS Learning Standards for The Arts Music

DESIRED PERFORMANCE Demonstrable Knowledge:	PERFORMANCE INDICATORS Students will know and be able to: