
Elementary Music Curriculum Grades KG-5

Curriculum Guide

Scranton School District

Scranton, PA

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Prerequisite :

Course Description This document is an organized plan that defines the music skills and language that an elementary student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform as an individual and in a group. Students will perform and learn repertoire appropriate to grade level. Students will demonstrate knowledge in basic music concepts such as **RHYTHM, MELODY, HARMONY, FORM, TONE COLOR, DYNAMICS, MOVEMENT, and MUSIC APPRECIATION.** Students will understand **RHYME and RHYTHM** through the use of age appropriate **SONG REPERTOIRE; Classic Nursery Rhymes, Holiday Repertoire, and children's classic Songs.** Through this Music Education, provided by a certified trained staff, the Scranton School strives to provide a well-rounded education by providing and fostering opportunities for **CREATING, PERFORMING, RESPONDING and CONNECTING. (Pa. Standards)**

Philosophy/Rationale for the Scranton School District Music Program

The systematic development of musical skills, knowledge and perception is fundamental to the total development of the individual. Through the elementary music program, students will develop lifelong enjoyment of music, musical skills and knowledge, awareness and appreciation for both American and multicultural music, self-expression and creativity.

This music curriculum is based on a scaffolding approach beginning at the kindergarten level and building upon that knowledge in subsequent years through grade 5 meeting the expectations of the *Pennsylvania State Standards*.

A Grade Level Overview of Expectations

Grade one objectives build upon the Kindergarten curriculum emphasizing rudiments and language of music. Students continue to develop singing skills, rhythmic awareness, musical response, listening skills, playing rhythm instruments, expression, and movement.

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Year-at-a-glance

1st Quarter

Topic	Resources/Instructional Strategies	CCSS
Pitch Matching: Identify Speaking Voice vs. Singing Voice	Kodaly method/hand signs/Echo Songs/ Orff-Schulwerk Method. Resource: John M. Feierabend: Pitch Exploration and Echo Songs	9.1.3A 9.1.3B 9.1.3C
RHYTHM: Steady beat	Singing, Unpitched instruments, body percussion, Audio Resources	9.1.3A 9.1.3B 9.1.3C CC.2.1.K.A.1
SINGING: Nursery Rhymes, Seasonal songs on grade level Major/Minor	Nursery Rhymes, Patriotic, Columbus Day Songs, Halloween Songs, Winter Holiday Songs, Black History, Multicultural Music, etc.	9.1.3A 9.1.3B 9.1.3C 9.2.3G CC.1.1.k.C CC.1.5.k.B
Movement Exercises/Dance: Specific movements such as Laban's Science of Movement: dab, flick, float, glide, press, punch, slash, wring. In addition: walk, gallop, skip, hop, march, run, sway.	Organized Group Dance. Examples include but are not limited to: i.e "If You're Happy and You Know It," Audio Resources, Singing with the Piano, Teacher Led, A Capella singing Games with movement Resource: Movement Exploration and Beginning Circle Games by John M Feirabend	9.1.3A 9.1.3C CC.1.1.K.C

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2nd Quarter

Topic	Resources/Instructional Strategies	CCSS
PITCH/MELODY: Distinguish low, middle and high vocal registers	Kodaly methods, Orff-Schulwerk Method using various pitched instruments, and sound gestures. (ie. metallophone, xylophone, boomwhackers, glockenspiel, hand drums of various sizes)	9.1.3A 9.1.3B 9.1.3C
RHYTHM : Distinguish between Long/short sounds; Same/Different 	clapping, unpitched/pitched instruments. using word syllables in song lyrics Body Percussion (Snap/Clap/Patsch/Stomp)	9.1.3 9.1.3B 9.1.3C C1.1K.C
Rhythm: Distinguish between sound/silence 	clapping (body percussion), drums, claves, rhythm sticks,instruments of the same nature (Auxiliary percussion)	9.1.3A 9.1.3B 9.1.3C 9.2.3G CC.1.1.k.C
TEMPO: Distinguish between fast/slow	selected songs/recordings,movement activities	9.1.3A 9.1.3B 9.1.3C
PITCH MATCHING: Seasonal songs on grade level through echoing (Rote).	Winter Songs, Winter Holiday Songs, Valentine’s Day, M.L. King, Seasonal songs, etc.	9.1.3A 9.1.3B 9.1.3C CC.1.5.K.B
Movement/Dance: interpretation and creative freedom. Specific movements such as <i>Laban’s Science of Movement</i> : dab, flick, float, glide, press, punch, slash, wring. In addition: walk, gallop, skip, hop, march, run, sway.	Teacher Led Singing with the piano, Audio recordings, A Capella singing games with movement. Organized Group Dance (age appropriate) Examples include but are not limited to: i.e. <i>Head, Shoulders, Knees & Toes.</i>	9.1.3A 9.1.3B 9.1.3C

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3rd Quarter

Topic	Resources/Instructional Strategies	CCSS
PITCH/ MELODY: Melody movement up and down/down and up	Kodaly methods, Orff-Schulwerk methods/ various pitched Orff instruments, the singing voice, and sound gestures.	9.1.3.B
RHYTHM: Continued practice and reinforcement of the above skills and lessons INSTRUMENT IDENTIFICATION by sight and sound. (age appropriate level)	Use of Orff pitched and unpitched instruments; Students mimic simple Melodic and Rhythmic patterns. Use of reinforcement games/activities such as Rhythm Flashcards and/or Various Rhythm Games	CC.2.2.K.A.1
PITCH MATCHING: Seasonal Songs on grade level through echoing (Rote)	GroundHog’s Day, Valentine’s Day, President’s Day, “Music In Our School’s Month” Celebrations, St. Patrick’s Day, and other appropriate age level repertoire. (Seasonal Songs)	9.1.3.B 9.2.3.A
Movement/Dance Specific movements such as Laban’s Science of Movement: dab, flick, float, glide, press, punch, slash, wring. In addition: walk, gallop, skip, hop, march, run, sway.	Organized Group Dance. Examples include but are not limited to: i.e. “ <i>The Hokey Pokey</i> ”. Teacher Led movement songs from the piano, Dalcroze Method for creative dance; use of scarves, audio resources, a capella singing games with movement.	CC.1.1.K.C

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4th Quarter

Topic	Resources/Instructional Strategies	CCSS
SINGING/PITCH/MELODY	Various Folk Tunes. i.e “Skip to My Lou” from the USA	9.1.3B
RHYTHM: Whole and Half Note	The Singing Voice, Creative Movement, The use of pitched and unpitched sustainable instruments. (Auxiliary instruments)	CC.2.2.k.A.1
DYNAMICS: Loud vs. Soft	Use of Various Orff Instruments, Rhythm Instruments, Clapping/body percussion. Singing Voice	9.1.3.B
MOVEMENT and DANCE: Specific movements such as <i>Laban’s Science of Movement</i> : dab, flick, float, glide, press, punch, slash, wring. In addition: walk, gallop, skip, hop, march, run, sway.	Organized Group Dance Steps/partner movement/ mirror imaging movements (age appropriate) i.e <i>Tony Chestnut</i>	9.1.3.A CC.1.1.


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Fundamental Music Vocabulary- Kindergarten

Sound/Silence	Beat/Rhythm	Fast/Slow	Loud/Soft/Quiet	High/Low
Long/Short	Same/Different	Singing Voice	Speaking Voice	Echo
Shouting Voice	Whisper Voice	AB Form	Ta/Quarter Note	TiTi/Eighth Note
Quarter Rest	Pat/Tap/Clap/Stomp	Walk/Gallop/Skip/Hop	Steady Beat	Solo
Bounce	March			

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Kindergarten

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments
Rhythm	Singing	<ul style="list-style-type: none"> • Steady Beat • Patterns (no visual) <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Short/Long • Sound/Silence 	<ul style="list-style-type: none"> • Students will clap simple Rhythm patterns through imitation or use of body percussion/auxiliary percussion instruments • Using Orff method: composing and internalizing concept of rhythm using teacher selected objects (ie. pens/pencils, fruit, etc.) 	Teacher observation
Melody	Singing	<ul style="list-style-type: none"> • Pitch: high/low • Melodic Direction: up/down • Speaking vs. Singing Voice • Sing sol-mi phrases • Matching Pitch • Folk & Traditional Song Repertoire 	<ul style="list-style-type: none"> • Kodaly method/hand signs • Selected songs of limited range <p>Students will sing through “ECHO” method (Rote)</p>	Teacher observation
Harmony	Singing	<ul style="list-style-type: none"> • Major/Minor • Rhyme or song with teacher accompanied • Ostinato 		Teacher observation
Form	Singing	<ul style="list-style-type: none"> • Phrase • AB • Same/Different 		Teacher observation

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Expressive Qualities	Singing	<ul style="list-style-type: none">• Tempo: fast/slow• Dynamics: loud/soft• Vocal Timbre: singing, speaking, shouting, whispering, man, woman, boy, girl		Teacher observation
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments
Rhythm	Playing	<ul style="list-style-type: none"> • Steady Beat • Body Percussion • Simple unpitched percussion. i.e. rhythm sticks, claves etc. • Beat vs. Rhythm (pulse vs. words and syllables) • Short/Long • Sound/Silence 	<ul style="list-style-type: none"> • Body Percussion • Boomwhackers, other keyboard instruments, percussion instruments 	<p>Teacher observation</p> <p>Rubric based assessments</p>
Melody	Playing	<ul style="list-style-type: none"> • Pitch: high/low • Melodic Dictation: up/down • Size of sound source/pitch 	<ul style="list-style-type: none"> • Echoing 	<p>Teacher observation</p> <p>rubric based assessments</p>
Harmony	Playing	N/A	<ul style="list-style-type: none"> • Boomwhackers, other keyboard instruments, percussion instruments 	<p>teacher observation</p> <p>rubric based assessments</p>
Form	Playing	<ul style="list-style-type: none"> • Same/different • Phrase • AB 	Voice and/or instruments	<p>Teacher observation</p> <p>rubric based assessment</p>
Expressive Qualities	Playing	<ul style="list-style-type: none"> • Tempo: fast/slow • Dynamics: loud/soft • Timbre: using various unpitched instruments. 	<p>Examples include but are not limited to:</p> <p>Tempo: <i>Symphony no.9 in G Major (“Surprise Symphony”): second movement- Joseph Haydn</i></p>	<p>Students will describe personal feeling evoked by the musical experience</p> <p>rubric based assessment</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments
Rhythm	Creating	<ul style="list-style-type: none"> • Steady Beat • Movement • Body Percussion 	Examples include but are not limited to: <i>Stars & Stripes Forever- John Philip Sousa for march.</i>	Students will describe personal feelings evoked by the musical experience Teacher Observation
Melody	Creating	<ul style="list-style-type: none"> • Songs in a limited range • Devised notation (non-standard notation) 	Voice and/or instruments	Teacher Observation
Harmony	Creating	<ul style="list-style-type: none"> • rhythmic • melodic 	Two or more sounds occurring simultaneously Rhythmic: i.e student 1 plays a “ta” rhythm at the same time student 2 plays a “ti-ti” while accompanying a song. Melodic: i.e: student 1 may play C while student 2 may be playing G (added E may be as well) Can build a melodic harmony to sing a song with or accompany voice.	Teacher Observation
Form	Creating	<ul style="list-style-type: none"> • Phrase • AB • Same/Different 	Voices and/or instruments	Teacher Observation

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Expressive Qualities	Creating	• Sound effects to accompany stories, story songs, age appropriate story books, and poems. (may create a sound story or sound carpet using literature chosen)	Age appropriate story songs/literature. Examples include but are not limited to: i.e John Feierabend series. (My Aunt Came Back, Hole in the Bucket, The Crabfish)	Teacher Observation
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments
Rhythm	Listening	<ul style="list-style-type: none"> • Steady Beat • Movement • Body Percussion • Beat vs. Rhythm • Short/Long • Sound/Silence 		Teacher Observation
Melody	Listening	<ul style="list-style-type: none"> • Pitch: High/Low • Melodic Direction: Up/Down • Classical repertoire/folk and traditional repertoire 	Examples include but are not limited to: High/Low- The Carnival of Animals; “Kangaroos”- Camille Saint-Saens	Students will describe personal feelings evoked by the musical experience Teacher Observation
Harmony	Listening	<ul style="list-style-type: none"> • Major/Minor 		Teacher Observation
Form	Listening	<ul style="list-style-type: none"> • Phrase • AB • Same/Different 		Teacher Observation

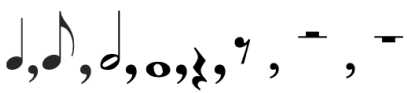

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Expressive Qualities	Listening	<ul style="list-style-type: none"> • Tempo: Fast/Slow • Dynamics: Loud/Soft • Timbre: Vocal & Instrumental <p>Classical Repertoire</p>	<p>Examples include but are not limited to:</p> <p>Slow-The Carnival of Animals: "The Swan"- Camille Saint-Saens</p> <p>Fast-The Carnival of Animals: "Hens & Roosters" or "Aviary"- Camille Saint-Saens</p>	Teacher Observation
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TOPIC:	RHYTHM (playing instruments, creating, drama)	K	1	2	3	4	5	STANDARDS
1.	<p>Music may move to a steady beat. (Movement through the use of body movement, body percussion, and/or auxiliary pitched or unpitched percussion instruments with a steady beat) -(Body Movement) Laban’s Science of Movement: Dab, Flick, Float, Glide, Press, Punch, Slash, Wring. Additional basic movement: Walk, Gallop, Skip, Hop, March, Run, Sway, Tip-toe. -sound stories literature (sound carpet)</p>	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.H CC.1.2.1.K CC.1.2.1.L
2.	<p>Music may move evenly or unevenly. (Movement through the use of body movement, body percussion, and/or auxiliary pitched or unpitched percussion instruments with a steady beat) -(Body Movement) Laban’s Science of Movement: Dab, Flick, Float, Glide, Press, Punch, Slash, Wring. Standard movement/ Steady Beat: Walk, Gallop, Skip, Hop, March, Run, Sway, Tip-toe. -sound stories using literature (creating a sound carpet) STEADY BEAT Activities: playground clapping rhymes/songs, Jump rope songs and similar activities</p>	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.H CC.1.2.1.K CC.1.2.1.L
3.	<p>Music is made up of long sounds, short sounds and silences. -vocally, instrumentally, body movement/percussion (Laban) -symbol=sound (i.e. use of vocabulary for duration of sound value) -sound stories using literature (creating a sound carpet)</p>		•	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1.K CC.1.2.1.L 16.1.2-3.3R
4.	<p>There are strong and weak beats in music. (use of accents and tenutos) -execute through body movement/percussion, pitched and unpitched percussion instruments</p>		•	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.H

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10.	<p>Duration is extended by a dot, a tie or a fermata. (ex.)</p>  <p>- ex: dotted quarter note/tied notes of all duration</p>				•	>	>	9.1.3.A 9.1.3.B CC.2.2.3A1 CC.2.2.3.A.3
11.	<p>Beats may be grouped in 2s or 3s. -Eighth note triplet/duplet</p>				•	>	>	9.1.3.A 9.1.3.B
12.	<p>Some music does not have a steady beat. -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level - use of sound carpet (improvised rhythm/self created) -improvisational skills can be taught and occur within but not limited to sound stories, notated music, and/or accompaniment</p>				•	>	>	9.1.3.A 9.1.3.B
13.	<p>A time signature tells how beats are grouped in a measure.</p>				•	>	>	CC.2.1.3.C.1 9.1.5.A 9.1.5.B
14.	<p>Beats may be grouped in 2s, 3s, 4s, and/or 6s. -sixteenth note rhythmic patterns -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level</p>				•	>		9.1.5.A 9.1.5.B CC.2.1.3.c.1
15.	<p>Meter changes may and can occur within a piece of music.</p>				•	>		9.1.5.A

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TOPIC:	MELODY (singing,creating, drama)	K	1	2	3	4	5	STANDARDS
1.	Sounds may be high or low. - Rote - vocals - pitched instruments (xylophones, metallophones, boom whackers,and any other pitched instruments)	•	>	>	>	>	>	9.1.3.A 9.1.3.B CC.1.2.K.K
2.	Sounds are also in the middle. (in between high/low) - Rote - vocals - pitched instruments (as previously listed)	•	>	>	>	>	>	9.1.3.A 9.1.3.B CC.1.2.K.K.
3.	A sequence of sounds may move from low to high, high to low, or stay the same. The Range of Sound - Rote - vocals - pitched instrument (as previously listed)	•	>	>	>	>	>	9.1.3.A 9.1.3.B CC.1.2.K.K
4.	A melody is made up of sounds organized in patterns. -sound stories and literature (sound carpet) may be used -Students will compose or improvise on their own -Teacher may teach by rote, and/or use of materials available	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1.K
5.	Melodies are based on scales: major, minor and pentatonic (5-tone) - Rote - vocals - pitched instrument (as previously listed)		•	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1.K
6.	Printed symbols in music show the direction of the melody. - may use objects representing symbols -non standard notation (Orff-Schulwerk)			•	>	>	>	9.1.3.A 9.1.3.B CC1.1.K.

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TOPIC:	HARMONY	K	1	2	3	4	5	STANDARDS
1.	Two or more sounds can occur simultaneously. -This may be executed with objects, pitched/non pitched instruments, body percussion, and vocals.	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H
2.	Melodies may be accompanied by harmony. -executed by teacher and/or student	•	>	>	>	>	>	9.1.3.A CC.1.2.KK
3.	Some sounds belong together and are called chords (three or more sounds together) -using vocals and/or pitched instruments		•	>	>	>	>	CC.1.2.k.k 9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H
4.	Pitched percussion instruments can be combined to make harmony. Instruments include but are not limited to: -Xylophones -Boomwhackers -Resonator Bells		•	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H CC.1.2.1.K
5.	Major and minor chords have different sounds. -taught by rote and/or notation -student created by the use of pitched instruments and/or vocals		•	>	>	>	>	9.1.3.A 9.1.3.B CC.1.2.1.
6.	Two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants.			•	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.2.K
7.	The I and V chords may be used to accompany melodies. -Use of pitched percussion -i.e: Boomwhackers, xylophones, resonator bells	•	>	>	>	>	>	9.1.3.B 9.1.3.H

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8.	There is an ending point to a phrase (cadence).			•	>	>	>	9.1.3.B 9.1.3.H
9.	The I, IV and V chords are also used to accompany melodies. -Use of pitched percussion -i.e: Boomwhackers, xylophones, resonator bells				•	>	>	9.1.3.B 9.1.3.H
10.	Tuned instruments can combine to make harmony.		•	>	>	>	>	9.1.3.B 9.1.3.H CC.1.2.1K
11.	Melodies having the same harmonic structure may be combined; e.g., partner songs.				•	>	>	9.1.3.A 9.1.3.B CC.1.2.3.K
12.	Voices with different pitch ranges can be combined to create harmony. The use of “Partner Songs” progressing to songs in 2 part harmony.					•	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.3.3.1
13.	The notes of a chord may be performed to accompany a melody. (using any melody instruments you may have in your music classroom; xylophones, metallophones, boomwhackers, hand bells, etc.)			•	>	>	>	9.1.3.B

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TOPIC:	FORM	K	1	2	3	4	5	STANDARDS
1.	Music can be organized into sections - alike or different.	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.3.3.A
2.	A section may be repeated (verse, chorus/refrain).	•	>	>	>	>	>	9.1.3.B 9.1.5.B
3.	Music is organized into phrases: Intro, coda, interlude, rondo, theme and variation		•	>	>	>	>	9.1.3.C 9.1.5.C
4.	Improvisation is part of many forms of music.	•	>	>	>	>	>	9.1.3.B 9.1.5.B 9.3.3.A 9.3.5.A CC.1.2.1.K
5.	A whole piece of music may be comprised of a number of sections.		•	>	>	>	>	9.3.3.A 9.3.5.A
6.	There may be an introduction, an interlude, and an ending.		•	>	>	>	>	9.1.3.B 9.1.5.B CC.1.2.1.K
7.	Sections may be identified by letters; eg., AB, ABA.			•	>	>	>	9.1.3.A
8.	Musical phrases, which give organization to music, may be short or long			•	>	>	>	9.3.3.A 9.3.5.A
9.	Music may be accompanied by a repeated pattern (ostinato.) -Use of pitched/non pitched instruments			•	>	>	>	9.1.3.B 9.1.3.H

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10.	First and second endings with repeat signs are found in music.				•	>	>	9.3.3.A 9.3.5.A
11.	Repetition and contrast give unity and variety to form in music.						•	9.3.3.A 9.3.5.A CC.1.2.5.K
12.	Basic forms include AB, ABA, and canon.				•	>	>	9.1.3.A 9.1.3. C

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TOPIC:	EXPRESSION (tempo, dynamics, tone color)	K	1	2	3	4	5	STANDARDS
1.	The beat in music may be fast or slow (tempo)	•	>	>	>	>	>	9.1.3.B 9.1.3.C CC.1.2.K.K
2.	Music may be soft (<i>p</i>) or loud (<i>f</i>), dynamics. -including dynamics that vary in between and exceed (<i>p</i>) and (<i>f</i>) i.e. (<i>ppp,pp,mp,mf,ff,fff,sfz</i>)	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.K.K
3.	Music may express our feelings.	•	>	>	>	>	>	9.4.3.A 9.4.3.C 9.4.5.A 9.4.5.C
4.	Musical instruments have different tonal qualities.	•	>	>	>	>	>	9.1.3.H
5.	The human voice has different tonal qualities.	•	>	>	>	>	>	9.1.3.A
6.	Music reflects our feelings about holidays, seasons, our country, and cultural heritage.	•	>	>	>	>	>	9.2.3.A 9.2.3.G
7.	The lyrics of a song are very important to the understanding of the song (text.) -This can also be useful for T.D.A. lessons	•	>	>	>	>	>	9.1.3.B CC.1.2.K.K
8.	Music may be fast or slow and may change from one to the other suddenly or gradually (tempo)		•	>	>	>	>	9.1.3.B 9.1.3.C CC.1.2.K.K
9.	Music dynamics may change suddenly (accent <) or gradually. crescendo; decrescendo; decrescendo. Piano, Forte, Fortissimo, Pianissimo and such		•	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C

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10.	Changes in dynamics add to the effect of the music.			•	>	>	>	9.1.3.A
11.	Musical instruments produce tone color through blowing, bowing, plucking, strumming, striking, scraping, or shaking.			•	>	>	>	9.1.3.B 9.1.3.H
12.	Terms such as ritardando, accelerando, moderato, presto, largo, allegro, and andante refer to tempo.				•	>	>	9.1.3.C CC.1.2.3.K
13.	Legato and staccato are two terms that indicate how music may be performed.				•	>	>	9.1.3.C CC.1.2.3.K
14.	Musical instruments have distinctive tonal qualities and may be grouped according to families. (Program Music)				•		>	9.1.3.B 9.1.3.H
15.	New sounds may be created using instruments in different ways, by inventing new instruments or by electronic methods.						•	9.1.3.B 9.1.3.H
16.	The human voice, which has the potential of being used as an expressive instrument, has different timbral qualities.						•	9.1.5.A 9.1.5.B
17.	The lyrics (text) and meaning of a song may be enhanced by the vocal interpretation as well as by its instrumental accompaniment.						•	CC.1.2-3.3R
18.	Music has different styles/genres; e.g., blues, jazz, rock, reggae, country, western, classical, pop, hip hop, patriotic, Broadway, Latin.					•	>	9.1.5.A 9.2.5.G 9.1.5.C CC.1.2.5.K

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TOPIC:	Listening	K	1	2	3	4	5	STANDARDS
1.	Distinguish environmental sounds: school, home, weather, animals, machines	•	>	>	>	>	>	9.3.3.A 9.3.5.A 9.4.3.C 9.4.5.C
2.	Identify and compare sounds (musical and non-musical): high-low, loud-soft, short-long, slow-fast, up-down.	•	>	>	>	>	>	9.3.3.A 9.3.5.A
3.	Distinguish voice sounds.	•	>	>	>	>	>	9.1.3.A
4.	Distinguish among the sounds of common musical instruments.	•	>	>	>	>	>	9.1.3.A 9.1.5.A
5.	Be an attentive member of an audience.	•	>	>	>	>	>	9.1.3.I 9.1.5.I
6.	Understand and appreciate the effect of music that is high-low, loud-soft, short-long, slow-fast, up-down.	•	>	>	>	>	>	9.3.3.A 9.3.5.A
7.	An awareness and exposure to seasonal, holiday, and ethnic music.	•	>	>	>	>	>	9.2.3.J 9.2.5.J
8.	Follow a story told by music (i.e: sound stories created by teacher and/or students)	•	>	>	>	>	>	9.2.3.K 9.2.5.K CC.1.2.K.L CC.1.2.K.K
9.	Detecting the rise & fall of melody.		•	>	>	>	>	9.1.3.A 9.1.5.A
10.	Identify “like” and “unlike” patterns in music.		•	>	>	>	>	9.3.3.A

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									9.3.5.A
11.	Respond to phrases in music.			•	>	>	>	>	9.4.3.A 9.4.5.A
12.	Identify male, female, and children’s singing voices.			•	>	>	>	>	9.1.3.C 9.1.5.C
13.	Detecting the contour (shape) of melody.				•	>	>	>	9.3.3.A 9.3.5.A
14.	Identify differences in tempo, timbre (tone color,) and dynamics.				•	>	>	>	9.1.3.C
15.	Identify the difference in sound between songs in major and minor keys.				•	>	>	>	9.1.3.C 9.1.5.C 9.3.3.A 9.3.5.A
16.	Identify repetition and contrast.				•	>	>	>	9.1.3.C 9.1.5.C 9.1.3.E 9.1.5.E
17.	Identify binary (AB) and ternary (ABA) form.				•	>	>	>	9.1.3.A 9.1.3.C
18.	Recognize the instruments of the four families of the orchestra: string, woodwind, brass, percussion.				•	>	>	>	9.1.3.C 9.1.5.C
19.	Identify a tonic (keynote) chord.					•	>	>	9.1.3.C 9.1.5.C
20.	Identify rondo form (ABACA)							•	9.1.5.A

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TOPIC:	Moving	K	1	2	3	4	5	STANDARDS
1.	Mime animals, machines, and other sounds.	•	>	>	>	>	>	CC.1.1.K.C
2.	Move to the beat in music through walking, running, hopping, galloping, stomping, marching, swaying, and skipping, as appropriate to the psychomotor development of the studies. (also may include clapping, patching, and snapping) -use of Laban Movement included but not limited to (dab, flick, float, glide, press, punch, slash, and wring.)	•	>	>	>	>	>	9.1.3.A 9.1.3.C CC.1.2.1.K
3.	Respond to beat through action and simple body percussion. (stomp, patch, clap, snap)	•	>	>	>	>	>	9.1.3.B 9.1.3.E
4.	Perform simple actions and simple body percussion.	•	>	>	>	>	>	9.1.3.B 9.1.3.A
5.	Improvise movement for high-low, loud-soft, short-long, slow-fast. (dynamic and tempo variance)	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.3.K1
6.	Respond to music through movement in an individual manner.	•	>	>	>	>	>	9.1.3.B 9.1.5.B
7.	Through movement, show awareness of change in tempo, dynamics, and mood.	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1K
8.	Improvise movements to poems, stories, and songs.		•	>	>	>	>	9.1.3.B C.C.1.2.K.L

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TOPIC:	Singing	K	1	2	3	4	5	STANDARDS
1.	Distinguish between children’s speaking and singing voices -introduce head vs chest voice	•	>	>	>	>	>	9.1.3.B 9.1.3.C
2.	Respond to tone matching and/or echo games/activities.	•	>	>	>	>	>	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H CC.1.2.K.K
3.	Sing, in tune, many rhythmic and melodic songs, singing games, and/or action songs.	•	>	>	>	>	>	9.1.3.A 9.1.3.B CC.1.5.K.A
4.	Experience singing alone (solo) and in a group (ensemble and/.or with harmonization).	•	>	>	>	>	>	9.1.3.B CC.1.2.K.K
5.	Sing accurately in unison.	•	>	>	>	>	>	9.1.3.A 9.1.3.B
6.	Respond appropriately and with confidence to the conductor's signals/movements.	•	>	>	>	>	>	9.1.3.G 9.1.5.G
7.	Respond to tone matching with other voices and instruments.		•	>	>	>	>	9.1.3.A 9.1.3.B
8.	Sing many folk, ethnic, seasonal, and holiday songs.		•	>	>	>	>	9.1.3.A 9.2.3.J 9.2.3.K
9.	Sing ostinato patterns with songs.		•	>	>	>	>	9.1.3.A 9.1.3.C

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10.	Sing two-part rounds and simple descants.			•	>	>	>	9.1.3.B 9.1.3.C CC.1.2.K.L
11.	Continue vocal development: sing with expression and good enunciation/diction.			•	>	>	>	9.1.3.B 9.1.3.C
12.	Sing with various instrumental accompaniments.	•	>	>	>	>	>	9.1.3.B 9.1.3.H
13.	Singing alone or in a group, a capella.		•	>	>	>	>	9.1.3.B 9.1.3.C
14.	Singing echo songs, nonsense songs, folk songs, nursery songs (pitch matching)	•	>	>	>	>	>	9.1.3.B CC.1.2.K.K CC.1.2.K.L

15.	Continue vocal development (legato & staccato)				•	>	>	9.1.3.A 9.1.5.A
16.	Respond to changes in tempo, dynamics, and mood while singing.	•	>	>	>	>	>	9.1.3.C
17.	Develop musical interpretation: awareness of the meaning of a song through its words. (text.)		•	>	>	>	>	CC.1.2.K.K CC.1.3.K.F 9.1.3.B
18.	Extend vocal development to include phrasing, enunciation, and expression.	•	>	>	>	>	>	9.1.3.B 9.1.3.C
19.	Develop a repertoire of quality songs.	•	>	>	>	>	>	9.1.3.F 9.1.5.F 9.1.3.G

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									9.1.5.G CC.1.2.K.L CC.1.2.K.K
20.	Sing songs written in a variety of keys.		•	>	>	>	>		9.1.3.A CC.1.2.1.A CC.1.2.1.B CC.1.2.1.K

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TOPIC:	Playing Instruments	K	1	2	3	4	5	STANDARDS
1.	Explore and identify the sound of various musical instruments.	•	>	>	>	>	>	9.1.3.B 9.1.3.H
2.	Play a steady beat using rhythmic instruments. i.e Rhythm Band instruments, Orff melody instruments, Bucket Drumming	•	>	>	>	>	>	9.1.3.B 9.1.3.H CC.2.1.K.A.1 CC.2.1.K.A.2
3.	Discover that some instruments play low notes and some play high notes.	•	>	>	>	>	>	9.1.3.B 9.1.3.H
4.	Echo rhythmic patterns. (Teacher led)	•	>	>	>	>	>	9.1.3.B 9.1.5.B
5.	Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments.	•	>	>	>	>	>	9.1.3.A 9.1.5.A 9.1.3.B 9.1.5.B
6.	Play rhythm instruments correctly and develop proper form.	•	>	>	>	>	>	9.1.3.B 9.1.3.H CC.2.1.K.A.1 CC.2.1.K..A.2
7.	Accompany songs, stories, and poems with appropriate instrumental effects.	•	>	>	>	>	>	9.1.3.B 9.1.3.H CC.1.2.K.L
8.	Play simple rhythm patterns (the beat and divisions of the beat.) $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, age appropriate rhythms	•	>	>	>	>	>	9.1.3.B 9.1.5.B



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								9.1.3.G
9.	Follow simple rhythm scores.		•	>	>	>	>	9.1.3.A 9.1.3.B
10.	Play rhythmic and ostinato patterns to accompany songs.		•	>	>	>	>	9.1.3.B
11.	Use pitched (keyboard-type) instruments to play tone-matching games, conversational games, and pentatonic accompaniments.			•	>	>	>	9.1.3.B 9.1.3.H
12.	Use a variety of pitched instruments to build and play chords.	•	>	>	>	>	>	9.1.3.B 9.1.3.H

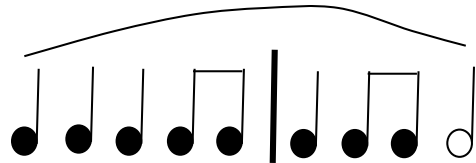

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<p>13. Demonstrate skills on one or more, and not limited to, the following instruments: (as available)</p> <p>Orff Instruments: through speech, rhythm, ear training, and use of pentatonic scale, create own compositions: tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building.</p> <p>Resonator (tone educator) Bells: tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building.</p> <p>Latin Instruments: used to accompany Latin-American songs. Observe syncopation & particular rhythm patterns for this music.</p> <p>Boomwhackers: Begin to develop skills to read traditional note & rhythmic notations. tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building.</p> <p>Recorder: learn to play with good tone, developing ability to read music.</p> <p>Ukuleles/Guitar learn basic chords & rhythms to accompany many songs. Proceed to plucking melody notes.</p> <p>Bucket Drumming: Affordable and trending method for teaching Rhythm</p>							
	•	>	>	>	>	>	9.1.3.B 9.1.3.H
		•	>	>	>	>	9.1.3.B 9.1.3.H
		•	>	>	>	>	9.1.3.B 9.1.3.H 9.2.3.G 9.2.5.G
			•	>	>	>	9.1.3.B 9.1.3.H
				•	>	>	9.1.3.B 9.1.3.H CC.2.1.3.C.1
					•	>	9.1.5.B 9.1.3.H 9.2.3.G 9.2.5.G CC.2.1.3.C.1

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TOPIC:	Reading and Writing	K	1	2	3	4	5	STANDARDS
1.	Recognize “ ta ” and “ ti-ti ” rhythm patterns. 	•	>	>	>	>	>	9.1.3.A
2.	Recognize the following rhythm patterns on large charts and/or Interactive Board. Students learn to read from left to right. 	•	>	>	>	>	>	9.1.3.A CC.1.1.KB
3.	Echoing rhythm patterns by clapping and or chanting	•	>	>	>	>	>	9.1.3.B
4.	Draw “stick” rhythm patterns on paper.	•	>	>	>	>	>	9.1.3.A
5.	Respond to simple instrumental scores on large charts and or Interactive Board	•	>	>	>	>	>	9.1.5.J 9.1.5.K
6.	Build “sol-mi-la” patterns on a simple staff.		•	>	>	>	>	9.1.3.A 9.1.3.B
7.	Read musical directions and symbols. i.e repeat signs, <i>p</i> , <i>f</i> , <i>mf</i> , <i>mp</i> (dynamics)		•	>	>	>	>	9.1.3.C 16.1.2-3.3R
8.	Draw “stick” rhythm patterns from dictation (teacher claps pattern)		•	>	>	>	>	9.1.3.A
9.	Develop skills in writing rhythm patterns		•	>	>	>	>	9.1.3.A 9.1.3.B CC.2.2.K.A.1
10.	Extend the use of “sol-fa” training to include “do” and “re.”			•	>	>	>	9.1.3.A
11.	Follow notation from left to right while singing and playing.			•	>	>	>	9.1.3.A

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21.	Read instrumental scores for rhythm and melody instruments.				•	>	>	9.1.3.A 9.1.3.B
22.	Recognize time signatures related to the repertoire including 6/8				•	>	>	9.1.5.A 9.1.5.B CC.2.1.3.C.1
23.	Recognize dotted note patterns and experience syncopation					•	>	9.1.5.A CC.2.1.3.C.1
24.	Interpret chord symbols using bells, ukuleles, autoharp, guitars (if available)					•	>	9.1.3.B
25.	Recognize syncopated rhythms 					•	>	9.1.5.A 9.1.5.C
26.	Recognize the following chord progressions: I, IV, V. (i.e Teacher demonstration, recordings, students playing on melody instruments)					•	>	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.H
27.	Recognize ties, slurs, and accidentals.					•	>	9.1.5.C
28.	Review terms in the literature that refer to dynamics; eg. diminuendo					•	>	9.1.5.C CC.1.2.5.K
29.	Interpret the following symbols of dynamics and tempo: <i>f, p, ff, pp, mf, cresc. dim. Largo, Moderato, Lento, Adagio, Andante, Presto, Vivace, Prestissimo</i>					•	>	9.1.5.C 16.1.2-3.3R

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30.	Identify major and minor scales eg. “C major” and “A minor.”						•	>	9.1.5.A 9.1.5.B 9.1.5.C
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TOPIC:	Creating	K	1	2	3	4	5	STANDARDS
1.	Use suitable sound effects for poems and songs. -may be made vocally or instrumentally and/or body percussively	•	>	>	>	>	>	9.1.3.B CC.1.2.K.K CC.1.2.K.L
2.	Use instruments to create sounds of high-low, loud-soft, slow-fast, short-long, up-down	•	>	>	>	>	>	9.1.3.A 9.1.3.H
3.	Create singing “conversations” (tone matching.)	•	>	>	>	>	>	9.1.3A
4.	Make up new words to songs. -lyric improvisation		•	>	>	>	>	9.1.3.B CC.1.4.1.Q CC.1.2.1.F
5.	Create melodic and/or percussion accompaniments for poems and songs.		•	>	>	>	>	9.1.3.B CC.1.3.1.K
6.	Create movement to demonstrate form in music.	.	>	>	>	>	>	9.1.3.A
7.	Improvise, using instrumental and/or singing activities			•	>	>	>	9.1.3.A
8.	Create rhythmic and melodic ostinato for poems and songs.			•	>	>	>	9.1.3.A 9.1.3.B CC.1.3.2.B
9.	Create introductions, interludes, and codas for songs.				•	>	>	9.1.3.B 9.1.3.C CC.1.2.3.K
10.	Notate and perform original compositions (does not have to be formal notation.)				•	>	>	9.1.3.B

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11.	Create new music in a known form (AB, ABA)				•	>	>	9.1.3.A
12.	Use a variety of scales to create new melodies. -major, minor, harmonic minor, pentatonic				•	>	>	9.1.3.A 9.1.3.B 9.1.3.C

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Fundamental Music Vocabulary 1-5 (Sequential and Scaffolding)

Melody	Staff	Ta/Quarter Note	TiTi/Eighth Note	Echo
Quarter Rest	Repeat Sign	Ostinato	Treble Clef	Phrase
Solo/Duet	Loud/Soft	Fast/Slow	High/Low	Beat/No Beat
Singing Voice	Talking Voice	Same/Different	AB Form	Rhythm Sticks
Piano/Forte	Legato/Staccato	Tempo	Various orff instrument names	
Canon/Round	Crescendo	ABA	Conductor	Composer
Decrescendo	Bar Line	Measure	Introduction	Fermata
Unison	Coda	Partner Song	Posture	Dynamics
Step/Skip on Staff	Symphony	Orchestra	4/4	Dotted Half Note
Whole Note	Half Note	Whole Rest	Half Rest	Presto/Largo
Pitch	Unpitched	Line/Space	Allegro	Andante
Harmony	Strings	Woodwind	Percussion	Brass
Rondo Form	ABBA	Ritardando	Accelerando	Moderato
Timbre	Form	Genre	Strong Beat/Weak Beat	Tika Tika/ 16th Notes
Grand Staff	Major/Minor	Duet	Trio	Sharp/Flat/Natural
Theme/Variation	Quartet	Orchestral Families	Major Scale	Chord

Music Classroom Resources List

The following resources are suggestions but not limited to use: This is also working list- Resources may me added

The Remarkable Farkle McBride by John Lithgow- Music and ELA

Rap A Tap Tap by Leo & Diane Dillion- Music and ELA

Anna Banana Jump Rope Rhymes by Joanna Cole- Rhythm and Rhyme, Teacher Resource

I Got Rhythm by Connie Morrison- Beat and Rhythm, ELA

I Sing, You Sing by Sally Albrecht - Echo Songs/Pitch Matching, Teacher Resource

Pete the Cat and the Cool Cat Boogie by Kimberly & James Dean - Music, movement and ELA

The Very Busy Spider by Eric Carle -Music and ELA

Festival of Colors by Kabir Sehgal & Surishtha Sehgal -Music and ELA/movement focus on Indian Holiday and culture

The Crabfish by John Feierabend - Music, folk song, and ELA

There was an Old Man and He was Mad by John Feierabend -Music, folk song, and ELA

There's a Hole in the Bucket by John Feierabend- Music, folk song, and ELA

One Cold Night by Claire Ewart - sound story -Music and ELA

We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury-Movement, song, and ELA

We've Got the Whole World in Our Hands adapted and illustrated by Rafael López- Music, folk/traditional song, and ELA

Rumble in the Jungle by Giles Andreae- Rhythm and Rhyme, ELA, can use as sound story and/or Vocabulary for rhythm

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Commotion in the Ocean by Giles Andreae- Rhythm and Rhyme, ELA, can use as sound story and/or Vocabulary for rhythm

The Bears in the Bed and the Great Big Storm by Paul Bright - Rhythm and Rhyme, ELA, can use as sound story and/or Vocabulary for rhythm

Music K8 Magazine Subscription, Plank Road Publishing- *Teacher/Student Resources*

In All Kinds of Weather by Lynn Kleiner- *Teacher Resource*

Songs of the Sea by Lynn Kleiner- *Teacher Resource*

Gettin' Down With Mother Goose - Shawnee Press/ Hal Leonard- *Teacher Resource*

Recorder Express--Alfred Publishing- *Teacher Resources and student classroom resource*

Be a Recorder Star--Macie Publishing Co.- *Teacher Resources and student classroom resource*

Activate! Music, Movement & More!--Heritage Press- *Teacher Resource*