

# Curriculum Maps

## Quavers<sup>2</sup> Beyond marvelous General Music CURRICULUM Grades K-8™



# Kindergarten Curriculum Map

## First Nine Weeks

### Module 1 - Beat

#### Welcome to Music!

Introduce Kindergarten students to the music classroom and its rules.

#### Beat

Discover the presence of beat in music and in the world around us.

#### Steady Beat

Help students feel, identify, and express a steady beat through singing and moving.

### Module 2 - Voice

#### Whisper, Talk, Shout, and Sing

Develop students' ability to use their voices in different ways.

#### Whisper, Talk, Shout, and Sing II

Reinforce students' abilities to use their voices in different ways.

#### My First Performance

The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

### Module 3 - Rhythm

#### Rhythm Introduction

Experience the connection between beat and rhythm through singing and moving.

#### Beat or Rhythm

Discover the difference between beat and rhythm.

#### Sing, Play, & Move to Rhythm

Experience rhythm through singing, playing, and moving.

## Second Nine Weeks

### Module 4 - Pitch

#### High and Low

Introduce students to the musical concept of high and low.

#### More about High and Low

Introduce students to matching pitch.

#### Pitches and Singing

Enhance students' ability to understand pitch by singing, moving, and playing.

### Module 5 - Melody

#### Up and Down

Explore how melodic direction affects musical experience.

#### Singing Up and Down

Promote students' experience of melodic direction through listening, singing, and moving.

#### Sing it!

Develop students' experience with melody by introducing a celebration song through listening and singing.

### Module 6 - Meter

#### Patterns of 2

Promote students' understanding of meter by chanting and moving to patterns of two.

#### Patterns of 3

Promote students' understanding of meter by singing, chanting, and moving to patterns of three.

#### Patterns of 4

Promote students' understanding of meter by singing and moving to patterns of four.

## Third Nine Weeks

### Module 7 - Instruments

#### Intro to Instrument Families

Introduce the four instrument families of the orchestra.

#### Woodwinds and Brass

Discover the flute in the woodwind family, and the trumpet in the brass family.

#### Percussion and Strings

Discover the violin in the string family, and the drum in the percussion family.

### Module 8 - Dynamics

#### Loud and Soft

Introduce loud and soft through singing, playing, and moving to music.

#### Singing Loud and Soft

Reinforce loud and soft dynamic levels in music.

#### Playing Loud and Soft

Experience the fact that instruments can be played at loud or soft dynamic levels.

### Module 9 - Tempo

#### All About Tempo

Introduce tempo through moving and singing.

#### Fast or Slow?

Identify fast and slow tempos through listening, singing, and moving.

#### Tempo Changes Around Us

Discuss how tempo affects us in all areas of life.

## Fourth Nine Weeks

### Module 10 - Duration

#### Introduction to Long and Short Sounds

Introduce students to long and short sounds.

#### Playing Long and Short Sounds

Reinforce students' ability to comprehend and express long and short sounds through a variety of activities.

#### Moving to Long and Short Sounds

Reinforce long and short sounds through movement.

### Module 11 - Listening

#### Found Sounds

Discover how to listen for and create musical sounds.

#### Singing, Voice, and Timbres

Distinguish the timbre of singing voices through active listening.

#### Woodwinds and Percussion

Recognize the sounds of the woodwind and percussion families.

### Module 12 - Year End Review

#### Keyword and Activity Review

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

#### Year-End Assessment and Favorite Songs Review

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

#### Family Day

Showcase students' musical progress made during the course of the school year.

# 1st Grade Curriculum Map

## First Nine Weeks

### Module 1 - Beat

#### Welcome to Music!

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

#### Steady Beat

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

#### Strong and Weak Beats

Discover strong and weak beats through singing and moving.

### Module 2 - Meter

#### Meters of 2 and 4

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

#### Meter of 3

Understand and experience music in a meter of 3.

#### Changing Meters

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

### Module 3 - Rhythm

#### 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.

## Second Nine Weeks

### Module 4 - Voice

#### Four Different Voices

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

#### My Voice is an Instrument

Exploring the voice through singing and moving.

#### Sing and Breathe

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

### Module 5 - Lines and Spaces

#### Intro to Lines and Spaces

Visualize the relationship between so and mi on the line and space.

#### We're Getting into Treble Clef

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

#### Pitches and Intervals

Experience the aural and spatial relationship between so, mi and la on a two line music staff.

### Module 6 - Melody

#### Melodic Patterns and Directions

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

#### What is a Melody?

Define and experience melody through listening, singing, and playing.

#### What is a Song?

Introduce the basics of song through listening, singing, and composing.

## Third Nine Weeks

### Module 7 - Notes and Rests

#### 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.

### Module 8 - Tempo

#### 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.

### Module 9 - Dynamics

#### 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.

## Fourth Nine Weeks

### Module 10 - Instruments

#### 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.

### Module 11 - Form

#### AB Form

Experience and gain an understanding of AB form.

#### ABA Form

Develop a basic understanding of ABA form.

#### Repeat Sign Mystery

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

### Module 12 - Year-End Review

#### Keyword and Activity Review

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

#### Year-End Assessment and Favorite Songs Review

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

#### Family Day

Showcase students' musical progress made during the course of the school year.

# 2nd Grade Curriculum Map

## First Nine Weeks

### Module 1 - Beat

#### Welcome to Music

**1** Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.

#### Steady Beat

**2** Expand students' ability to understand and perform steady beat using a variety of music.

#### Strong and Weak Beats

**3** Promote students' ability to identify and perform strong and weak beats.

### Module 2 - Meter

#### Meter Review 2/4 and 4/4

**4** Develop students' ability to recognize and perform musical activities related to meters of 2, 3, or 4.

#### Meter in 3/4

**5** Experience a meter of 3 with a variety of activities.

#### Identifying Meters

**6** Develop students' ability to recognize and feel meters of 2, 3, and 4.

### Module 3 - Rhythm

#### Beat Against Rhythm 2

**7** Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.

#### Sing, Play, & Move to Rhythm 2

**8** Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.

#### Ostinatos 2

**9** Gain more experience creating, performing, and improvising over simple ostinatos.

## Second Nine Weeks

### Module 4 - Singing

#### My Voice is an Instrument

**10** Promote understanding of home tone and use of diaphragm for breathing.

#### Singing Solfège

**11** Introduction to the five line staff and Do-Mi-So.

#### Singing Partner Songs

**12** Initiate singing in harmony and strengthen note reading skills.

### Module 5 - Melody

#### Melodic Direction

**13** Experience the movement of melodies by steps, skips, or repeated notes.

#### Melodic Phrases

**14** Develop a deeper understanding of phrase and melody.

#### The Pentatonic Scale

**15** Introduce the pentatonic scale and experience its usefulness, especially for improvising.

### Module 6 - The Baroque Period

#### The Baroque Period

**16** Introduce students to the Baroque Period music, art, and composers.

#### Baroque Period Music

**17** Introduce musical ornamentation used in Baroque music.

#### Baroque Composers and Orchestra

**18** Introduce students to famous Baroque composers and orchestra.

## Third Nine Weeks

### Module 7 - Notes and Rests

#### Note Durations

**19** Introduce quarter note, half note, quarter rest, and half rest.

#### Accent Marks

**20** Understand the need for accent marks in music through singing, moving, and playing instruments.

#### Writing Notes and Rests

**21** Recognize and use notation correctly through listening.

### Module 8 - Dynamics

#### Adding "issimo"

**22** Introduce "issimo" as a part of dynamic vocabulary.

#### Crescendo and Decrescendo

**23** Explore the use of crescendo and decrescendo in music.

#### Dynamics Create Interest

**24** Reinforce the need for dynamics in music.

### Module 9 - Instruments

#### Instruments of the Orchestra

**25** Introduce the orchestra seating chart and role of the conductor.

#### The Brass Family

**26** Discover the members of the Brass Family.

#### Science of Sound

**27** Discover the science of sound production.

## Fourth Nine Weeks

### Module 10 - Composing

#### Composing Rhythm

**28** Explore creating expressive elements to poems, speech pieces, stories, and songs.

#### Composing Melody

**29** Explore chanting, singing in unison, and

#### Composing Lyrics

**30** Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

### Module 11 - Form

#### AB Form and Repeat Sign

**31** Experience and review AB form and the repeat sign.

#### ABA Form

**32** Discover and gain a basic understanding of ABA form.

#### ABACA Form

**33** Utilize understanding of previously taught forms to gain an understanding of rondo form.

### Module 12 - Year-End Review

#### Keyword and Activity Review

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

#### Year-End Assessment and Favorite Songs Review

**35** Assess students' knowledge of keywords and concepts learned during the school year.

#### Family Day

**36** Showcase students' musical progress made during the course of the school year.

# 3rd Grade Curriculum Map

## First Nine Weeks

### 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 Canons**  
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.

## Second Nine Weeks

### Module 4 - The Classical Period

- 0 **The Classical Period**  
Explore the music and composers of the Classical period through singing, moving, and playing instruments.
- 1 **Classical Period Music**  
Discover and explore the pianoforte and string quartet in the Classical Period.
- 2 **Classical Composers & Orchestra**  
Identify important Classical composers, and learn about the Classical orchestra.

### Module 5 - Notes and Rests

- 3 **Sixteenth Notes**  
Introduce beamed sixteenth notes.
- 4 **Whole Notes and Whole Rests**  
Introduce whole notes and whole rests and review previously learned note values
- 5 **Writing Notes and Rests**  
Listen and write rhythms consisting of various note and rest values.

### Module 6 - Dynamics

- 6 **Mezzo Forte, Mezzo Piano, & Sforzando**  
Introduce mezzo forte, mezzo piano, and sforzando.
- 7 **Crescendo & Decrescendo Review**  
Review Crescendo and Decrescendo through singing and playing.
- 8 **Identifying Dynamics**  
Aurally recognize dynamic changes in music.

## Third Nine Weeks

### Module 7 - Instruments

- 19 **Recorder 1/Woodwinds**  
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

### 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
- 27 **Recorder 9/Tempo**  
Internalize steady tempo by listening and performing music requiring this ability.

## Fourth Nine Weeks

### 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.

# 4th Grade Curriculum Map

## First Nine Weeks

### Module 1 - Rhythm

#### Welcome to Music!

Explore beat vs rhythm, orient students to the music classroom, and prepare them for a successful year.

#### Terrific Triplets

Introduce students to triplet rhythms and combinations using triplets.

#### Super Sixteenth Notes

Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.

### Module 2 - Singing

#### Octaves, Descants, & Patriotic Music

Recognize and sing low and high voices (including descants), and use them in patriotic music.

#### Singing Triads

Sing Major and Minor tonic, dominant triads, and the home tone.

#### Part Singing

Refine part singing skills using part songs and canons.

### Module 3 - Melody

#### Ascending and Descending Scales

Recognize and perform melodies based on ascending and descending scales.

#### Major and Minor Melodies

Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.

#### Melodic Ostinatos

Expand students' abilities to understand and perform a melodic ostinato.

## Second Nine Weeks

### Module 4 - Duration

#### Duration Review

Reinforce rhythms by playing instruments and moving.

#### Dotted Quarter Notes

Introduce and play dotted quarter notes in a recorder duet.

#### Tied Notes

Introduce tied notes and strengthen students' understanding of conducting patterns.

### Module 5 - Notation

#### Keeping Up With the Score

Reinforce students' understanding of major vs minor and reading musical notation.

#### Getting to Know E and D

Introduce pitches E and D on the recorder.

#### Giving Thanks

Promote students' use of notation by singing and playing instruments on a song about Thanksgiving.

### Module 6 - Articulation & Tempo

#### Articulation Review

Introduction to new articulation terms, and tempo review.

#### Tricky Tempos

Analyze and perform a song with tempo variations.

#### Timbre

Explore timbre in holiday music.

## Third Nine Weeks

### Module 7 - Instruments

#### Orchestral and Concert Band Instruments

Explore the orchestra and concert band instruments.

#### Guitars and Fretted Instruments

Promote students' understanding of guitars and fretted instruments.

#### Playing Fretted Instruments

Invite students to listen to, study, and play fretted instruments.

### Module 8 - Chords and Harmony

#### Major and Minor Chords

Explore the effects that major and minor tonalities have on music through singing and composing.

#### Playing Chords and Harmony

Explore adding harmony to an existing piece of music.

#### Playing Accompaniment Parts

Understanding of and appreciation for the musician-ship required to serve in accompaniment roles.

### Module 9 - The Romantic Period

#### Time Machine

Review various eras of musical styles and focus on the Romantic period.

#### Making Music in the Romantic Period

Introduce Romantic period music.

#### Telling a Story with Music

Introduce the concept of musical themes or motifs in order to tell a story.

## Fourth Nine Weeks

### Module 10 - The Rap Project

#### The Rap Project

Recall the musical elements needed to compose, write, and perform a simple rap as a small group.

#### Creating My Rap

Compose, write and perform a simple rap as a small group.

#### Rhymes, Rhythm, and Rap

Experience composing a backing track and creating lyrics.

### Module 11 - The Rap Project

#### Dynamic Rapping

Experience the process of composing a rap.

#### Rap Rehearsals

Help students finalize preparations for performing an original rap composition.

#### Rap It Up (The Performance)

Provide performance experiences, both as a performer and audience member.

### Module 12 - Year-End Review

#### Keyword and Activity Review

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

#### Year-End Assessment and Favorite Songs Review

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

#### 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.

#### Meter Review

Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters.

#### Meter of 6/8

Develop students' ability to identify and perform music in a 6/8 meter.

### Module 2 - Rhythm

#### Rhythm Review

Introduce eighth-sixteenth note rhythm combinations and Reggae music that uses such rhythms.

#### Syncopation

Explore aspects of syncopation such as singing, playing, and creating syncopated rhythms.

#### Dotted Note Rhythms

Provide a rich experience in identifying, creating, and performing dotted note rhythms and syncopation.

### Module 3 - Singing

#### 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.

#### Descants

Develop a better understanding of how descants are used to add harmony and color.

#### 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.

## Third Nine Weeks

### 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.

## Fourth 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

### 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.

# 6th Grade Curriculum Map

## FUN-damentals

Assess the musical level of your students and creates a foundation for the rest of the year.

<p><b>1</b> <b>Quaver FUN-damentals Project</b></p> <p>Complete a pres-assessment of 6th Grade students musical knowledge and categorize music into specific genres.</p>	<p><b>4</b> <b>Chords &amp; Form Review</b></p> <p>Review musical form and chords through chord progression and different genres of music.</p>
<p><b>2</b> <b>Rhythm Review</b></p> <p>Review the basic elements of rhythm, notes, and patterns.</p>	<p><b>5</b> <b>Melody Review</b></p> <p>Review the concept of melodies and create a final review composition.</p>
<p><b>3</b> <b>Pitch Review</b></p> <p>Review the concept of pitch and note names on the staff.</p>	<p><b>6</b> <b>Quaver Radio Wrap-Up</b></p> <p>Categorize genres of music and complete a final assessment.</p>

## Pop Opera

Students investigate the key elements of opera, culminating in a short "pop opera" featuring five songs with original melody or lyrics.

<p><b>19</b> <b>Pop Opera Outlining the Project</b></p> <p>Introduce opera and establish the goals of the project.</p>	<p><b>2<sup>2</sup></b> <b>Staging the Props</b></p> <p>Groups decide on props, costumes, and backgrounds for project.</p>
<p><b>2<sup>0</sup></b> <b>Starting the Songs</b></p> <p>Complete five songwriting tasks in student groups.</p>	<p><b>2<sup>3</sup></b> <b>Dress Rehearsal</b></p> <p>Complete a full dress rehearsal of the Pop Opera, working on perfecting and timing all of the elements.</p>
<p><b>2<sup>1</sup></b> <b>Perfecting the Songs</b></p> <p>Groups finish the songwriting component of the project and present song to class.</p>	<p><b>2<sup>4</sup></b> <b>The Performance</b></p> <p>Students perform their Pop Opera in front of a live audience.</p>

## Busking/Street Entertaining

Students use knowledge of composition and rhythms to create fun street routines in groups out of ostinatos.

<p><b>7</b> <b>What is Busking?</b></p> <p>Introduce busking and establish the goals of the project.</p>	<p><b>1<sup>0</sup></b> <b>Choreographing Busking Routines</b></p> <p>Complete the piece and add choreographed music.</p>
<p><b>8</b> <b>Starting My Busking Routine</b></p> <p>Review elements needed to build a foundation for the project.</p>	<p><b>1<sup>1</sup></b> <b>Finishing Touches</b></p> <p>Put finishing touches on busking performance through dress rehearsal.</p>
<p><b>9</b> <b>Developing My Busking Routine</b></p> <p>Compose and create ostinatos for busking routine in groups.</p>	<p><b>1<sup>2</sup></b> <b>The Busking Project Performance</b></p> <p>Students perform original busking routines and practice assessment with grading rubric.</p>

## World Percussion • Africa

Explore the percussion rhythms of Africa, including the language, history, traditional dances and more.

<p><b>2<sup>5</sup></b> <b>Africa and Its Instruments</b></p> <p>Introduce the culture and percussion instruments of Africa, emphasizing the region of West Africa.</p>	<p><b>2<sup>8</sup></b> <b>Composing Our New B Section</b></p> <p>Continue composition in groups, composing two ostinatos for B section of piece.</p>
<p><b>2<sup>6</sup></b> <b>African Dance and Chants</b></p> <p>Explore an authentic African drum and chant experience to prepare students to create their own composition.</p>	<p><b>2<sup>9</sup></b> <b>Adding the Ending and Transition</b></p> <p>Complete and rehearse composition, adding eight-beat transition to piece.</p>
<p><b>2<sup>7</sup></b> <b>Starting Our African Percussion Piece</b></p> <p>Student groups begin to create an African percussion ensemble composition.</p>	<p><b>3<sup>0</sup></b> <b>The Final Performance</b></p> <p>Students perform their original African percussion ensemble composition.</p>

## Science of Sound

Students investigate sound waves, reverberation, and digital effects to host a Science of Sound exhibition.

<p><b>1<sup>1</sup></b> <b>What is Sound?</b></p> <p>Introduce project and establish project goals.</p>	<p><b>1<sup>6</sup></b> <b>Sound in the Studio</b></p> <p>Explore how sound manipulation is done in studios for pop music, television, and film.</p>
<p><b>1<sup>4</sup></b> <b>More About Sound</b></p> <p>Introduce and define waveforms, frequency, amplitude, and reverberation.</p>	<p><b>1<sup>7</sup></b> <b>Final Countdown</b></p> <p>Groups add finishing touches to Science of Sound presentations.</p>
<p><b>1<sup>5</sup></b> <b>Sound Around the Room</b></p> <p>Explore properties of sound using instruments manipulated by students.</p>	<p><b>1<sup>8</sup></b> <b>Presentations</b></p> <p>Students present their Science of Sound projects to the class and invited audience.</p>

## Scoring for Animation

Students will learn the basic elements of composing music for video animations and apply to their own underscore music compositions.

<p><b>3<sup>1</sup></b> <b>Getting Started</b></p> <p>Introduce the broad world of animation and establish project goals.</p>	<p><b>3<sup>4</sup></b> <b>The Big Project</b></p> <p>Groups select an animation and begin composition to suit the action.</p>
<p><b>3<sup>2</sup></b> <b>My First Practice Piece</b></p> <p>Explore various techniques for creating underscore music for animation.</p>	<p><b>3<sup>5</sup></b> <b>The Big Project II</b></p> <p>Continue work on the animation composition and begin to add SFX.</p>
<p><b>3<sup>3</sup></b> <b>Motifs and Borduns</b></p> <p>Extend composition by incorporating melody fragments and Borduns.</p>	<p><b>3<sup>6</sup></b> <b>The Animation Assessment</b></p> <p>Students perform live animation music with Foley and vocal SFX in front of an audience.</p>

# 7th Grade Curriculum Map

## Latin Percussion

An introduction to the percussion rhythms of Latin America including the Samba, the Salsa, and the Merengue. Also making drums.

<b>1</b>	<b>Introduction to Latin America</b> An overview of Latin America and it's geography and music.	<b>6</b>	<b>Playing the Salsa</b> Students play a Salsa piece using classroom instruments and created drums.
<b>2</b>	<b>Making Our Drums</b> Students create their own Latin drums independently or in groups.	<b>7</b>	<b>Dominican Republic and the Merengue</b> Introduce the percussion and music of the Dominican Republic, with a focus on the Merengue.
<b>3</b>	<b>Brazil and the Samba</b> Introduce the percussion and music of Brazil, with a focus on the Samba.	<b>8</b>	<b>Playing the Merengue</b> Students play a Merengue piece using classroom instruments and created drums.]]
<b>4</b>	<b>Playing the Samba</b> Students play a Samba piece using classroom instruments and created drums.	<b>9</b>	<b>Practicing for the Performance</b> Rehearse the three pieces to prepare for live performance.
<b>5</b>	<b>Cuba and the Salsa</b> Introduce the percussion and music of Cuba, with a focus on the Salsa.	<b>10</b>	<b>The Performance</b> Students perform their Samba, Salsa, and Merengue pieces for a live audience.

## Music, Media, and Technology

Students use classroom and mobile technology to compose two real-world music projects.

<b>21</b>	<b>Music, Media, and Technology</b> An introduction to News Media and how music plays a part in communications.	<b>26</b>	<b>1st Ringtone Start to Finish</b> Compose first cell phone ringtone representing a friend or family member.
<b>22</b>	<b>News Music Drum Beat</b> Mini-project 1: Students create a dramatic drum beat for a news headline show.	<b>27</b>	<b>2nd Ringtone Start to Finish</b> Compose second ringtone.
<b>23</b>	<b>News Music Minor Key Melody</b> Students use the minor key to compose a melody to go with their drum beat.	<b>28</b>	<b>3rd Ringtone Start to Finish</b> Compose third ringtone.
<b>24</b>	<b>Reading the News</b> Students present their news headlines and dramatic news music.	<b>29</b>	<b>Finish Off &amp; Decide on Presentation</b> Students download ringtones and prepare for presentation, completing peer-to-peer evaluations.
<b>25</b>	<b>Cell Phone Ringtones Introduction</b> Mini-project 2: Students compose custom cell phone ringtones for 3 friends or family members.	<b>30</b>	<b>Final Presentation</b> Present ringtones to an audience and complete evaluations.

## Composers in Music History

An in-depth look at four major musical periods and the lives of 12 famous composers.

<b>11</b>	<b>Composers Throughout History</b> Overview of four musical time periods.	<b>16</b>	<b>The Big Musical Periods Quiz</b> Review and assess student knowledge of time periods.
<b>12</b>	<b>The Baroque Period</b> Explore the characteristics of music during the Baroque Period and composers Bach, Handel, and Vivaldi.	<b>17</b>	<b>Composer Project 2</b> Students create a Composer Profile and begin work on their Bach's Brain skit.
<b>13</b>	<b>The Classical Period</b> Explore the characteristics of music during the Classical Period and composers Mozart, Beethoven and Haydn.	<b>18</b>	<b>Composer Project 3</b> Students create props and put their skit together.
<b>14</b>	<b>The Romantic Period</b> Explore the characteristics of music during the Romantic Period and composers Chopin, Wagner, Brahams, and Tchaikovsky.	<b>19</b>	<b>Composer Project 4</b> Students rehearse for a live performance or record their Bach's Brain skits.
<b>15</b>	<b>The Impressionist Period</b> Explore the characteristics of music during the Impressionist Period and composers Ravel and Debussy.	<b>20</b>	<b>Composer Project Presentation</b> Students perform their Bach's Brain skits live or show videos to a live audience.

## Ukulele

An introduction to the Ukulele - students learn the C major scale and three chords.

<b>31</b>	<b>Introduction to the Ukulele</b> Introduction to parts, tuning, and history of the instrument.	<b>36</b>	<b>Combine 3 Chords of C, F, and G7</b> Students practice simple chord combinations.
<b>32</b>	<b>Open Strings Practice</b> Students learn to tune and play open strings.	<b>37</b>	<b>Combine Chords with Melody</b> Students play duets, trios, and ensembles - choosing a project piece to perform.
<b>33</b>	<b>Learning the Scale of C</b> Students learn and play simple stepwise melodies.	<b>38</b>	<b>Student Performance 1</b> Students work alone or together on chosen performance piece.
<b>34</b>	<b>Scale of C Skips</b> Students learn to incorporate intervals, skips, and jumps.	<b>39</b>	<b>Student Performance 2</b> Students work alone or together on chosen performance piece.
<b>35</b>	<b>Introduce Chords C, F, and G7</b> Students learn three simple chords.	<b>40</b>	<b>Final Performance</b> Students perform piece in duets, trios, and ensembles for a live audience.

# 8th Grade Curriculum Map

## Keyboards

An introduction to playing the keyboard - students learn the notes from C to G in the bass and treble clefs and perform a solo or duet keyboard piece.

<b>1</b>	<b>Introduction to the Keyboard</b> An introduction to the keyboard and playing Middle C.	<b>6</b>	<b>More on Chords: 3 Fingers C, F, G, +</b> Students play duets with melody parts.
<b>2</b>	<b>Notes C and D</b> Students learn notes C and D in bass and treble clefs.	<b>7</b>	<b>Your Choice</b> Students choose solo, duet, trio, or ensemble for final performance.
<b>3</b>	<b>C, D, E, and F</b> Students play C, D, E, and F in bass and treble clefs.	<b>8</b>	<b>Your Choice Part 2</b> Students practice their performance piece alone or in groups.
<b>4</b>	<b>C, D, E, F, and G</b> Students play C, D, E, F, and G in bass and treble clefs.	<b>9</b>	<b>Your Choice Part 3</b> Students practice their performance piece alone or in groups and perform peer-to-peer evaluations.
<b>5</b>	<b>Chords: 3 Fingers C, F, and G</b> Students learn and play pieces with 3 simple chords.	<b>10</b>	<b>The Final Performance</b> Students perform their final piece alone or in groups for a live audience.

## Musical Styles

Extend students understanding of musical styles jazz, rock and hip-hop through listening, analyzing, and describing.

<b>21</b>	<b>Introduction to Styles and Jazz</b> An introduction to Jazz, Rock and Hip-Hop styles, focusing on Jazz.	<b>26</b>	<b>Hip-Hop and Beatboxing</b> Students practice beatboxing, rapping, and freestyling - creating beats with the Quaver Drum Kit App.
<b>22</b>	<b>Improvising a Jazz Piece</b> Students learn to play and improvise a Jazz piece on the keyboard or Quaver Keyboard App.	<b>27</b>	<b>Choose your Style</b> Students choose a Jazz, Hip-Hop, or Rock piece to complete for their performance.
<b>23</b>	<b>Basics of Rock</b> Explore the history and foundations of Rock music.	<b>28</b>	<b>Working on our Piece</b> Group work on the final project piece.
<b>24</b>	<b>Hooks, Fills, and Improvising</b> Students create hooks, fills, and improvisations on the guitar or Quaver Guitar App.	<b>29</b>	<b>Dress Rehearsal</b> Students rehearse their performance and perform peer-to-peer evaluations.
<b>25</b>	<b>Basics of Hip-Hop</b> Explore the history and foundations of Hip-Hop music.	<b>30</b>	<b>Final Performance</b> Performance of group pieces and final evaluation.

## Asian Percussion

An introduction to the percussion instruments of Asia and compose and perform their own Taiko drumming piece.

<b>11</b>	<b>Drums of India</b> An introduction to the history and instruments of Asia with a focus on Indian percussion.	<b>16</b>	<b>Taiko Drumming C Section</b> Students complete the B section of their piece.
<b>12</b>	<b>Drums of the Middle East</b> Students explore percussion instruments of the Middle East including the dombek, tar, finger cymbals, and djembe.	<b>17</b>	<b>Finishing Touches - Program Notes</b> Students complete the C section of their piece.
<b>13</b>	<b>Drums of Japan</b> Students learn how musical culture spread through Asia throughout history.	<b>18</b>	<b>Finishing Touches - Staging Options</b> Students put the piece together and add movement choreography.
<b>14</b>	<b>Taiko Drumming A Section</b> An introduction to the history, geography and percussion instruments of Japan with a focus on Taiko Drumming.	<b>19</b>	<b>Dressing the Rehearsal</b> Students practice their performance piece alone or in groups and perform peer-to-peer evaluations.
<b>15</b>	<b>Taiko Drumming B Section</b> Students begin creating a Taiko drumming piece with an A, B, and C section.	<b>20</b>	<b>Final Presentations and Evaluation!</b> Students perform their final piece alone or in groups for a live audience.

## Giant Jam

This finale project includes a group performance of one, two, or four measure ostinatos played together in a giant jam piece.

<b>31</b>	<b>What is a Jam?</b> An introduction to the basics of Jamming.	<b>36</b>	<b>Composing our Giant Jam</b> Students create a jam piece using drums.
<b>32</b>	<b>Jamming with Bass Instruments</b> Students create a bass and rhythmical foundation on which they will build a good jam session.	<b>37</b>	<b>Arranging the A Section</b> Student groups formalize their favorite jamming loops to write a giant jam piece.
<b>33</b>	<b>Jamming with Treble Instruments</b> Students use the D Minor pentatonic scale and Boomwhackers® to create a treble jam.	<b>38</b>	<b>Arranging the B Section</b> Students arrange the loops for their giant jam piece.
<b>34</b>	<b>Jamming with Found Sounds</b> Students use found sounds to create a good jamming session.	<b>39</b>	<b>Arranging the C Section</b> Students rehearse their giant jam and use the arranging grid to notate it.
<b>35</b>	<b>Jamming with Drums</b> Students add their treble and found sounds jams to their foundation piece.	<b>40</b>	<b>Final Presentations</b> Student groups perform their giant jams for an audience and present their jamming grids.



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