

**EAST ISLIP SCHOOL DISTRICT**  
**GENERAL MUSIC CONSENSUS CURRICULUM MAP**  
**Grades K-2**

**Elements of Music**

Grade:	K	1st	2nd
<b>Sing</b>	<ul style="list-style-type: none"> <li>– Four voices: Whisper, Talk, Sing, and Shout</li> <li>– High and low pitches</li> <li>– Call and Response singing</li> <li>– Echo-sing simple melodic patterns with Kodaly hand signals, using pitches: SOL and MI</li> <li>– Read simple melodies with SOL and MI</li> </ul>	<ul style="list-style-type: none"> <li>– Four voices: Whisper, Talk, Sing, and Shout</li> <li>– High and low pitches</li> <li>– Call and Response singing</li> <li>– Sing SOL-MI-LA songs with Kodaly hand signals</li> <li>– Read simple melodies with SOL, LA, and MI</li> </ul>	<ul style="list-style-type: none"> <li>– Call and Response singing</li> <li>– Sing DO-RE-MI and SOL-MI-LA songs with Kodaly hand signals</li> <li>– Read simple melodies with DO, RE, MI, SOL, and LA</li> </ul>
<b>Play</b>	<ul style="list-style-type: none"> <li>– Perform basic beat using simple movements (patting and walking) while singing, speaking, or listening</li> <li>– Echo speak, play, or clap simple rhythmic patterns using altered rhythmic syllables               <ul style="list-style-type: none"> <li>• Quarter note = TAH, eighth note = TI-TI, and quarter rest = SHH</li> </ul> </li> <li>– Perform SOL-MI songs on Glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li>– Macro Beat vs Micro Beat</li> <li>– Play SOL-MI-LA melodies on pitched Orff instruments</li> <li>– Families of Barred Instruments: xylophone, metallophone, and glockenspiel</li> <li>– Barred Instrument voicing: soprano, alto, tenor, and bass</li> <li>– Families of Un-pitched instruments: woods, metals, skins, and shakers/scrapers</li> </ul>	<ul style="list-style-type: none"> <li>– Play SOL-MI-LA melodies</li> <li>– Play DO-RE-MI melodies</li> <li>– Play and/or sing multiple melodic and rhythmic ostinato patterns</li> <li>– Describe the timbre of the different pitched and unpitched classroom percussion instruments</li> <li>– Level vs Broken bordun accompaniments</li> </ul>

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<b>Create</b>	<ul style="list-style-type: none"> <li>– Create simple answer phrases in speech or song</li> <li>– Create and play simple rhythmic patterns on body percussion or percussion instruments</li> <li>– Create appropriate sound effects for sounds or actions in a story</li> </ul>	<ul style="list-style-type: none"> <li>– Create simple answer phrases in speech or song</li> <li>– Create and play simple rhythmic patterns on body percussion or percussion instruments</li> <li>– Create appropriate sound effects for sounds or actions in a story</li> </ul>	<ul style="list-style-type: none"> <li>– Compose a DO-RE-MI song using TAH’s, TAH-TI’s, and rests to be performed on pitched percussion instruments</li> </ul>
<b>Moves</b>	<ul style="list-style-type: none"> <li>– High vs Low</li> <li>– Fast vs Slow</li> <li>– Loud vs Soft</li> <li>– Personal space vs Shared space</li> <li>– Movements that imitate animals and/or objects</li> <li>– Directionality in movement (high/low, forward/backward, and sideways)</li> <li>– Echo and Mirror movements</li> <li>– Formations: creating a circle, standing in a line, or scattered in the room.</li> </ul>	<ul style="list-style-type: none"> <li>– Simple folk dances using a variety of cultures.</li> <li>– High vs Low</li> <li>– Fast vs Slow</li> <li>– Loud vs Soft</li> <li>– Direction following formation: creating a circle, standing in a line, or scattered in the room</li> <li>– Body Percussion</li> </ul>	<ul style="list-style-type: none"> <li>– Folk dances from a variety of cultures</li> <li>– Dances in long-ways sets</li> <li>– Body Percussion</li> <li>– Improvised movement</li> </ul>

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>– Recognize and interpret simple rhythmic patterns using the above rhythmic syllables.</li> <li>– Recognize and interpret simple melodic patterns and corresponding Kodaly hand signs: SOL and MI</li> <li>– Awareness of Same vs Different</li> <li>– Sing songs in ABA form</li> </ul>	<ul style="list-style-type: none"> <li>– Sight sing, read, and perform songs that include the melodic pitches SOL-MI-LA in F Major.</li> <li>– Recognize and interpret simple rhythmic patterns using TAH, TAH-TI, and SHH.</li> <li>– Vocabulary: beat, rhythms, pitch, letter name, rest, introduction, melody, and accompaniment, repeat sign, section.</li> </ul>	<ul style="list-style-type: none"> <li>– Introduce 2/4 and 4/4 time signatures.</li> <li>– Introduce half note rhythms (call TAH-AH).</li> <li>– Sight sing, read, and perform songs that include DO-RE-MI and SOL-MI-LA in F Major.</li> <li>– Vocabulary: measure, tempo, form, musician, conductor, composer.</li> <li>– Sing and perform in AB, ABA, and ABACA form.</li> <li>– Vocabulary: rondo, fine.</li> </ul>
<b>Listening:</b>	<ul style="list-style-type: none"> <li>– Excerpts from “The Nutcracker” by Tchaikovsky</li> <li>– Carnival of Animals</li> <li>– “In the Hall of the Mountain King” by Grieg</li> <li>– “Hungarian Dance #5” by Brahms</li> <li>– “Spring” by Vivaldi</li> <li>– “Flight of the Bumblebee” by Korsakov</li> </ul>	<ul style="list-style-type: none"> <li>– Excerpts from “The Nutcracker”</li> <li>– “Fairies and Giants” by Edward Elgar</li> <li>– “Peter and the Wolf”</li> </ul>	<ul style="list-style-type: none"> <li>– Excerpts from “The Nutcracker”</li> <li>– “Danse Macabre” by Saint Saens</li> <li>– “Turkish March” by Mozart (ABA)</li> <li>– “Minuet in G” by Bach (ABA)</li> </ul>

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Grade:	K	1st	2nd
<b>Connect</b>	<ul style="list-style-type: none"> <li>– Animals</li> <li>– Seasons</li> <li>– Weather</li> <li>– Alphabet</li> <li>– Emotions</li> <li>– Multi-cultural holidays</li> </ul>	<ul style="list-style-type: none"> <li>– Transportation</li> <li>– Seeds and Plants</li> <li>– Family and Community</li> <li>– Habitats</li> <li>– Multi-cultural holidays</li> </ul>	<ul style="list-style-type: none"> <li>– Community</li> <li>– Earth Day</li> <li>– Lunar New Year</li> <li>– Multi-cultural holidays</li> <li>– “Star Spangled Banner”</li> </ul>
<b>NYS Standards</b>	MU:Cr1.1.K, MU:Cr2.1.K, MU:Cr3.1.K, MU:Pr4.2.K, MU:Pr4.3.K, MU:Pr5.1.K, MU:Pr6.1.K, MU:Re8.1.K, MU:Cn10.1.K, MU:Cn11.1.K	MU:Cr1.1.1 MU:Cr2.1.1 MU:Cr3.1.1 MU:Pr4.2.1 MU:Pr4.3.1 MU:Pr5.1.1 MU:Pr6.1.1 MU:Re8.1.1 MU:Cn10.1.1 MU:Cn11.1.1	MU:Cr1.1.2, MU:Cr2.1.2, MU:Cr3.1.2, MU:Pr4.2.2, MU:Pr4.3.2, MU:Pr5.1.2, MU:Pr6.1.2, MU:Re8.1.2, MU:Cn10.1.2, MU:Cn11.1.2

NYS Standards Link: <https://www.nysed.gov/sites/default/files/programs/standards-instruction/nys-visual-arts-at-a-glance-final-8-2-2017-high-res-v2.pdf>