

EAST ISLIP SCHOOL DISTRICT
MUSIC DEPARTMENT'S CURRICULUM CONSENSUS MAP
Grades 3-5

Elements of Music			
Grade:	3rd	4th	5th
Sing (Vocal Performance)	<ul style="list-style-type: none"> - Match pitch aurally - Sing with age-appropriate singing techniques (including posture and diaphragmatic breathing) - Decode familiar musical patterns - Sing a scale on solfege - Dictate simple rhythms with counts compared to rhythm syllables 	<ul style="list-style-type: none"> - Sing with appropriate phrasing - Sing with expression and emotion - Sightread simple melodies using solfege - Perform their own vocal ideas - Sing harmony with rounds/partner songs - Sing simple vocal patterns with solfege - Dictate quarter and eighth note rhythms with counts 	<ul style="list-style-type: none"> - Sing with expressive phrasing - Sing harmonic lines - Sightread more complex melodies using solfege - Compare skips and steps - Perform completed songs - Create their own vocal melodies - Dictate a variety of sixteenth note rhythms with counts
Play (Instrument Performance)	<ul style="list-style-type: none"> - Perform an ostinato on pitched and non-pitched instruments - Develop proper playing techniques on pitched and non-pitched classroom instruments in the context of 4/4 time signatures. - Perform notes B, A, G, E, high/low D, and High C on recorder - Play recorder with proper posture, finger placement, articulation, and breathing - Identify different instrument sounds <p>Repertoire:</p> <ul style="list-style-type: none"> - Recorder Karate songs - Recorder duets 	<ul style="list-style-type: none"> - Perform an ostinato on Orff instruments while developing proper mallet use - Play pitched and non-pitched instruments in the context of 2/4, 4/4 and 3/4 time signatures - Perform student-created compositions on pitched and/or non-pitched instruments - Compare different instruments and their ranges - Play and/or explore eighth note, quarter note, sixteenth note, and triplet rhythms - Perform in a drum circle 	<ul style="list-style-type: none"> - Perform student-created songs on non-pitched and/or pitched instruments - Play and compare 4/4, 3/4 and 6/8 time signatures - Perform student-created compositions in small and large groups - Play chords within the context of a song - Play with correct mallet posture on Orff instruments: <ul style="list-style-type: none"> • Chord Progressions <ul style="list-style-type: none"> ○ I, IV, V, VI • Major/minor • Improvisations • Blues/Jazz • Pentatonic scale • Block chords and Arpeggios • Crossover Bordun



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Create (Composition)	<ul style="list-style-type: none"> - Create patterns using familiar rhythms: half note, quarter note, eighth notes and quarter rests. - Notate quarter notes, eighth notes, whole notes and quarter rests - Create songs on Chrome Music Lab 	<ul style="list-style-type: none"> - Improvise instrumental backgrounds for songs. - Create simple musical forms and rhythmic patterns: <ul style="list-style-type: none"> • AB • ABA • ABACA (rondo) - Continue to notate whole notes, quarter notes, eighth notes, whole rests, half rests and quarter rests - Create instrumental parts for preselected words in a story. - Create songs on Chrome Music Lab 	<ul style="list-style-type: none"> - Improvise instrumental and vocal backgrounds based on their ideas. - Create musical forms and rhythmic patterns: <ul style="list-style-type: none"> • Add sixteenth notes and triplets • Add Verse and Chorus - Continue to notate whole notes, quarter notes, eighth notes, whole notes, quarter rests, half rests and <i>eighth rests</i> - Create lyrical and musical sound stories - Choose words in literature to replace with instrumental sounds - Create songs on Chrome Music Lab
Move (Movement)	<ul style="list-style-type: none"> - Folk dances - Circle dances - Create movements within the context of familiar songs. - Compare steady beat vs. rhythm - Locomotor vs. Non-locomotor movements 	<ul style="list-style-type: none"> - Folk dances - Circle/Line dances - Create movements that correspond with culturally relevant music 	<ul style="list-style-type: none"> - Folk dances - Circle/Line dances - Square dancing - Create movements to sixteenth notes rhythms - Create movements that correspond with student-created ideas



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Literacy	<ul style="list-style-type: none"> - Read and play notes B, A, G, E, high/low D, and high C on the recorder - Identify different Time Signatures (3/4, 4/4) Identify musical symbols including: <ul style="list-style-type: none"> - Repeat sign - Breath marks - Dynamics (forte vs. Piano) - Treble Clef note names Musical symbols include: <ul style="list-style-type: none"> • Time Signature (3/4, 4/4) • Repeat Sign, Coda • Rehearsal Marks - Tempo (Presto vs. Largo) - Identify and Compare: <ul style="list-style-type: none"> - Multiple verses - Verse/Chorus - Refrain 	<ul style="list-style-type: none"> - Compare 2/4, 3/4, 4/4, and 6/8 - Read and play the notes to a major scale on various instruments Students will find “do” in songs and relate it to other notes Simple patterns: <ul style="list-style-type: none"> • Steps in vocal sight reading • Vocal and Instrumental ostinato • Compare 6/8 to 2/4 and ¾. • Compare Whole and half rests - Identify musical symbols including: <ul style="list-style-type: none"> - Repeat signs with two or more endings. - Breath marks, slurs, and ties. - Dynamics (pp, p, f, ff, crescendo and decrescendo.) - Tempo (largo, moderato, presto, ritardando, accelerando, bpm) Family of Instruments: <ul style="list-style-type: none"> - Brass - Percussion - Strings - Woodwinds - Identify, Compare, and Perform: <ul style="list-style-type: none"> • AB form • ABA form • Rondo form - Identify variations on a theme 	<ul style="list-style-type: none"> • Finding “do” • Steps, skips and repeats in vocal sight reading • Vocal patterns ascending and descending - Intro to Broadway - Intro to Opera - Bass Clef note names - Dynamics (pp, p, mp, mf, f, ff, crescendo and decrescendo) - Build I IV V vi chords in various keys - Decode sixteenth notes - Tempo (Grave, largo, moderato, andante, vivace, presto, prestissimo, ritardando, accelerando, bpm) - Identify, Create, and Perform: <ul style="list-style-type: none"> • ABA with Coda • AABA • Rondo • Intro, Bridge, Outro - Create variations on a theme



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<p>Listen (Listening)</p>	<ul style="list-style-type: none"> - Identify Major vs. Minor - Identify the tempo of a song - Analyze and Compare rhythms aurally. - Differentiate between call and response - Identify and self-assess pitch errors when playing the recorder or singing - Compare non-pitched percussion instruments - Explore different genres of music (ex. Jazz, blues, rock, country, classical, hiphop, etc.) <p>Suggested listening Repertoire</p> <ul style="list-style-type: none"> - Carnival of the animals by Camille Saint-Saens (Aquarium) - - Musette in D Major by Bach - - What a Wonderful World by Louis Armstrong - - Four Seasons - - Do Re Mi – Sound of Music 	<ul style="list-style-type: none"> - Follow along to a listening map - Identify the different instruments of the instrument families through sound - Label a song’s tempo/dynamic marking after listening - Identify and compare mood and instrumentation of a performance. - Compare Unison vs. Harmony vs. Rounds. - Identify different genres of music (ex. Jazz, blues, rock, country, classical, hiphop, etc.) <p>Suggested Listening Repertoire includes:</p> <ul style="list-style-type: none"> - Hall of the Mountain King - Taps - Sugar Plum Fairy - Rondo Alla Turka – Mozart - Somewhere Over the Rainbow - Wacky Do Re Mi 	<ul style="list-style-type: none"> - Identify the form/structure of a song aurally - Reflect on performances including student concerts - Compare professional performances - Identify Major vs. Minor - Compare the tempo, mood, instrumentation, style and story of longer works of music. - Compare different genres of music (ex. Jazz, blues, rock, country, classical, hiphop, etc.) <p>Suggested Listening:</p> <ul style="list-style-type: none"> - Votre toast – Carmen Bizet - Danse Macabre - Concert Works - Twinkle Twinkle Variations - C Jam Blues - Step in Time – Mary Poppins - Tomorrow – Annie - One Day More – Les -Miserables - Fifty Nifty United States
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Connect (Interdisciplinary Studies)	<ul style="list-style-type: none"> - Poems - Counting - Fractions (with note names/values) - Patriotic Songs - Multicultural holidays - Earth Day 	<ul style="list-style-type: none"> - Poems -Historical events - Patriotic Songs - Multicultural holidays -Earth Day - Instrument families (Orchestra/Band/Chorus) 	<ul style="list-style-type: none"> - Poems For example: <ul style="list-style-type: none"> - Shel Silverstein - Blues style - Historical events - Science of Sound
New York State Standards	MU: Cr1.1.3 MU: Cr2.1.3 MU: Cr3.1.3 MU: Cr3.2.3 MU: Pr4.1.3 MU: Pr4.2.3 MU: Pr4.3.3 MU: Pr5.1.3 MU: Pr6.1.3 MU: Re7.1.3 MU: Re7.2.3 MU: Re8.1.3 MU: Re9.1.3 MU: Cn10.1.3 MU: Cn11.1.3	MU:Cr1.1.4 MU:Cr2.1.4 MU:Cr3.1.4 MU:Cr3.2.4 MU:Pr4.1.4 MU:Pr4.2.4 MU:Pr4.3.4 MU:Pr5.1.4 MU:Pr6.1.4 MU:Re7.1.4 MU:Re7.2.4 MU:Re8.1.4 MU:Re9.1.4 MU:Cn10.1.4 MU:Cn11.1.4	MU:Cr1.1.5 MU:Cr2.1.5 MU:Cr3.1.5 MU:Cr3.2.5 MU:Pr4.1.5 MU:Pr4.2.5 MU:Pr4.3.5 MU:Pr5.1.5 MU:Pr6.1.5 MU:Re7.1.5 MU:Re7.2.5 MU:Re8.1.5 MU:Re9.1.5 MU:Cn10.1.5 MU:Cn11.1.5

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>

