KG-5th Grade

Elementary General Music Curriculum Guide

Kansas City, Kansas Public Schools – Inspiring Excellence: Every Grownup, Every Child, Every Day.

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Pacing Guide* (see **Elementary Music At-A-Glance** for more info)

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*Each grade level has a **Performance Window**, which provides every student an opportunity to perform every year in music classes.

Quick Links

Resource Folder	**IARC Shared Drive**	**Music Library**	**Music Ordering**

Kansas State Music Standards - General Music K-5	KG	1st	2nd	3rd	4th	5th
Cr.1: Imagine - *Generate musical ideas for various purposes and contexts.* (1, 11)	x	x	x	x	x	x
Cr.2: Plan and Make - *Select and develop musical ideas for defined purposes and contexts.* (2, 10)	x	x	x	x	x	x
Cr.3: Evaluate and Refine - *Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.* (3)					x	
Cr.4: Present - *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.* (3, 10)	x	x	x	x	x	x
Pr.1: Select - *Select varied musical work to present based on interest, knowledge, technical skill, and context.* (4, 10)		x	x			
Pr.2: Analyze - *Analyze the structure and context of varied musical works and their implication for performance.* (4, 11)	x	x	x	x	x	x
Pr.3: Interpret - *Develop personal interpretations that consider creator's intent.* (4, 10)	x		x		x	
Pr.4: Rehearse, Evaluate, and Refine - *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.* (5)	x	x	x	x	x	x
Pr.5: Present - *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.* (6, 11)	x	x	x	x	x	x
Re.1: Select - *Choose music appropriate for a specific purpose or context.* (7, 10)						
Re.2: Analyze - *Analyze how the structure and context of varied musical works inform the response.* (7, 11)	x	x	x	x	x	x
Re.3: Interpret - *Support interpretations of musical works that reflect creators'/performers' expressive intent.* (8)	x	x	x	x	x	
Re.4: Evaluate - *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.* (9, 11)	x	x	x	x	x	x

Elementary General Music At-A-Glance

Kindergarten	First Window	Second Window	Third Window	Performance Window
Vocal Performance	The learner will (TLW) vocally demonstrate the difference between singing and speaking voice.	TLW vocally demonstrate pitches as being either "high" or "low" (head vs. chest voice).	TLW echo sing song fragments as part of a group (echo songs).	TLW sing grade level appropriate songs.
Tonal Literacy	The learner will (TLW) aurally identify a variety of vocalizations.	TLW echo simple melodic contours (high and low).	TLW read and represent simple melodic contours.	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	The learner will (TLW) individually initiate a steady beat (child's preferred tempo).	TLW perform a steady beat to a grade level appropriate song.	TLW echo short rhythms modeled by the teacher.	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	The learner will (TLW) move appropriately to music.	TLW aurally differentiate between high & low.	TLW represent contrasts in music.	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

1st Grade	First Window	Second Window	Third Window	Performance Window
Vocal Performance	TLW echo sing song fragments individually (echo songs).	TLW sing a simple song as part of a group.	TLW sing simple songs individually.	TLW sing grade level appropriate songs.
Tonal Literacy	TLW visually represent and perform melodic contours.	TLW create a melody using a neutral syllable (arioso).	TLW sing an answer to a sung question (arioso).	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	TLW perform a steady beat while singing a grade level appropriate song.	TLW demonstrate the difference between beat and rhythm.	TLW perform a simple rhythmic accompaniment to a grade level appropriate song.	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	TLW identify AB form through movement.	TLW identify themes that represent characters.	TLW tactilely track a visual representation of the steady beat.	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

2nd Grade	First Window	Second Window	Third Window	Performance Window
Vocal Performance	TLW sing a variety of call-and-response songs.	TLW sing a variety of folk songs from other countries.	TLW sing a variety of DRM songs.	TLW sing grade level appropriate songs.
Tonal Literacy	TLW create a melody in response to a visual prompt (sing me what you see).	TLW individually echo DRM patterns on neutral syllables. Step 1 C.S. Unit 4	TLW individually echo DRM patterns on solfege Step 2 C.S. Unit 4	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	TLW create a locomotor movement to the steady beat.	TLW echo 2/4 patterns (du/du-de syllables). Step 2 C.S. Unit 1	TLW aurally decode 2/4 rhythms Step 3-4 C.S. Unit 1	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	TLW aurally identify the families of unpitched instruments (i.e. woods, metals, drums, shakers/scrapers). element: tone color/timbre	TLW classify percussion instruments as either "pitched" or "unpitched."	TLW perform appropriately in a folk dance.	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

3rd Grade	First Window	Second Window	Third Window	Performance Window
Vocal Performance	TLW sing songs from a variety of folk song traditions (e.g. work songs, sea shanties, spirituals, patriotic music).	TLW sing a variety of DRMS songs.	TLW sing a melodic line (e.g. DRMS) with a vocal bass line.	TLW sing grade level appropriate songs.
Tonal Literacy	TLW echo patterns using the syllables Do, Re, Mi. Step 2 C.S. Unit 4	TLW sing a simple song using the syllables Do, Re, Mi by rote. Step 2 C.S. Unit 4	TLW distinguish between line notes and space notes and associate movement on the staff with pitch (e.g. step/skip/same)	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	TLW use 2/4 patterns (du/du-de syllables) to perform a rhythmic "answer" to the teacher's rhythmic "question." Step 5 C.S. Unit 1	TLW read unfamiliar 2/4 rhythms using syllables. Step 6-8 C.S. Unit 1	TLW write 2/4 rhythms using notation. Steps 9-12 C.S. Unit 1	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	Classify instruments visually by family (strings, brass, woodwinds, percussion).	TLW aurally classify instruments as strings or brass (families). element: tone color/timbre	TLW aurally classify instruments as woodwinds or percussion (families). element: tone color/timbre	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

4th Grade	First Window	Second Window	Third Window	Performance Window
Vocal Performance	TLW sing a variety of DRMSL songs	TLW sing one part of a partner song	TLW sing/say a variety of playground songs and rhymes (e.g. hand clapping, jump rope, ball bouncing, counting out, passing and stick games)	TLW sing grade level appropriate songs.
Tonal Literacy	TLW aurally decode DRM songs. Step 3-4 C.S. Unit 4	TLW use their voice to create a melodic pattern using Do, Re, Mi syllables. Step 5 C.S. Unit 4	TLW read and sing DRM notation. Steps 6-8 C.S. Unit 4	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	TLW echo, decode, and create 6/8 rhythms. Steps 2-5 C.S. Unit 2	TLW read unfamiliar 6/8 rhythms using syllables. Step 6-8 C.S. Unit 2	TLW write 6/8 rhythms using notation. Steps 9-12 C.S. Unit 2	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	TLW identify various musical forms (binary, ternary, rondo, theme and variations). element: form	TLW create an artifact or movement to represent a musical form (binary, ternary, rondo, theme and variations). element: form	TLW describe how expressive elements in music impact the listener (e.g. dynamics, tonality, articulation)	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

5th Grade	First Window	Second Window	Third Window	Performance Window
Vocal Performance	TLW sing a song in a language other than English.	TLW will sing a song with melodic descant.	TLW sing a variety of canons.	TLW sing grade level appropriate songs.
Tonal Literacy	TLW read and sing DRM notation. Steps 6-10 C.S. Unit 4	TLW decode DRM melodies. Steps 10-12 C.S. Unit 4	TLW aurally decode DRMS songs and patterns Steps 2-4 C.S. Unit 5	TLW demonstrate choral music elements at a grade-appropriate level.
Rhythmic Literacy	TLW echo, decode, and create 6/8 rhythms. Steps 2-5 C.S. Unit 3	TLW read unfamiliar 6/8 rhythms using syllables. Step 6-8 C.S. Unit 3	TLW write 6/8 rhythms using notation. Steps 9-12 C.S. Unit 3	TLW demonstrate proper stage presence at an age-appropriate level.
Guided Listening	TLW use musical terminology to describe music from diverse cultures and genres (e.g. tempi, major/minor, rhythm, dynamics,melody, harmony, tone color/timbre, texture, form)	TLW explore a variety of ensembles (choir, band, orchestra, jazz band, musical theatre) and describe ways to participate in music. element: texture	TLW explore and describe career opportunities in music (e.g. music educator, composer, conductor, performer, music therapist, sound engineer, repair technician)	TLW thoughtfully reflect on their performance and create an artifact to demonstrate their reflection.

General Music: Kindergarten - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: the learner will vocally demonstrate the difference between singing and speaking voice.
- Tonal Literacy: the learner will aurally identify a variety of vocalizations
- Rhythmic Literacy: The learner will individually initiate a steady beat (child's preferred tempo)
- Guided Listening: the learner will move appropriately to music.

VOCAL PERFORMANCE: The learner will vocally demonstrate the difference between singing and speaking voice.

Vocabulary: singing voice, speaking voice

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
4 Voice Rhyme (This is my speaking voice, I use it every day. This is my whisper voice….)
4 Voice Puppet Lessons (Make Moments Matter)
Arioso - I talk like this, I sing like this
Voice Choice Lessons

Suggestions for Pacing:

Common Evidences/Assessments: Students should be able to differentiate between speaking normally and performing with a true singing voice. Students should be able to speak and sing.

Notes:

General Music: Kindergarten - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: The learner will aurally identify a variety of vocalizations

Vocabulary: singing voice, speaking voice, whisper voice, shouting voice

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** 4 Voice Rhyme (This is my speaking voice, I use it every day. This is my whisper voice….) 4 Voice Puppet Lessons (Make Moments Matter) *Peanut Butter and Jelly: A Play Rhyme* illustrated by Nadine Bernard Wescott (ID the voices) Arioso - What voice is this? Listen and Point (create picture cards. Students point to the voice they hear) 4 corners with 4 voices	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to identify (without assistance) which voice someone is using (whisper, sing, speak and shout). **Notes:**

General Music: Kindergarten - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: The learner will individually initiate a steady beat (child's preferred tempo)

Vocabulary: Steady beat,

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Songs and Rhymes with Beat Motions* (Feierabend - GIA Publications) - Section 1: Follow the Child's Beat a. Do Do Pity My Case b. Haul Away Joe - Section 2: Follow the Child's Beat with Instruments a. Listen, Listen b. Hickory Dickory c. Engine, Engine d. William He Had 7 Sons	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to set the starting tempo and keep the beat consistent. **Notes:**

General Music: Kindergarten - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: **The learner will move appropriately to music.**

Vocabulary:

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Fingerplays and Action Songs* William Tell Overture with Parachute Nonlocomotor (stationary motions, i.e. flick, twist, stretch, etc.) - Move It! And Move It 2! DVDs - *The Book of Movement Exploration* (Feierabend - GIA Publications) a. Shake and Freeze b. Glue Dancing c. Mirrors d. Marionette - Laban Efforts Locomotor (move from place to place, i.e. skip, jump, hop, gallop, walk, jog, crawl, etc.) - The Book of Movement Exploration (Feierabend - GIA Publications) a. Word Cards b. Move When I Stop c. Go and Stop - This Is My Spot	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should move in ways that represent music. This could be with scarves, ribbons, whole body movement, finger plays, or mirroring. **Notes:**

General Music: Kindergarten - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: vocally demonstrate pitches as being either high or low (head voice vs. chest voice)
- Tonal Literacy: echo simple melodic contours (high and low)
- Rhythmic Literacy: perform a steady beat to a grade-level-appropriate song
- Guided Listening: aurally differentiate between high and low

VOCAL PERFORMANCE: vocally demonstrate pitches as either being high or low (head voice vs. chest voice)

Vocabulary: High (pitch), low (pitch)

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Pitch Exploration (Feierabend - GIA Publications)
- Kitty Cat, Kitty Cat

Pitch Exploration Stories Cards (Feierabend - GIA Publications)
- Big Pig
- Two Little Puppets

The Book of Simple Songs and Circles (Feierabend - GIA Publications)
- Bounce High, Bounce Low

Youtube links:
- Shake those Bells
- Up so High
- Silly Sam

Suggestions for Pacing:

Common Evidences/Assessments:
Students should be able to sing/speak in a higher voice and sing/speak in a lower voice.

Notes:

Students might *sing* in chest voice or *speak* in head voice - these are not mutually exclusive to the types of voice being used.

"Oo" / [u] is recommended for helping students easily access head voice (contours)

General Music: Kindergarten - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: echo simple melodic contours (high and low)

Vocabulary: Echo, high (pitch), low (pitch)

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Pitch Exploration* (Feierabend - GIA Publications) - Flying Puppets - Sound Cards - Instrumental/Vocal Glissandi - Whale Sounds *Kids Make Music, Babies Make Music Too* by Lynn Kleiner - A Very Hilly Place	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to echo melodic contours (both ascending and descending) from a teacher's example. **Notes:** "Oo" / [u] is recommended for helping students easily access head voice (contours)

General Music: Kindergarten - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: perform a steady beat to a grade level appropriate song

Vocabulary: steady beat, speed/tempo***

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Songs and Rhymes with Beat Motions (Feierabend - GIA Publications)

- Section 2: Follow the Child's Beat with Instruments
    a. Frog in the Meadow
    b. Cobbler, Cobbler
- Section 3: Stationary Beat
    a. Aiken Drum
    b. I Can Hammer
    c. Bling, Blang
    d. We're Going on a Bear Hunt

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to keep a steady beat using a pitched instrument, unpitched instrument, body percussion, or movement.

Notes:
***introduce as a concept - students do not necessarily need to be able to use the word "tempo" at this time

General Music: Kindergarten - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: **aurally differentiate between high and low**

Vocabulary: High (pitch), low (pitch)

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Movement Exploration* (Feierabend - GIA Publications) - Elevator Ride - Vertical Twister Other Activities - Tall is High and and Short is Low (have students move at the level of the sound they hear) - "The Aviary" and "The Elephants" from Carnival of the Animals - Giants and Fairies	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to demonstrate that they hear the difference between high and low sounds (pitch, environmental sounds, etc). **Notes:**

General Music: Kindergarten - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: echo sing song fragments as part of a group (echo songs)
- Tonal Literacy: read and represent simple melodic contours.
- Rhythmic Literacy: echo short rhythms modeled by the teacher.
- Guided listening: represent contrasts in music

VOCAL PERFORMANCE: **Echo sing song fragments as part of a group (echo songs)**

Vocabulary: echo

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Echo Songs (Feierabend - GIA Publications)

- No More Pie
- Come Along
- Charlie Over the Ocean
- My Aunt Came Back

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to echo sing fragments from the teacher's example.

Notes:
Students should be encouraged to use a singing voice and perform tunefully at all times.

Sing for, not with, students.

General Music: Kindergarten - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: Read and represent simple melodic contours

Vocabulary:

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Pitch Exploration:* (Feierabend - GIA Publications) - Pathway Cards - Yarn Shapes (throw yarn in the air; when it lands, create the shape with voice) - Pitch Conducting ("conduct" the class by moving a baton) - Flashlight (move the flashlight and make the sound) - Roller Coaster (draw a roller coaster and have students make the sound)	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to hear melodic contours (ascending and descending) and visually demonstrate them in some way. They can do so with movements, icons, notes, lines, etc. **Notes:**

General Music: Kindergarten - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: Echo short rhythms modeled by the teacher

Vocabulary: echo

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
Conversational Solfege - Book 1 (Feierabend - GIA Publications)
- Readiness/Rote
  - Echo Du and Du de patterns on neutral syllables
  - Clap simple Du and du de patterns for students to echo
  - Clap the rhythm of rhymes/songs and ask students to echo
	Suggestions for Pacing:
	
	Common Evidences/Assessments:
	Students should be able to echo rhythms from the teacher. The teacher should include (at least) quarter notes and eighth notes. Students do not need to label or read these at this time.
	
	Notes:
	If students show readiness with du and du-de, add rests and simple syncopation.

General Music: Kindergarten - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Represent contrasts in music

Vocabulary: contrasts: fast/slow; loud/soft, sound/silence, smooth/separated

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Movement Exploration (Feierabend - GIA Publications)

- Sound and Silence
    a. Stop and Go Dance
    b. Listen and Move
    c. Whirl and Stop
- Fast and Slow
    a. Fast Land/Slow Land
    b. I'll Count to 10
- Heavy and LIght
    a. Building a Snowman
    b. Tap the Bubble
- Sudden/Sustained
    a. Paint the Room

Youtube links

- Fast and Slow
    a. The Old Grey Cat is Sleeping
- Loud and Soft
    a. Grizzly Bear
- Legato/Staccato
    a. Jump Josie

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to visually demonstrate (illustration, writing, movement, etc) that they hear a change in the music. These changes include: fast/slow, loud/soft, sound/silence, smooth/separated.

Notes:

General Music: Kindergarten - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Sing grade-level-appropriate songs
- Demonstrate choral music elements at a grade-appropriate level
- Demonstrate proper stage presence at an age-appropriate level
- Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary:
Performer, audience, stage, posture, concert

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:

Suggestions for Pacing:- This is not a sequential unit. It may be inserted for any quarter throughout the school year.

Common Evidences/Assessments:

Students should be able to sing grade level appropriate songs (Range: C-G, Tessitura: D-F), demonstrate choral music elements (articulation, diction, balance, blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance.

Notes: Performance Window Common Practices

General Music: First Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Vocal Performance: echo sing fragments individually (echo songs)
- Tonal Literacy: visually represent and perform melodic contours
- Rhythmic Literacy: perform a steady beat while singing a grade-level-appropriate song
- Guided Listening: identify AB form through movement

VOCAL PERFORMANCE: Echo sing fragments individually (echo songs)

Vocabulary: echo sing

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Echo Songs (Feierabend - GIA Publications)

- Bill Grogan's Goat
- Oh In the Woods
- The Other Day I Met a Bear
- Oh Rickabamboo

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to individually echo sing fragments from the teacher's example.

Notes:
Students should be encouraged to use a singing voice and perform tunefully at all times.

Sing for, not with, students.

General Music: First Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: Visually represent and perform melodic contours

Vocabulary:

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Pitch Exploration:* (Feierabend - GIA Publications) - Pathway Cards - Yarn Shapes (throw yarn in the air; when it lands, create the shape with voice) - Pitch Conducting ("conduct" the class by moving a baton) - Pipe Cleaners (twist pipe cleaners into shapes for students to create with their voices) - Roller Coaster (draw a roller coaster and have students make the sound)	**Suggestions for Pacing:**- **Common Evidences/Assessment** Students should be able to visually represent and perform melodic contours (ascending and descending). **Notes:**

General Music: First Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY**: Perform a steady beat while singing a grade level appropriate song.**

Vocabulary: Steady beat, tempo

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
The Book of Songs and Rhymes with Beat Motions (Feierabend - GIA Publications)
- Section 2: Follow the Child's Beat with Instruments
  a. Frog in the Meadow
- Section 3: Stationary Beat
  a. Johnny Works with 1 Hammer
  b. Johnny Had 1 Friend
  c. Kye, Kye Kule
  d. Riding in a Buggy
  e. Tortillitas
 	
Suggested Borduns for barred instruments:
- Chord bordun
- Broken bordun
	Suggestions for Pacing:-
	
	Common Evidences/Assessments:
	
	Students should be able to play the beat while they sing. This can be done with pitched, unpitched, or body percussion.
	
	Notes:

General Music: First Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Identify AB form through movement

Vocabulary: form (AB), contrast

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
With Nonlocomotor Movement:
- Move It! DVD
    a. Prokofiev: Symphony #1
    b. Brahms; Waltz in A Flat
    c. Respighi: Ancient Airs and Dances
- Move It 2! DVD
    - Schumann: Kinderszenen, Op. 15
    - Delibes: Sylvia "Pizzicato Polka"
    - *Jesu, Joy of Man's Desiring*

With Locomotor Motion:
- Making Music (Silver Burdett - Pearson)
    a. Giants and Fairies
    b. *The Nutcracker*: Dance of the Reed Pipes
- Shenanigans
    a. Highway Number 1
    b. Walking to the Left
- Miscellaneous
    a. La Raspa

The Book of Beginning Circle Games (Feierabend - GIA Publications)
- A-Tisket, A-Tasket

The Book of Fingerplays and Action Songs
- Lazy Bones

Suggestions for Pacing:

Common Evidences/Assessments Students should be able to listen to music and identify AB form (showing the difference through body movement). They should know that there are two distinctly different parts.

Notes:

General Music: First Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview:
Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: sing a simple song as part of a group
- Tonal Literacy: create a melody using a neutral syllable (arioso)
- Rhythmic Literacy: demonstrate the difference between beat and rhythm
- Guided Listening: identify themes that represent characters.

VOCAL PERFORMANCE: sing a simple song as part of a group

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Simple Songs and Circles (Feierabend - GIA Publications)

- Hot Cross Buns
- Closet Key
- Pitter Patter
- Little Red Caboose
- No Bears Out Tonight

The Book of Beginning Circle Games

- Bow, Wow, Wow
- Grizzly Bear

Suggestions for Pacing:-

Common Evidences/Assessments: Students should be able to sing a simple song, as part of a group, without teacher assistance. Assistance includes the teacher singing with them, echo singing, etc during the assessment.

Notes:

Students should be encouraged to use a singing voice and perform tunefully at all times.

Sing for, not with, students.

General Music: First Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: create a melody using a neutral syllable (arioso)

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
- Suggested Order of Progression
  - Teacher demonstration with puppets or some kind of aid
  - Short conversations/melody to be completed (teacher starts, a short phrase, student finishes)
  - Questions/Answer: Longer prompt from teacher requires answer from student
	Suggestions for Pacing:
	
	Common Evidences/Assessments:
	Students should be able to create an original melody using a neutral syllable (“loo,” “bum,” etc.).
	
	Notes:
	It is HIGHLY recommended that teachers use some sort of aid, whether it is a hand puppet, eye tool, etc. to help students feel comfortable.
	
	The modeling step is also key!
	
	ANY response is the correct response. All students should be encouraged and feel supported, even if it’s a one note answer.

General Music: First Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: demonstrate the difference between beat and rhythm

Vocabulary: beat, rhythm

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** Making Music (Silver Burdett - Pearson) - Beat and Rhythm Tracking sheets Miscellaneous Activities: - Echo Rhythm of songs and rhymes - Keep the beat to the same song and rhyme - Songs for Teaching Rhythm vs. Beat Songworks - Draw lines for beat - Dots on lines for rhythms	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to demonstrate the difference between steady beat and rhythm. This could be accomplished by the students patting or clapping the beat of a song and then patting or clapping the rhythm of the words. **Notes:**

General Music: First Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: identify themes that represent characters

Vocabulary: theme, character

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Peter and the Wolf
- Suggested Books
    a. *Peter and the Wolf* illustrated by Peter Malone
    b. *Peter and the Wolf* by Chris Raschka
        i. This book contains words set to the themes

Carnival of the Animals
- Suggested Books
    - *Carnival of the Animals* by Jack Prelutsky
    - *Carnival of the Animals* by Sue Williams

The Nutcracker
- Suggested Books
    - *The Nutcracker* by Valeria Docampo
    - *The Nutcracker* by Susan Jeffers

Activity Suggestions
- Act out characters for each theme with movement
- Sing the themes using Raschka words (Peter and the Wolf)
- Listening glyphs (links to Peter and the Wolf, but they exist for all 3)

Suggestions for Pacing:

Common Evidences/Assessments:
Students should be able to hear and identify themes from works such as "Peter and the Wolf," "Carnival of the Animals," “The Nutcracker,” etc.

Notes:
This unit usually takes the entire quarter. Pick ONE of the three suggested works and make it your focus!

General Music: First Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Vocal Performance: sing simple songs individually
- Tonal Literacy: sing an answer to a sung question (arioso)
- Rhythmic Literacy: perform a simple rhythmic accompaniment to a grade-level-appropriate song
- Guided Listening: tactilely track a visual representation of the steady beat

VOCAL PERFORMANCE: Sing simple songs individually

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Simple Songs and Circles (Feierabend - GIA Publications)

American Folk Song Collections
- 150 American Folk Songs to sing, read and play
- Sail Away 155 American Folk Songs to sing, read and play

African American Folk Song Collections
- Step It Down

Latin American Folk Song Collections
- El Patio de mi Casa
- A la Rueda, rueda
- De Colores and Other Latin American Folk Songs for Children
- *Making Music*: *Cantar!*

Multicultural Song Books
- First Steps in Global Music

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to sing simple songs by themselves (without teacher assistance).

Notes:
Students should be encouraged to use a singing voice and perform tunefully at all times.

Sing for, not with, students.

If following the Feierabend resources, students should be able to sing all simple songs as a group and individually.

Listed here are additional song books/collections teachers may want to look into.

General Music: First Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: Sing an answer to a sung question (arioso)

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
- Suggested Order of Progression
  - Teacher demonstration with puppets or some kind of aid
  - Neutral syllable question and answer
  - Simple questions (i.e. what is your name?)
  - Complex questions
	Suggestions for Pacing:-
	
	Common Evidences/Assessments:
	
	Students should be able improvise a sung response to a question sung by the teacher.
	
	Notes:
	At all times, students should be encouraged to respond in complete sentences. This should be modeled by the teacher. Longer phrases will also allow more time for melody creation.

RHYTHMIC LITERACY: Perform a simple rhythmic accompaniment to a grade-level appropriate song.

Vocabulary:

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** Body Percussion Ostinatos - Start with steady beat on different levels and then add rests or eighth notes Suggested Orff Borduns to add: - Level Bordun (requires use of rests) - Arpeggiated Bordun (can use rests or eighth notes)	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to play a simple accompaniment (bordun, ostinati, unpitched percussion, rhythm or beat) to a song. **Notes:** When using borduns, provide plenty of body percussion practice first away from the instrument.

General Music: First Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: **Tactilely track a visual representation of a steady beat.**

Vocabulary: steady beat

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Making Music* (Silver Burdett - Pearson) - Beat tracking sheets - Can be used for songs or Keeping the Beat activities Songworks - Have students create and track their OWN visual representation of a beat.	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to track (follow along) a written steady beat (such as tally marks or beat lines/boxes/icons). **Notes:** *** while students may not learn the specific term “track” or “follow,” the general idea of “following music symbols” should be connected to the activities chosen for this unit

General Music: First Grade - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Sing grade-level-appropriate songs
- Demonstrate choral music elements at a grade-appropriate level
- Demonstrate proper stage presence at an age-appropriate level
- Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary: audience, performer, concert, stage, posture

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:

Suggestions for Pacing:- This is not a sequential unit. It may be inserted for any quarter throughout the school year.

Common Evidences/Assessments:

Students should be able to sing grade level appropriate songs (Range: C-A, Tessitura: D-G), demonstrate choral music elements (articulation, diction, balance,blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance.

Notes: Performance Window Common Practices

General Music: Second Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Vocal Performance: sing a variety of call-and-response songs
- Tonal Literacy: create a melody in response to a visual prompt (sing what you see)
- Rhythmic Literacy: create a locomotor movement to the steady beat
- Guided Listening: aurally identify the families of unpitched instruments (woods, metals, drums, shakers/scrapers)

VOCAL PERFORMANCE: Sing a variety of call-and-response songs.

Vocabulary: call and response

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Call & Response (Feierabend - GIA Publications)

- Green, Green Rocky
- John the Rabbit
- Miss Mary Mack
- There Was an Old Woman
- Amasee
- How Many Miles to Babylon

Making Music (Silver Burdett - Pearson)

- Pizza, Pizza

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to sing the call and/or response section (individually or as a group) from a variety of call and response songs.

Notes:
Melodic contour echoes (voice or slide whistle) are recommended as a simple warm up before any class that incorporates singing

Sing *for* not *with* students

General Music: Second Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: Create a melody in response to a visual prompt (sing me what you see)

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
- Suggested Order of Progression (all singing voice responses)
  - Teacher demonstration with puppets or some kind of aid
  - Answer simple questions about what you see
  - Describe what you see
  - Make up a story about what you see
 	
Example Picture Books
- This Summer I was Walking
- *Free Fall* by David Wiesner
- *Red Sled* by Lita Judge
- *Have You Seen My Duckling* by Nancy Tafuri
	Suggestions for Pacing:
	
	Common Evidences/Assessments:
	
	Students should be able to improvise a melody based on a visual prompt (illustration, puppet, prop, etc.).
	
	Notes:

General Music: Second Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: Create a locomotor motion to the steady beat

Vocabulary: steady beat, tempo

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Keeping the Beat (Feierabend - GIA Publications)
- Walk/March/Jump to the beat of the music to practice

The Book of Songs and Rhymes with Beat Motions
- Section 6: Traveling by NOT in a circle
    a. All 'Round the Brickyard
    b. Go 'Round the Mountain
    c. How Do You Do-Ti
    d. I Love the Mountains
- Section 7: Traveling Circle Games
    - O How Lovely is the Evening
    - Sallie Go 'Round
    - Tideo

Other Activities:
- *In the Hall of the Mountain King*

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to initiate movement, demonstrating a steady beat through shared space.

Notes:

General Music: Second Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: **aurally identify the families of unpitched instruments (woods, metals, drums/skins, shakers, scrapers)**

Vocabulary: tone color/timbre***; percussion, unpitched, woods, metals, drums/skins, shakers, scrapers

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Suggested Activities:
- Instrument Sort
- 4 corners (based on what the student hears they go to that corner or spot)
- Listen and move: students perform a set motion for each family they hear
- Bingo (for visual or aural ID)

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to categorize instruments as belonging to either the woods (wood block, tone block), metals (triangles, cymbals), drums, or shakers/scrapers (guiro, egg shakers, maracas) families of unpitched instruments.

Notes: ***students should be introduced to the concept of tone color/timbre beginning with this standard, however, students do not necessarily need to use these terms at this time

General Music: Second Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**

Unit Standards

- Vocal Performance: sing a variety of folk songs from other countries.
- Tonal Literacy: individually echo DRM patterns on a neutral syllable. *Step 1, C.S. Unit 4*
- Rhythmic Literacy: echo 2/4 patterns (du/du-de syllables). *Step 2. C.S. Unit 1*
- Guided Listening: classify percussion instruments as either "pitched" or "unpitched"

VOCAL PERFORMANCE: sing a variety of folk songs from other countries.

Vocabulary: folk song

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
The Book of Simple Songs and Circles (Feierabend - GIA Publications)
American Folk Song Collections
- 150 American Folk Songs to sing, read and play
- Sail Away 155 American Folk Songs to sing, read and play

African American Folk Song Collections
- Step It Down

Latin American Folk Song Collections
- El Patio de mi Casa
- A la Rueda, rueda
- De Colores and Other Latin American Folk Songs for Children
- *Making Music*: *Cantar!*

Multicultural Song Books
- First Steps in Global Music

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to sing grade level appropriate folk songs from a variety of cultures.

Notes:

Melodic contour echoes (voice or slide whistle) are recommended as a simple warm up before any class that incorporates singing

Sing *for* not *with* students

General Music: Second Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: Individually echo DRM patterns on a neutral syllable

Vocabulary: echo

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 4: DRM

- Step 1: Readiness Activities
    a. Echo this pattern (neutral syllable - Set A, B, C)
    b. Echo this instrument (neutral syllable)
    c. Know When Not to Sing (neutral syllables)

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to echo Do, Re, Mi patterns from the teacher's examples. Students do not need to sing the solfege syllables but instead need to sing the pitches using a neutral syllable ("loo," "bum," etc.).

Notes:

General Music: Second Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: echo 2/4 patterns (du/du-de syllables) Step 2 C.S. Unit 1

Vocabulary: echo, du, du-de (as syllables, not symbols)

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 1: Du and Du-de

- Step 1: Readiness Activities
    a. Echo this pattern (neutral syllable - Set A, B)
    b. Echo this instrument (neutral syllable/rhythm syllable
    c. Know When Not to Sing (rhythm syllable)
- Step 2: Rote Activities
    a. Who Speaks What
    b. Learning Form
    c. Color Squares

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to echo 2/4 patterns (du/du-de) from the teacher's examples.

Notes:

General Music: Second Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Classify percussion instruments as either "pitched" or "unpitched."

Vocabulary: percussion, pitched, unpitched; sample instruments from each designation (TBD by teacher)

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
A Galaxy of Games for the Music Class by Margeret Athley and Gwen Hotchkiss

Kids Make Music, Babies Make Music Too by Lynn Kleiner
- Percussion Family

Miscellaneous Activities
- Instrument Sort with cards or physical instruments
- Listen and move: students perform a set motion for each family they hear
- Bingo (for visual or aural ID)
- Color/Dabber activity - Color the instrument based on pitched or unpitched

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to categorize instruments as being either pitched (xylophone, metallophone) or unpitched (triangles, cymbals, drums, maracas).

Notes:

General Music: Second Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills
Unit Standards • Vocal Performance: sing a variety of DRM songs • Tonal Literacy: individually echo DRM patterns on solfege *Step 2 C.S. Unit 4* • Rhythmic Literacy: aurally decode 2/4 rhythms *Step 3-4 C.S. Unit 1* • Guided Listening: perform appropriately in a folk dance

VOCAL PERFORMANCE: Sing a variety of DRM songs.

Vocabulary:

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Conversational Solfege Level 1* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Simple Songs and Circles* (Feierabend - GIA Publications) - Hot Cross Buns - Pitter Patter - 'Possum Up a Gum Tree	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to sing songs whose melodies contain Do, Re, and Mi. Students do not need to sing the solfege syllables at this time. **Notes:** Melodic contour echoes (voice or slide whistle) are recommended as a simple warm up before any class that incorporates singing Sing *for* not *with* students

General Music: Second Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: **individually echo DRM patterns on solfege.** ***Step 2, C.S. Unit 4***

Vocabulary: echo, Do, Re, Mi (as syllables, not symbols on a staff)

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 4: DRM

- Step 2: Rote Activities
    a. Echo Me
    b. Knowing When Not Sing
    c. The Missing LInk
    d. Who Sings What
    e. Musical Jigsaw Puzzle

Suggestions for Pacing:

Common Evidences/Assessments:
Students should be able to echo Do, Re, Mi patterns (using the solfege syllables) from the teacher's examples.

Notes:

General Music: Second Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: aurally decode 2/4 rhythms. Step 3-4, C.S. Unit 1

Vocabulary: decode, du, du-de (as syllables, not symbols)

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 1: Du and Du-de

- Step 3-4: Decode
    a. Spell This
    b. Jungle Messages
    c. I'm Thinking of Something that Begins With
    d. Phrase by Phrase
    e. Lost My Partner

Songworks

- Dot what you hear - students put dots on a line for each beat to help decode (provides a visual for visual learners and action for kinesthetic)

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to aurally decode 2/4 patterns (du/du-de) from the teacher's examples.

Notes:

General Music: Second Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Perform appropriately in a folk dance

Vocabulary: folk dance; circle dance, partner dance, longways set (as folk dance forms)

Curriculum Resources: *First Steps in Music for Preschool and Beyond* (Feierabend - GIA Publications) *Conversational Solfege Level 1* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** The Book of Songs & Rhymes with Beat Motions - Section 8: Simple Dances a. Seven Jumps The Book of Song Dances - Funga Alafia - Heel and Toe - Alabama Gal *Teaching Movement and Dance* by Phyllis S. Weikart New England Dance Masters Shenanigans - Walking to the Left - Syncopated Cyril	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to perform a folk dance with age-appropriate confidence and accuracy. **Notes:**

General Music: Second Grade - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Sing grade-level-appropriate songs
- Demonstrate choral music elements at a grade-appropriate level
- Demonstrate proper stage presence at an age-appropriate level
- Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary:

Curriculum Resources:
First Steps in Music for Preschool and Beyond (Feierabend - GIA Publications)
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:

Suggestions for Pacing:- This is not a sequential unit. It may be inserted for any quarter throughout the school year.

Common Evidences/Assessments:

Students should be able to sing grade level appropriate songs (Range: C-B, Tessitura: D-A), demonstrate choral music elements (articulation, diction, balance,blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance.

Notes: Performance Window Common Practices

General Music: Third Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills
Unit Standards • Vocal Performance: sing songs for a variety of folk song traditions (e.g. work songs, sea shanties, spirituals, patriotic music) • Tonal Literacy: echo patterns using the syllables Do, Re, Mi *Step 2. C.S. Unit 4* • Rhythmic Literacy: use 2/4 patterns (du/du-de syllables) to perform a rhythmic "answer" to the teacher's rhythmic "question." *Step 5 C.S. Unit 1* • Guided Listening: Classify instruments visually by family (strings, brass, woodwinds, percussion).

VOCAL PERFORMANCE: sing songs for a variety of folk song traditions (e.g. work songs, sea shanties, spirituals, patriotic music)

Vocabulary: vocabulary will vary based on the folk song traditions of selected songs

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Simple Songs and Circles* (Feierabend - GIA Publications) American Folk Song Collections - 150 American Folk Songs to sing, read and play - Sail Away 155 American Folk Songs to sing, read and play African American Folk Song Collections - Step It Down Latin American Folk Song Collections - El Patio de mi Casa - A la Rueda, rueda - De Colores and Other Latin American Folk Songs for Children - *Making Music*: *Cantar!* Multicultural Song Books - First Steps in Global Music	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to sing grade level appropriate folk songs from a variety of folk song traditions. **Notes:**

General Music: Third Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: echo patterns using the syllables Do, Re, Mi. ***Step 2, C.S. Unit 4***

Vocabulary: echo, Do, Re, Mi

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 4: DRM - Step 2: Rote Activities a. Echo Me b. Knowing When Not Sing c. The Missing LInk d. Who Sings What e. Musical Jigsaw Puzzle	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to echo Do, Re, Mi patterns (using the solfege syllables) from the teacher's examples. **Notes:**

General Music: Third Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY**: use 2/4 patterns (du/du-de syllables) to perform a rhythmic "answer" to the teacher's rhythmic "question."** ***Step 5 C.S. Unit 1***

Vocabulary: create, du, du-de

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 1: Du and Du-de

- Step 5: Create
    a. Question/Answer
    b. Think for Yourself, But Don't Change This
    c. Drop and Add
    d. Walk the Plank
    e. Beat the Clock
    f. Rondo Form
    g. Don't Repeat Me

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to use 2/4 patterns (du/du-de) to improvise a rhythmic "answer" in response to a rhythmic "question" asked by the teacher.

Notes:

General Music: Third Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Classify instruments visually by family (strings, brass, woodwinds, percussion).

Vocabulary: strings, brass, woodwinds percussion; selected example instruments from each family

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Miscellaneous Activities:
- 4 Corners Instrument Families
- Instrument Family Sort (with cards or on Seesaw)
- Instrument Family See and Move
- Kahoot/Blooket - Instrument Family Edition

Children's Literature:
- *The Remarkable Farkle McBride* by John Lithgow
- *The Composer is Dead* by Lemony Snicket
- *Zin, Zin, Zin! A Violin!* By Lloyd Moss

Instrument of the Orchestra Stations
- Clip it
- Dabbers
- Punch Cards
- Rap It, Clap It, Music Match It
- Mystery Instruments

A Galaxy of Games for the Music Class by Margeret Athley and Gwen Hotchkiss

House of Sound videos (YouTube)

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to categorize (by sight) instruments as belonging to the strings (bass, violin, viola, cello), brass (trombone, tuba, trumpet, French horn), woodwind (flute, clarinet, oboe, bassoon), or percussion (drums, maracas, triangle, cymbals) families of orchestral instruments.

Notes:

General Music: Third Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards • Vocal Performance: sing a variety of DRMS songs. • Tonal Literacy: sing a simple song using the syllables Do, Re, and Mi by rote *Step 2 C.S. Unit 4* • Rhythmic Literacy: read unfamiliar 2/4 rhythms using syllables *Step 6-8 C.S. Unit 1* • Guided Listening: aurally classify instruments as strings or brass (families)

VOCAL PERFORMANCE: Sing a variety of DRMS songs.

Vocabulary:

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 2* (Feierabend - GIA Publications) Unit 5: DRMS - Let Us Chase the Squirrel - I Have a Dog - Knock at the Door - Johnny Works with 1 Hammer	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to sing songs whose melodies contain Do, Re, Mi, and So. Students do not need to sing the solfege syllables at this time. **Notes:**

General Music: Third Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: Sing a simple song using the syllables Do, Re, and Mi by rote. ***Step 2, C.S. Unit 4***

Vocabulary: do, re, mi

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 4: DRM - Step 2: Rote Activities a. Echo Me b. The Missing LInk c. Now Hear This d. Musical Jigsaw Puzzle e. Which Motion?	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to sing a simple song, taught by rote, using the solfege syllables of Do, Re, and Mi. **Notes:**

General Music: Third Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: **read unfamiliar 2/4 rhythms using syllables.** ***Step 6-8, C.S. Unit 1.***

Vocabulary: read, decode, du, du-de

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 1: Du and Du-de

- Step 6: Reading - Rote
    a. Read from cards
    b. Read from transparencies
- Step 7-8: Reading - Decode
    a. Read and Remember
    b. Read in Canon
    c. Secret Patterns
    d. I Think I Made an Error
    e. Telephone

Common Evidences/Assessments:

Students should be able to read and perform 2/4 rhythms using rhythm syllables (du/du-de).

Notes:

General Music: Third Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: aurally classify instruments as strings or brass (families).

Vocabulary: tone color/timbre, strings, brass, and representative instruments from each family

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Miscellaneous Activities:
- Instrument Family Sort (with cards or on Seesaw)
- Instrument Family See and Move
- Kahoot/Blooket - Instrument Family Edition

Helpful Videos:
- House of Sound: String Instruments
- House of Sound: Brass Instruments

Instrument of the Orchestra Stations
- Clip it
- Dabbers
- Punch Cards
- Rap It, Clap It, Music Match It
- Mystery Instruments

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to categorize (by ear) instruments as belonging to the strings (bass, violin, viola, cello) or brass (trombone, tuba, trumpet, French horn) families of orchestral instruments.

Notes:

General Music: Third Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: sing a melodic line (e.g. DRMS) with a vocal bass line
- Tonal Literacy: distinguish between line notes and space notes and associate movement on the staff with pitch (e.g. step, skip, same).
- Rhythmic Literacy: write 2/4 rhythms using notation. *Steps 9-12 C.S. Unit 1*
- Guided Listening: aurally classify instruments as woodwinds or percussion (families)

VOCAL PERFORMANCE: sing a melodic line (e.g. DRMS) with a vocal bass line.

Vocabulary: melody, harmony, vocal bass line

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 2 (Feierabend - GIA Publications)
Unit 5: DRMS

- Let Us Chase the Squirrel
- I Have a Dog
- Knock at the Door
- Johnny Works with 1 Hammer

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to sing both a bass line and a melodic line while others sing the opposite part. Students should be able to stay on their own part.

Notes:
Bass lines can be found throughout C.S. Book 2 underneath most songs. Those listed are examples from Unit 5, but are not the only options available.

General Music: Third Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: distinguish between line notes and space notes and associate movement on the staff with pitch (e.g. step, skip, same).

Vocabulary: staff, line note, space note, step, skip, same

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Miscellaneous Activities:

- Floor Staff Games
    a. Twister
    b. Spell Patterns
    c. Bean Bag Toss
- Staff Wars
- Kahoots/Blookets

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to identify notes as being on a line or a space of the staff. They should also be able to identify melodic movement as being by either step, skip, or repeated note.

Notes: It is not expected that students recall the letter names of notes - this standard can be approached entirely using solfege

General Music: Third Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: **Write 2/4 rhythms using notation.** ***Steps 9-11, C.S. Unit 1***

Vocabulary: write (music), note head, stem, beam

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 1: Du and Du-de

- Step 9: Writing - Rote
    a. Copy this pattern
    b. Copy this rhyme
    c. Popsicle Sticks
    d. Human Rhythm
- Step 10-11: Writing - Decode
    a. Popsicle stick dictation
    b. Write this rhythm
    c. Error detection
    d. Human Rhythm
- Step 12: Writing - Create
    a. Answer the Question
    b. Think for Yourself but don't change this
    c. Create a Pattern that Includes…
    d. Write a Round
    e. Layering Ostinatos

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to write 2/4 rhythms (du/du-de) using notation.

Notes:

General Music: Third Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: aurally classify instruments as woodwinds or percussion (families).

Vocabulary: tone color/timbre, strings, brass, and representative instruments from each family

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Instrument Family Sort (with cards or on Seesaw)
Instrument Family See and Move
Kahoot/Blooket - Instrument Family Edition

Helpful Videos:
- House of Sound: Woodwind Instruments
- House of Sound: Percussion Instruments

Instrument of the Orchestra Stations
- Clip it
- Dabbers
- Punch Cards
- Rap It, Clap It, Music Match It
- Mystery Instruments

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to categorize (by ear) instruments as belonging to the woodwind (flute, clarinet, oboe, bassoon), or percussion (drums, maracas, triangle, cymbals) families of orchestral instruments.

Notes:

General Music: Third Grade - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards • Sing grade-level-appropriate songs • Demonstrate choral music elements at a grade-appropriate level • Demonstrate proper stage presence at an age-appropriate level • Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary:

Curriculum Resources: **Additional Resources:**	**Suggestions for Pacing:**- This is not a sequential unit. It may be inserted for any quarter throughout the school year.
	Common Evidences/Assessments: Students should be able to sing grade level appropriate songs (Range: D-C, Tessitura: C-B), demonstrate choral music elements (articulation, diction, balance,blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance.
	Notes: Performance Window Common Practices

General Music: Fourth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards • Vocal Performance: sing a variety of DRMSL songs • Tonal Literacy: aurally decode DRM songs. *Step 3-4 C.S. Unit 4* • Rhythmic Literacy: echo, decode, and create 6/8 rhythms *Steps 2-5 C.S. Unit 2* • Guided Listening: identify various musical forms (binary, ternary, rondo, theme and variations)

VOCAL PERFORMANCE: sing a variety of DRMSL songs

Vocabulary:

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 2* (Feierabend - GIA Publications)	**Suggestions for Pacing:**- **Common Evidences/Assessments:** Students should be able to sing songs whose melodies contain Do, Re, Mi, So, La. Students do not need to sing the solfege syllables at this time. **Notes:**

General Music: Fourth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: Aurally decode DRM songs. *Steps 3-4, C.S. Unit 4*

Vocabulary: decode, do, re, mi

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 4: DRM

- Step 3-4: Decode - Tonal
    a. Spell This
    b. Phrase by Phrase
    c. I"m Thinking of Something that Begins With
    d. Spell this with a Change
    e. Sing Aloud Only
    f. Canon Singing

Unit 10: DRMSL

- Bow Wow Wow
- Button You Must Wander
- Sally Go 'Round the Sun

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to aurally decode familiar and unfamiliar melodic patterns using the syllables Do, Re, and Mi.

Notes:

General Music: Fourth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: echo, decode and create 6/8 rhythms. *Steps 2-5. C.S. Unit 2*

Vocabulary: create, du, du-da-di

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 2: Du and Du Da Di

- Step 1: Readiness Activities
    a. Echo this pattern (neutral syllable - Set A, B)
    b. Echo this instrument (neutral syllable/rhythm syllable
    c. Know When Not to Sing (rhythm syllable)
- Step 2: Rote Activities
    a. Who Speaks What
    b. Learning Form
    c. Color Squares
- Step 3-4: Decode
    a. Spell This
    b. Jungle Messages
    c. I'm Thinking of Something that Begins With
    d. Phrase by Phrase
    e. Lost My Partner
- Step 5: Create
    a. Question/Answer
    b. Think for Yourself, But Don't Change This
    c. Drop and Add
    d. Walk the Plank
    e. Beat the Clock
    f. Rondo Form
    g. Don't Repeat Me

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to echo and decode familiar and unfamiliar 6/8 rhythms (du/du-da-di) and use these to create their own rhythms.

Notes:

General Music: Fourth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: identify various musical forms (binary, ternary, rondo, theme and variations)

Vocabulary: form, binary, ternary, rondo, theme and variations

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
KCKPS Form Song List
- This document contains the following activities, sorted by form:
    a. Fingerplays and Action Songs
    b. Folk Dances
    c. Move Its
    d. Movement Activities
- Forms Included:
    a. Binary
    b. Ternary
    c. Rondo
    d. Theme and Variations

Easy Bucket Drumming by Matthew Dane Peavoy

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to hear and identify a variety of musical forms.

Notes:

General Music: Fourth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards • Vocal Performance: sing one part of a partner song. • Tonal Literacy: use their voice to create a melodic pattern using Do, Re, and Mi syllables. *Step 5 C.S. Unit 4* • Rhythmic Literacy: read unfamiliar 6/8 rhythms using syllables. *Step 6-8 C.S. Unit 2* • Guided Listening: create an artifact or movement to represent a musical form (binary, ternary, rondo, theme and variations)

VOCAL PERFORMANCE: sing one part of a partner song

Vocabulary: partner song, melody

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** Feierabend Partner Song List - Can be found in *Conversational Solfege Level 2* (Feierabend - GIA Publications) Partner Song LIsts: - Beth's Notes Partner Songs	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to sing one part of a partner song while others sing the second part. **Notes:**

General Music: Fourth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: **use their voice to create a melodic pattern using Do, Re, and Mi syllables.** ***Step 5 C.S. Unit 4***

Vocabulary:

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 4: DRM - Step 5: Tonal - Create a. Think for Yourself (But Don't Change This) b. Create a Pattern that Includes c. Drop and Add d. I'm Thinking of Something that Begins With e. Create Over a Drone f. Finish the Tune g. Work that Tone	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to use their voice to create original melodic patterns using the solfege syllables of Do, Re, and Mi. **Notes:**

General Music: Fourth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: **read unfamiliar 6/8 rhythms using syllables.** ***Step 6-8 C.S. Unit 2***

Vocabulary: read, decode, du, du-da-di

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 2: Du and Du Da Di - Step 6: Reading - Rote a. Read from cards b. Read from transparencies - Step 7-8: Reading - Decode a. Read and Remember b. Read in Canon c. Secret Patterns d. I Think I Made an Error e. Telephone	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to read and perform unfamiliar 6/8 rhythms using the rhythm syllables of du and du-da-di. **Notes:**

General Music: Fourth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: create an artifact or movement to represent a musical form (binary, ternary, rondo, theme and variations)

Vocabulary: form, binary, ternary, rondo, theme and variations

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Movement:
- KCKPS Form Song List
    a. Using songs such as those in the list above, have students create their own motions/movements after doing a teacher led exercise.

Artifacts
- Draw simple representations of form
- Song Mapping - draw representation of a song

Suggestions for Pacing:

Common Evidences/Assessments:

Students should create a visual representation that demonstrates their understanding of a musical form (drawing, writing, movement, etc.).

Notes:

General Music: Fourth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards ● Vocal Performance: sing say a variety of playground songs and rhymes (e.g. hand clapping, jump rope songs, ball bouncing, counting out, passing and stick games). ● Tonal Literacy: read and sing DRM notation. *Steps 6-8 C.S. Unit 4* ● Rhythmic Literacy: write 6/8 rhythms using notation. *Steps 9-12 C.S. Unit 2* ● Guided Listening: describe how expressive elements in music impact the listener (e.g. dynamics, tonality, articulation)

VOCAL PERFORMANCE: sing/say a variety of playground songs and rhymes (e.g. hand clapping, jump rope songs, ball bouncing, counting out, passing and stick games).

Vocabulary:

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Playground Songs & Rhymes* (Feierabend - GIA Publications) - This book is the main resource for this standard *The Book of Songs & Rhymes with Beat Motions* (Feierabend - GIA Publications) - Section 4: Stationary Circles - Passing Objects African American Folk Song Collections - Step It Down	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to sing and participate in a variety of playground songs and games. **Notes:**

General Music: Fourth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: read and sing DRM notation. ***Steps 6-8 C.S. Unit 4***

Vocabulary: read, decode, Do, Re, Mi

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 4: DRM - Steps 6: Reading - Rote a. Read from Books or Transparencies b. Read Patterns from Cards - Steps 7-8: Reading - Decode a. Read this Song b. Read and Remember c. Read in Canon d. Hand Staff e. Secret Patterns f. Stop and Go	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to read and sing simple melodic patterns using the solfege syllables of Do, Re, and Mi. **Notes:**

General Music: Fourth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: **write 6/8 rhythms using notation.** ***Steps 9-12 C.S. Unit 2***

Vocabulary: write, note head, stem, beam, du, du-da-di (as symbols)

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 2: Du and Du Da Di

- Step 9: Writing - Rote
    e. Copy this pattern
    f. Copy this rhyme
    g. Popsicle Sticks
    h. Human Rhythm
- Step 10-11: Writing - Decode
    e. Popsicle stick dictation
    f. Write this rhythm
    g. Error detection
    h. Human Rhythm
- Step 12: Writing - Create
    f. Answer the Question
    g. Think for Yourself but don't change this
    h. Create a Pattern that INcludes…
    i. Write a Round
    j. Layering Ostinatos

Suggestions for Pacing:-

Common Evidences/Assessments:

Students should be able to write 6/8 rhythms (du/du-da-di) using notation.

Notes:

General Music: Fourth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: describe how expressive elements in music impact the listener (e.g. dynamics, tonality, articulation)

Vocabulary: dynamics, major, minor, legato, staccato, accent

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Dynamics
- 4 corners with dynamics
- Dynamics Beachball (toss ball and where your hand lands, say a rhyme or sing song at that volume)
- Sorting by dynamic

Articulation
- *The Book of Movement Exploration (Feierabend - GIA PUblications)*
    a. Sudden/Sustained activities

Listening Activities:
- SQUILT (Super Quiet Uninterrupted Listening Time)
- Listening Maps
- Exit Tickets: How did this piece make you feel?

Social Emotional Learning Ties:
- *Music Education and Social Emotional Learning: The Heart of Teaching Music* by Scott N. Edgar
    - Chapter 5: Self-Discipline and Music Within
    a. Breathing Exercises for Relaxation, Mindfulness and Focusing
    b. Identifying Emotions in Music
    c. Tension and Release
    d. The Musical Soundtrack to my Life
    e. Color My World
    f. Musical Driver's License

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to describe (either written or orally) how various expressive musical elements (dynamics, tonality, articulation, etc.) impact the experience of the listener.

Notes:
Consider using this standard as a tie to SEL and utilizing the wonderful resource that is our building counselor's and social workers to learn how to facilitate discussions about emotions/feelings in a way that creates a safe space for students. These conversations can also help create consistent language throughout a school.

General Music: Fourth Grade - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards ● Sing grade-level-appropriate songs ● Demonstrate choral music elements at a grade-appropriate level ● Demonstrate proper stage presence at an age-appropriate level ● Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary:

Curriculum Resources: **Additional Resources:**	**Suggestions for Pacing:**-This is not a sequential unit. It may be inserted for any quarter throughout the school year.
	Common Evidences/Assessments: Students should be able to sing grade level appropriate songs (Range: B ♭ -D, Tessitura: C-C), demonstrate choral music elements (articulation, diction, balance,blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance.
	Notes: Performance Window Common Practices

General Music: Fifth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: sing a song in a language other than English
- Tonal Literacy: read and sing DRM notation *Steps 6-10 C.S. Unit 4*
- Rhythmic Literacy: echo, decode, and create 6/8 rhythms. *Steps 2-5 C.S. Unit 3*
- Guided Listening: use musical terminology to describe music from diverse cultures and genres (e.g. tempi, major/minor, rhythm, dynamics, melody, harmony, tone color/timbre, texture, form)

VOCAL PERFORMANCE: sing a song in a language other than English

Vocabulary:

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
First Steps Book Series:
- *The Book of Canons*
- *The Book of Song Dances*

Conversational Solfege Level 1 (Feierabend - GIA Publications)
- Fais Dodo (French)
- Au Claire de la lune (French)
- Los Pollitos (Spanish)
- Al la Puerta del Cielo (Spanish)

Conversational Solfege Level 2 (Feierabend - GIA Publications)

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to sing an age-appropriate song in a language other than English.

Notes:

- Duerme, Duerme (Spanish) - Frere Jacques (French) - Obwisana (African Dialect) Latin American Folk Song Collections - El Patio de mi Casa - A la Rueda, rueda - De Colores and Other Latin American Folk Songs for Children Multicultural Song Books - *First Steps in Global Music*	

General Music: Fifth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

TONAL LITERACY: **read and sing DRM notation *Steps 6-10 C.S. Unit 4***

Vocabulary:

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)
 	
Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 4: DRM
- Steps 6: Reading - Rote
  c. Read from Books or Transparencies
  d. Read Patterns from Cards
- Steps 7-8: Reading - Decode
  g. Read this Song
  h. Read and Remember
  i. Read in Canon
  j. Hand Staff
  k. Secret Patterns
  l. Stop and Go
	Suggestions for Pacing:-
	
	Common Evidences/Assessments:
	
	Students should be able to read, sing, and begin to notate simple melodic patterns using the solfege syllables of Do, Re, and Mi.
	
	Notes:

General Music: Fifth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: echo, decode, and create 6/8 rhythms. ***Steps 2-5 C.S. Unit 3***

Vocabulary: echo, decode, du, du-da-di, du-di

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 3: Du, Du da di, and Du-di

- Step 1: Readiness Activities
    d. Echo this pattern (neutral syllable - Set A, B)
    e. Echo this instrument (neutral syllable/rhythm syllable
    f. Know When Not to Sing (rhythm syllable)
- Step 2: Rote Activities
    d. Who Speaks What
    e. Learning Form
    f. Color Squares
- Step 3-4: Decode
    f. Spell This
    g. Jungle Messages
    h. I'm Thinking of Something that Begins With
    i. Phrase by Phrase
    j. Lost My Partner
- Step 5: Create
    h. Question/Answer
    i. Think for Yourself, But Don't Change This
    j. Drop and Add
    k. Walk the Plank
    l. Beat the Clock
    m. Rondo Form
    n. Don't Repeat Me

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to echo and decode familiar and unfamiliar 6/8 rhythms (du/du-da-di/du-di) and use these to create their own rhythms.

Notes:

General Music: Fifth Grade - Unit 1
Unit Name: Instructional Window 1
Recommended Time Frame: 9 weeks

GUIDED LISTENING: use musical terminology to describe music from diverse cultures and genres (e.g. tempi, major/minor, rhythm, dynamics, melody, harmony, tone color/timbre, texture, form)

Vocabulary: genre, tempo, major/minor, rhythm, melody, harmony, dynamics, tone/timbre, texture, form

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Genre Activities:
- Anchor Charts (whole class to lead discussion)
- Genre Bingo
- Stations
    a. Listening
    b. Reading Station
    c. What Genre is That (describe it and students figure out)
    d. Match Genre to characteristics

Listening/Describing Activities:
- SQUILT (Super Quiet Uninterrupted Listening Time)
- Venn Diagram Comparisons of Genres

Suggestions for Pacing: - *optional (see comment)*

Common Evidences/Assessments:

Students should be able to describe diverse musical examples in musical terms. Students should be able to speak about music as a musician would.

Notes:
Most of our current resources were devised for virtual learning. We will need to add more as we transition back to in person learning in 2021-2022.

General Music: Fifth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

Unit Overview: Students will work to develop proficiency with the following skills

Unit Standards

- Vocal Performance: sing songs with a melodic descant
- Tonal Literacy: decode DRM melodies *Steps 10-12 C.S. Unit 4*
- Rhythmic Literacy: read unfamiliar 6/8 rhythms using syllables. *Step 6-8 C.S. Unit 3*
- Guided Listening: identify a variety of ensembles (choir, band, jazz band, orchestra) and describe ways to participate in music.

VOCAL PERFORMANCE: sing songs with a melodic descant.

Vocabulary: descant

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Share the Music: 5th Grade

- Rhythm of Life (pg. 80).

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to sing both a descant and a melodic line while others sing the opposite part. Students should be able to stay on their own part.

Notes:
More resources will be added here when we are back in our spaces with our physical resources

General Music: Fifth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

TONAL LITERACY: decode DRM melodies Steps 9-12 C.S. Unit 4

Vocabulary: decode, write, Do, Re, Mi

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 4: DRM

- Step 9: Writing - Tonal
    a. Copy this
    b. Hand Staff
    c. Placemats
    d. Floor Staff
    e. Tone Cards
- Steps 10-11: Writing - Decode
    a. Hand Staff Dictation
    b. Placemat Dictation
    c. Floor Staff
    d. Fill in the Blank
    e. Error Detection
    f. Write this Song
    g. Don't Write This
- Step 12: Writing - Create
    a. Answer the question
    b. Think for Yourself, but don't change this
    c. Create a pattern that includes
    d. Write a Round
    e. Layering Ostinatos

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to decode and write familiar and unfamiliar melodies using the pitches Do, Re, and Mi. Students should also be able to begin creating original melodies using these pitches.

Notes:

General Music: Fifth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: read unfamiliar 6/8 rhythms using syllables. Step 6-8 C.S. Unit 3

Vocabulary: read, decode, du, du-da-di, du-di

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *Conversational Solfege Level 1* (Feierabend - GIA Publications) Unit 3: Du, Du da di, and Du-di - Step 6: Reading - Rote c. Read from cards d. Read from transparencies - Step 7-8: Reading - Decode f. Read and Remember g. Read in Canon h. Secret Patterns i. I Think I Made an Error j. Telephone	**Suggestions for Pacing:** *- optional (see comment)* **Common Evidences/Assessments:** Students should be able to read and perform unfamiliar 6/8 rhythms using the rhythm syllables of du, du-da-di, and du-di. **Notes:**

General Music: Fifth Grade - Unit 2
Unit Name: Instructional Window 2
Recommended Time Frame: 9 weeks

GUIDED LISTENING: Explore a variety of ensembles (choir, band, jazz band, orchestra) and describe ways to participate in music.

Vocabulary: choir, band, orchestra, texture

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Ensemble Resources:
- Starting Place: Powerpoints about ensembles
- Ensemble 4 Corners
- Ensemble Group Activity (create groups of a certain number based on size of ensemble)
- See/Hear and Move (perform a motion based on the ensemble you hear)
- Musician/Instrument sort by ensemble (place the ensemble member in the right group)
- Ensemble sort (sort pictures of the ensembles into their categories

Electronic Resources:
- Kahoot
- Blooket

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to hear and identify a variety of ensembles and describe ways that they can participate in music outside of the elementary music classroom.

Notes:

General Music: Fifth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills**
Unit Standards • Vocal Performance: sing a variety of canons. • Tonal Literacy: aurally decode DRMS songs and patterns *Steps 2-4 C.S. Unit 5* • Rhythmic Literacy: write 6/8 rhythms using notation *Steps 9-12 C.S. Unit 3* • Guided Listening: explore and describe career opportunities in music (e.g. music educator, composer, conductor, performer, music therapist, sound engineer, repair technician)

VOCAL PERFORMANCE: sing a variety of canons.

Vocabulary: canon

Curriculum Resources: *Conversational Solfege Level 1 & 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:** *The Book of Canons* (Feierabend - GIA Publications) - Easy Canons (examples) a. Frere Jacques b. Morning Has Come c. Make New Friends - Medium Easy (examples) a. Sing, Sing Together b. Three Blind Mice c. Toembai	**Suggestions for Pacing:** **Common Evidences/Assessments:** Students should be able to sing a variety of vocal canons and. Students should be able to stay on their own part. **Notes:**

General Music: Fifth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

TONAL LITERACY: aurally decode DRMS songs and patterns Steps 2-4 C.S. Unit 5

Vocabulary: decode, do, re, mi, sol

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 2 (Feierabend - GIA Publications)
Unit 5: DRMS

- Step 2: Rote Activities
    a. Echo Me
    b. Knowing When Not Sing
    c. The Missing LInk
    d. Who Sings What
    e. Musical Jigsaw Puzzle
- Step 3-4: Decode - Tonal
    g. Spell This
    h. Phrase by Phrase
    i. I'm Thinking of Something that Begins With
    j. Spell this with a Change
    k. Sing Aloud Only
    l. Canon Singing

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to aurally decode familiar and unfamiliar melodic patterns using the syllables Do, Re, Mi, and Sol.

Notes:

General Music: Fifth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

RHYTHMIC LITERACY: write 6/8 rhythms using notation *Steps 9-12 C.S. Unit 3*

Vocabulary: write, note head, stem, beam, dot, flag, du, du-da-di, du-di

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Conversational Solfege Level 1 (Feierabend - GIA Publications)
Unit 3: Du, Du da di, and Du-di

- Step 9: Writing - Rote
    a. Copy this pattern
    b. Copy this rhyme
    c. Popsicle Sticks
    d. Human Rhythm
- Step 10-11: Writing - Decode
    a. Popsicle stick dictation
    b. Write this rhythm
    c. Error detection
    d. Human Rhythm
- Step 12: Writing - Create
    a. Answer the Question
    b. Think for Yourself but don't change this
    c. Create a Pattern that INcludes…
    d. Write a Round
    e. Layering Ostinatos

Suggestions for Pacing:- *optional (see comment)*

Common Evidences/Assessments:

Students should be able to write 6/8 rhythms (du/du-da-di/du-di) using notation.

Notes:

General Music: Fifth Grade - Unit 3
Unit Name: Instructional Window 3
Recommended Time Frame: 9 weeks

GUIDED LISTENING: explore and describe career opportunities in music (e.g. music educator, composer, conductor, performer, music therapist, sound engineer, repair technician)

Vocabulary: relevant terms to be chosen based on selected career opportunities

Curriculum Resources:
Conversational Solfege Level 1 & 2 (Feierabend - GIA Publications)
Making Music (Silver Burdett - Pearson)

Additional Resources:
Career opportunities:
- Starting Place: Powerpoints about careers
- Career Bingo
- Career matching
- Career presentations to class

Electronic Resources:
- Kahoot
- Blooket
- NEPRIS (Zoom with outside visitors to talk about careers)
- Music Workshop (free) - Careers in Music Part 1 & Part 2

Suggestions for Pacing:

Common Evidences/Assessments:

Students should be able to explore and describe how people can participate, or pursue careers, in music outside of being a member of a performing ensemble.

Notes:
This is another area where pulling in counselors would be helpful, since they have many resources about careers.

General Music: Fifth Grade - Unit 4
Unit Name: Performance Window
Recommended Time Frame: 9 weeks

Unit Overview: **Students will work to develop proficiency with the following skills:**
Unit Standards • Sing grade-level-appropriate songs • Demonstrate choral music elements at a grade-appropriate level • Demonstrate proper stage presence at an age-appropriate level • Thoughtfully reflect on their performance and create an artifact to demonstrate their reflection

Vocabulary:

Curriculum Resources: *Conversational Solfege Level 1* and *Level 2* (Feierabend - GIA Publications) *Making Music* (Silver Burdett - Pearson) **Additional Resources:**	**Suggestions for Pacing:**- This is not a sequential unit. It may be inserted for any quarter throughout the school year. **Common Evidences/Assessments:** Students should be able to sing grade level appropriate songs (Range: A-D, Tessitura: B-D), demonstrate choral music elements (articulation, diction, balance,blend, breathing, phrasing dynamics and tempo) at an grade-appropriate level, demonstrate proper stage presence (eye contact, posture/playing position, expression, choreography) at an age-appropriate level, and create an artifact to demonstrate their evaluation of a musical performance. **Notes:** Performance Window Common Practices