

Conceptual Curriculum Map (CCM)

Content Area: Music Course: General Music - K

Grade Level: Kindergarten

Version 2: Curriculum Mapping in conjunction with Long-Term Outcomes

Unit 1: Beat	Long-Term Outcomes/Transfer Goals:		
	<ul style="list-style-type: none"> TG1 develop, perform, and/or refine musical works, adapting to the input of others. C2 Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe:	<p>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of Music.</p>	<p><i>Students will understand that...</i></p> <p>Performers express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Students must be able to identify and feel the steady beat in music (fast, slow, or moderate) before they can convincingly perform music with rhythmic and pitch accuracy.</p>
Unit 2: Voice Voice	Long-Term Outcomes/Transfer Goals:		
	<ul style="list-style-type: none"> TG2 take chances when presenting musical ideas for consideration and subsequent revision. C2 Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe:	<p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and</p>	<p><i>Students will understand that...</i></p> <p>when you sing or play a note on a non-percussion</p>	<p>Students will be able to create music in the way that is most natural to people; through singing. They will also</p>

	<p>tempo) that support the creators' expressive intent.</p> <p>MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>	<p>instrument, you are creating pitch. Pitch is a sound that your ear hears as musical. If you piece together a group of pitches that are in rhythm, you have created music.</p>	<p>understand how pitch interacts and coincides with rhythm.</p>
Unit 3: Rhythm	<p>Long-Term Outcomes/Transfer Goals:</p> <ul style="list-style-type: none"> ● CI1 Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. ● C2 Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. 		
	Standards	Conceptual Overview	Rationale
<p>Focus & Timeframe</p> <p>Focus:</p> <p>Timeframe:</p>	<p>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to</p>	<p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Musicians improve the quality of their performance by experiencing the connections between beat and rhythm through singing & moving.</p>

	improve the expressive qualities of music.		
Unit 4: Pitch	Long-Term Outcomes/Transfer Goals: <ul style="list-style-type: none"> C1 Students will be able to communicate in a constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>	<p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	How do musicians improve the quality of their performance?
Unit 5: Singing	Long-Term Outcomes/Transfer Goals:		

	<ul style="list-style-type: none"> ● (TG1): Develop, perform, and/or refine musical works, adapting to the input of others. ● C1 Students will be able to communicate in a constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. ● C2 Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU:Pr5.1.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p>	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
Unit 6: Patterns	Long-Term Outcomes/Transfer Goals: <ul style="list-style-type: none"> ● (TG1): Develop, perform, and/or refine musical works, adapting to the input of others. ● C1 Students will be able to communicate in a constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. ● C2 Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe Beginning Lessons and Ongoing	MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of	How do musicians improve the quality of their performance?

	<p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>	appropriate criteria.	
Unit 7: Instruments	Long-Term Outcomes/Transfer Goals: <ul style="list-style-type: none"> CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions. CT2 Students will be able to reconsider and revise thinking when presented with alternative points of view. CT3 Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p>	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?
Unit 8: Dynamics	Long-Term Outcomes/Transfer Goals: <ul style="list-style-type: none"> CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions. CT2 Students will be able to reconsider and revise thinking when presented with alternative points of view. 		

	<ul style="list-style-type: none"> CT3 Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Pr5.1.Ka With guidance, exploration and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>Students will understand that...</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Musical creators and performers use the concept of volume changes in dynamics to display expressive intent.</p> <p>How do musicians improve the quality of their performance?</p>

Unit 9: Tempo	Long-Term Outcomes/Transfer Goals: <ul style="list-style-type: none"> CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions. CT2 Students will be able to reconsider and revise thinking when presented with alternative points of view. CT3 Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) (fast/slow) in a variety</p>	<p>Students will understand that...</p> <p>How does understanding the structure and context of musical works inform performance?</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their</p>

	<p>of music selected for performance.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p>	<p>understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>
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Unit 10: Duration	<p>Long-Term Outcomes/Transfer Goals:</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1 develop, perform, and/or refine musical works, adapting to the input of others.</p> <p>CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p>	<p>Students will understand that...</p> <p>Musicians express musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>How do musicians improve the quality of their performance?</p>

	MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.		
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Unit 11: Listening	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions. CT3 Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. CI1 Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	<p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How does understanding the structure and context of music inform a response?</p>

Unit 12: Year-End Review	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions.
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	<ul style="list-style-type: none"> CT2 Students will be able to reconsider and revise thinking when presented with alternative points of view. CT3 Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. 		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	<p>MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>	<p>Students will understand that...</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p>