*K-6* **Curriculum Map Page 1**

**Teacher:** *\_Katherine Anderson\_* **Yearlong Theme:** *\_Year 1\_\_\_\_*

**Please Note:** Dates and activites are subject to change based on student interest.

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|  | **Music Block #1** | | | **Music Block #2** | **Music Block #3** | **Music Block #4** | |
| K | | * Musical Opposites: loud/soft, high/low, fast/slow, whisper/speaking/singing voice | * Steady beat * Exploring duple and triple meter with skipping and stepping songs | | * Jazz: improvisation, composition, listening, musical form, steady beat | | * Music program preparation | |
| 1st/2nd Grade | | * Steady beat and rhythm: distinguishing between the two and begin dictating rhythms * Same phrases (echo and call-response), melody that goes up and melody that goes down * Timbre | * Fast/slow, long/short, high/low sounds * Same phrases and different phrases * Rests: silence in music | | * Jazz: Improvisation, ostinato, composition, musical form * Rests * Notes that move by steps and skips | | * Music program preparation | |
| 3rd/4th Grade | | * Introduction to recorders * Understanding the music staff/note names | * Reading music on staff and following the melody * Playing recorder music in two parts * Musical form and expression * Regional music | | * Layers of sound * Jazz: blues, musical form, improvisation, composition project on recorder * Instrument families * Regional music | | * Music program preparation * Class presentation preparation | |
| 5th/6th Grade | | * Duple and triple meter * Introductory project: rhythmic dictation posters to review musical concepts. | * Native American music study to tie in with 5/6 curriculum * Syncopation and 16th note rhythms | | * Musical form: students will study one type of musical form and create a composition that uses this form | | * Music program preparation * Class presentation preparation | |

**K-6 Curriculum Map Page 2**

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|  | | **Music Block #5** | | **Music Block #6** | | **Music Block #7** | |
| K | | * Music program preparation | | * Boomwhackers | | * Peter and The Wolf | |
| 1st/2nd Grade | | * Music program preparation * Class presentation preparation | | * Boomwhackers | | * Peter and The Wolf | |
| 3rd/4th Grade | | * Music program preparation * Class presentation preparation | | * Technology Project: Garage Band | | * Peter and The Wolf | |
| 5th/6th Grade | | * Music program preparation * Class presentation preparation | | * Technology Project: iMovie/Garage Band | | * Peter and The Wolf | |

Each music block is a three week period where students have class three days per week for 45 minutes. This schedule allows for an intensive music study of a particular theme or set of skills during each block. Most classes will have six music blocks throughout the year. Depending on scheduling, classes with a seventh music block will study the musical story, “Peter and the Wolf.”

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|  | **August/September** | | | **October** | **November** | **December** | |
| PK | | * Ta ti-ti rhythmic patterns, SML patterns * Steady Beat * Fast and Slow * High and Low * Loud and Soft * Speaking, Whisper, Singing, Calling Voice * Timbre | * Ta ti-ti rhythmic patterns, SML patterns * Steady Beat * Long and Short * Skipping and Stepping * Timbre * Call-Response Form * Composing * Accents | | * Ta ti-ti rhythmic patterns, SM patterns * Steady Beat * Call-Response Form * Accents * Distinguishing high and low notes * Jazz | | * Ta ti-ti rhythmic patterns, SM patterns * Steady Beat * Distinguishing high and low notes * Jazz | |

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|  | | **January** | | **February** | | **March** | | **April** | | **May** | |
| PK | | * Ta ti-ti rhythmic patterns, SMLDR patterns * Steady Beat * Fast and Slow * Skipping and Stepping | | * Ta ti-ti rhythmic patterns, SMLDR patterns * Steady Beat * Music Program Preparation * High and Low * Skipping and Stepping | | * Ta ti-ti rhythmic patterns, SMLDR patterns * Steady Beat * Music Program Preparation * High and Low * Skipping and Stepping * Loud and Soft | | * Ta ti-ti rhythmic patterns, SMLDR patterns * Steady Beat * Accents * Skipping and Stepping * Long and Short | | * Ta ti-ti rhythmic patterns, SMLDR patterns * Steady Beat * Long and Short * Timbre * Stepping and Skipping * Fast and Slow * High and Low | |