*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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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.”

*PK* **Curriculum Map Page 1**

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

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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
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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
 |