

CURRICULUM MAP

Subject: General Music

Grade Level: 5th

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><u>Rhythm</u> -Review note/rest values from Grade 4 including quarter, half, whole, dotted half, eighth, sixteenth -Review time signatures and conducting patterns for 2/4, 3/4, 4/4 -Compose a 4-measure rhythm to be played on percussion instruments</p> <p><u>Melody</u> -Review pitch names of notes in treble clef and bass clef -Pitch and direction (steps, leaps, repeats)</p> <p><u>Form</u> -Review verse/refrain, introduction, coda, Fine and D.C. al Fine, rondo, theme and variations, first and second endings</p> <p><u>Singing/Expression</u> -Reinforce proper vocal technique -Dynamics, tempo, articulation, mood</p> <p><u>Social Studies Connection</u> Historical background of music of America including Native Americans, Revolutionary War, National Anthem</p>	<p><u>Rhythm</u> -Introduce 6/8 time signature -Introduce uneven rhythm patterns in 4/4 using dotted 8th note and 16th note</p> <p><u>Melody</u> -Tonality (major & minor) -Pitch and direction/sight reading -Play familiar melodies on pitched instruments (Orff)</p> <p><u>Harmony</u> -Partner songs and rounds</p> <p><u>Form</u> -Solo/chorus, ballad, call and response, march, overture, movement</p> <p><u>Singing/Expression</u> -Reinforce proper vocal technique -Dynamics, tempo, articulation, mood</p> <p><u>Social Studies Connection</u> Historical background of music of America including music from the Civil War, African American spirituals, American railroad songs, American cowboy songs, American musical theater</p>	<p><u>Rhythm</u> -Review note/rest values from Grade 4 including quarter, half, whole, dotted half, eighth, sixteenth -Review time signatures and conducting patterns for 2/4, 3/4, 4/4 -Compose a 4-measure rhythm to be played on percussion instruments</p> <p><u>Melody</u> -Review pitch names of notes in treble clef and bass clef -Pitch and direction (steps, leaps, repeats)</p> <p><u>Form</u> -Review verse/refrain, introduction, coda, Fine and D.C. al Fine, rondo, theme and variations, first and second endings</p> <p><u>Singing/Expression</u> -Reinforce proper vocal technique -Dynamics, tempo, articulation, mood</p> <p><u>Social Studies Connection</u> Historical background of music of America including Native Americans, Revolutionary War, National Anthem</p>	<p><u>Rhythm</u> -Introduce 6/8 time signature -Introduce uneven rhythm patterns in 4/4 using dotted 8th note and 16th note</p> <p><u>Melody</u> -Tonality (major & minor) -Pitch and direction/sight reading -Play familiar melodies on pitched instruments (Orff)</p> <p><u>Harmony</u> -Partner songs and rounds</p> <p><u>Form</u> -Solo/chorus, ballad, call and response, march, overture, movement</p> <p><u>Singing/Expression</u> -Reinforce proper vocal technique -Dynamics, tempo, articulation, mood</p> <p><u>Social Studies Connection</u> Historical background of music of America including music from the Civil War, African American spirituals, American railroad songs, American cowboy songs, American musical theater</p>

CURRICULUM MAP

Subject: General Music

Grade Level: 6th

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>RHYTHM -Review note/rest values presented in 5th grade -Meter in 2/4, 3/4, 4/4, 2/2, 6/8 -Syncopation, dotted rhythms, tied notes</p> <p>FORM - Review 1st and 2nd endings, repeat signs, D.S. al Coda, D.C. al Fine, AB, ABA</p> <p>PERFORMANCE - Non-pitched instruments - Singing in a group - Review of dynamics, articulation, tempo and mood in performance</p> <p>MELODY - Review pitch names of notes in the treble clef - Melodic contour (pitch & direction) - Tonality (major, minor, pentatonic)</p>	<p>COMPOSITION - Use of keyboard and other pitched instruments to compose an 8-measure melody in 4/4 meter</p> <p>PERFORMANCE - Perform unfamiliar melodies on keyboard and/or other pitched instruments (Orff) - Singing in a group</p> <p>LISTENING - Identify sound of instruments of the orchestra (tone color) - Student performances on orchestral instruments - Interpretation of music through the visual arts (expression) - Compare music of different genres/styles - Listen to determine meter and instrumentation in musical selections</p>	<p>RHYTHM -Review note/rest values presented in 5th grade -Meter in 2/4, 3/4, 4/4, 2/2, 6/8 -Syncopation, dotted rhythms, tied notes</p> <p>FORM - Review 1st and 2nd endings, repeat signs, D.S. al Coda, D.C. al Fine, AB, ABA</p> <p>PERFORMANCE - Non-pitched instruments - Singing in a group - Review of dynamics, articulation, tempo and mood in performance</p> <p>MELODY - Review pitch names of notes in the treble clef - Melodic contour (pitch & direction) - Tonality (major, minor, pentatonic)</p>	<p>COMPOSITION - Use of keyboard and other pitched instruments to compose an 8-measure melody in 4/4 meter</p> <p>PERFORMANCE - Perform unfamiliar melodies on keyboard and/or other pitched instruments (Orff) - Singing in a group</p> <p>LISTENING - Identify sound of instruments of the orchestra (tone color) - Student performances on orchestral instruments - Interpretation of music through the visual arts (expression) - Compare music of different genres/styles - Listen to determine meter and instrumentation in musical selections</p>

CURRICULUM MAP

Subject: General Music

Grade Level: 7

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>SINGING</p> <ul style="list-style-type: none"> • Sing in groups and individually <ul style="list-style-type: none"> ◦ Cultural Music from each continent is introduced <p>COMPOSING</p> <ul style="list-style-type: none"> • Writing music related to different cultural styles <p>PERFORMING</p> <ul style="list-style-type: none"> • Performing rhythms and melodies in small groups as well as whole class on rhythm instruments and bells <p>READING MUSIC</p> <ul style="list-style-type: none"> • Mathematical relationships of time and rhythm explored <p>EVALUATING</p> <ul style="list-style-type: none"> • Understanding cultural and era relationships through comparison of characteristics • Written project on music of the continents assigned <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to a variety of styles and composers <p>HISTORY</p> <ul style="list-style-type: none"> • Understanding cultural relationships • Compare and contrast composers and compositions of all eras Renaissance-Contemporary • Historical development of colonization of each continent and relations to the arts 	<p>BASIC MUSIC SKILLS</p> <ul style="list-style-type: none"> • Reading Music • Writing Music • Performing Music on instruments • Improvising <p>SINGING</p> <ul style="list-style-type: none"> • Sing in groups and individually <p>PERFORMING</p> <ul style="list-style-type: none"> • Performing cultural music from each continent <p>EVALUATING</p> <ul style="list-style-type: none"> • Analyze musical styles • Evaluating performances • Written project on music of the continents completed <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to a variety of styles and composers <p>HISTORY</p> <ul style="list-style-type: none"> • Understanding cultural relationships • Compare and contrast composers and compositions of all eras Renaissance-contemporary • Historical development of colonization of each continent and relations to the arts • Geographical information for all 7 continents 	<p>Same as first Quarter</p>	<p>Same as Second Quarter</p>

CURRICULUM MAP

Subject: General Music

Grade Level: 8

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>BASIC MUSIC SKILLS</p> <ul style="list-style-type: none"> • Reading Music • Improvising <p>SINGING</p> <ul style="list-style-type: none"> • Sing in groups <p>PERFORMING</p> <ul style="list-style-type: none"> • Performing rhythms and melodies in small groups as well as whole class on rhythm instruments and piano/guitar <p>EVALUATING</p> <ul style="list-style-type: none"> • Reading Music • Evaluating performances <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to music of a variety of styles and composers for expanded concepts <p>KEYBOARD/ GUITAR SKILLS</p> <ul style="list-style-type: none"> • Basic Playing Proficiency • Compositional Techniques <p>HISTORY</p> <ul style="list-style-type: none"> • Understanding cultural relationships • Compare and contrast composers and compositions of all eras Renaissance-Contemporary 	<p>BASIC MUSIC SKILLS</p> <ul style="list-style-type: none"> • Reading Music • Composing formal compositions • Performing Music on rhythm instruments • Improvising <p>SINGING</p> <ul style="list-style-type: none"> • Sing in groups <p>EVALUATING</p> <p>Analyze music styles Era comparison and contrast Understanding relationships</p> <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to music of a variety of styles and composers for expanded concepts <p>COMPOSING</p> <ul style="list-style-type: none"> • Creating a mini-musical as a class <p>HISTORY</p> <ul style="list-style-type: none"> • Understanding cultural relationships • Compare and contrast composers and compositions of all eras Renaissance-Contemporary 	<p>Same as First Quarter</p>	<p>Same as Second Quarter</p>