

# **Kindergarten Curriculum Map**

### First Nine Weeks

# Module 1 - Beat Welcome to Music! Introduce Kindergarten students to the music classroom and its rules. Beat Discover the presence of beat in music and in the world around us. Steady Beat Help students feel, identify, and express a steady beat through singing and moving.

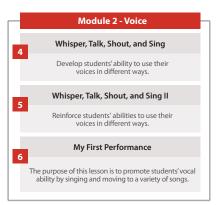
### Second Nine Weeks

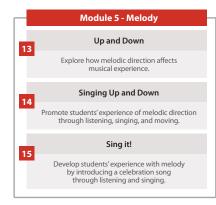
	Module 4 - Pitch	_
10	High and Low	
10	Introduce students to the musical concept of high and low.	
11	More about High and Low	
	Introduce students to matching pitch.	
12	Pitches and Singing	
12	Enhance students' ability to understand pitch by singing, moving, and playing.	

### Third Nine Weeks

	Module 7 - Instruments
19	Intro to Instrument Families
19	Introduce the four instrument families of the orchestra.
20	Woodwinds and Brass
	Discover the flute in the woodwind family, and the trumpet in the brass family.
21	Percussion and Strings
£1	Discover the violin in the string family, and the drum in the percussion family.

┌┨	Module 10 - Duration
28	Introduction to Long and Short Sounds
20	Introduce students to long and short sounds.
29	Playing Long and Short Sounds
	Reinforce students' ability to comprehend and express long and short sounds through a variety of activities.
30	Moving to Long and Short Sounds
	Reinforce long and short sounds through movement.

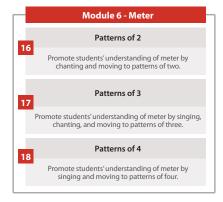


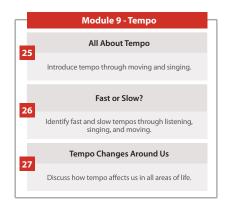


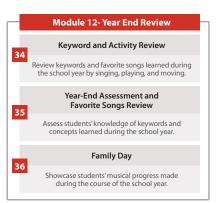
	Module 8 - Dynamics
22	Loud and Soft
	Introduce loud and soft through singing, playing, and moving to music.
23	Singing Loud and Soft
	Reinforce loud and soft dynamic levels in music.
24	Playing Loud and Soft
	Experience the fact that instruments can be played at loud or soft dynamic levels.

Module 11 - Listening Found Sounds	i
Found Sounds	
5	
Discover how to listen for and create musical sounds	
Singing, Voice, and Timbres	
Distinguish the timbre of singing voices through active listening.	
Woodwinds and Percussion	
Recognize the sounds of the woodwind and percussion families.	

	Module 3 - Rhythm
7	Rhythm Introduction
	Experience the connection between beat and rhythm through singing and moving.
8	Beat or Rhythm
	Discover the difference between beat and rhythm.
9	Sing, Play, & Move to Rhythm
	Experience rhythm through singing, playing, and moving.









# 1st Grade Curriculum Map

### First Nine Weeks

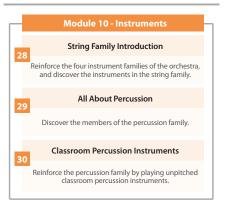
# Second Nine Weeks

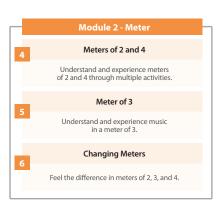
### Third Nine Weeks





	Module 7 - Notes and Rests
19	Sound and Rests
19	Introduce basic notation through singing, playing, and moving.
20	Notes and Rests
	Reinforce duration by singing, moving, and playing instruments.
21	Pitches and Rhythms
	Reinforce the difference in notes and rests.



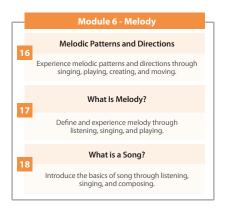




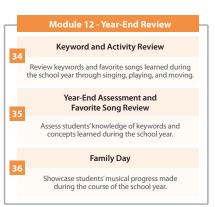
Module 8 - Tempo
Three Basic Tempos
Experience tempo in music through singing, playing, and listening.
Which Tempo is Best?
Understanding the role of tempo through singing, playing, and listening.
Getting Faster, Getting Slower
Demonstrate various tempos through singing, playing, and moving.

	Module 11 - Form
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31	AB Form
	Experience and gain an understanding of AB form.
32	ABA Form
32	Develop a basic understanding of ABA form.
22	Repeat Sign Mystery
33	Experience an introduction to the many uses of the repeat sign.

	Module 3 - Rhythm
_	Practicing Rhythm
	Experience rhythms through moving, singing, and playing instruments along with a steady beat.
8	Sing, Play, and Move to Rhythm
	Expand students' ability to create and perform rhythm patterns.
9	Austin Otto
9	Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.









# **2nd Grade Curriculum Map**

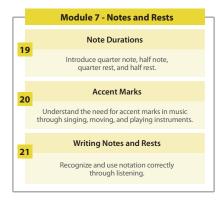
### First Nine Weeks

# Module 1 - Beat Welcome to Music Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette. Steady Beat Expand students' ability to understand and perform steady beat using a variety of music. Strong and Weak Beats Promote students' ability to identify and perform strong and weak beats.

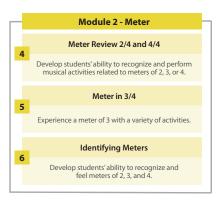
### Second Nine Weeks

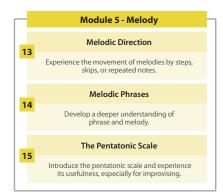
	Module 4 - Singing
	My Voice is an Instrument
10	Promote understanding of home tone and use of diaphragm for breathing.
11	Singing Solfège
T	Introduction to the five line staff and Do-Mi-So.
12	Singing Partner Songs
	Initiate singing in harmony and strengthen note reading skills.

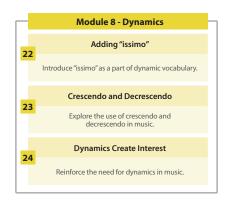
### Third Nine Weeks

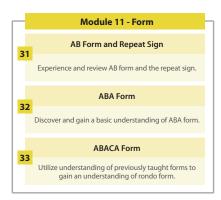




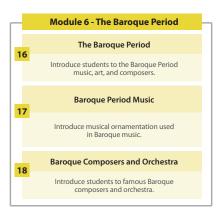


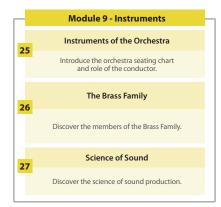


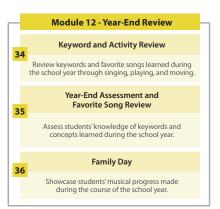




	Module 3 - Rhythm
7	Beat Against Rhythm 2
,	Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.
8	Singing, Play, & Move to Rhythm 2
	Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.
9	Ostinatos 2
	Gain more experience creating, performing, and improvising over simple ostinatos.







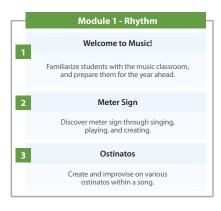


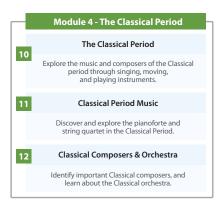
## **3rd Grade Curriculum Map**

First Nine Weeks

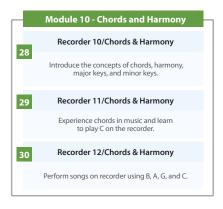
### Second Nine Weeks

### Third Nine Weeks

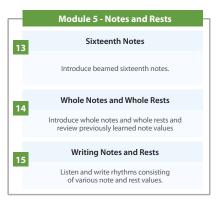




Recorder 1/Woodwinds  Introduce the woodwind family, and specific skills needed to play the recorder.  Recorder 2/Woodwinds  Introduce playing B and A on the recorder.  Recorder 3/Woodwinds  Reinforce students' ability on the recorder by reviewing notes B and A.		Module 7 - Instruments
Introduce the woodwind family, and specific skills needed to play the recorder.  20 Recorder 2/Woodwinds  Introduce playing B and A on the recorder.  21 Recorder 3/Woodwinds  Reinforce students' ability on the recorder		Recorder 1/Woodwinds
Introduce playing B and A on the recorder.  Recorder 3/Woodwinds  Reinforce students' ability on the recorder	19	
Recorder 3/Woodwinds Reinforce students' ability on the recorder	20	Recorder 2/Woodwinds
Reinforce students' ability on the recorder		Introduce playing B and A on the recorder.
	21	Recorder 3/Woodwinds





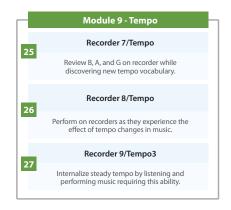


	Module 8 - Styles
22	Recorder 4/Blues
	Introduce Blues music and playing G on the recorder.
22	Recorder 5/Blues
23	Prepare students to play a Blues style song on recorder using B, A, and G.
24	Recorder 6/Blues
	Reinforce students' ability to read notes B, A, G on the treble clef staff and play them on the recorder.

	Module 11 - Form
31	Form and Introduction
E	Engage in the review of form and the introduction of the new concept of "introduction" in music.
32	Refrain
32	Introduce and identify refrain in a piece of music
33	Combining Form Elements
33	Understand how the elements of form combine together in a song or piece of music.

	Module 3 - Melody
7	Lines and Spaces
	Discover the lines and spaces of the treble clef staff.
8	Melodic Movement
	Expand knowledge of melodic movement.
q	Pentatonic Scales
	Play and improvise on a pentatonic scale.





	Module 12 - Year-End Review	
3/1	Keyword and Activity Review	
7	Review keywords and favorite songs learned during the school year through singing, playing, and moving.	
35	Year-End Assessment and Favorite Songs Review	
	Assess students' knowledge of keywords and concepts learned during the school year.	
26	Family Day	
36	Showcase students' musical progress made during the course of the school year.	



# 4th Grade Curriculum Map

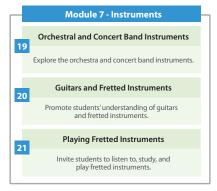
### First Nine Weeks

# Module 1 - Rhythm Welcome to Music! Explore beat vs rhythm, orient students to the music classroom, and prepare them for a successful year. Terrific Triplets Introduce students to triplet rhythms and combinations using triplets. Super Sixteenth Notes Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.



	Module 4 - Duration
	Duration Review
10	Reinforce rhythms by playing instruments and moving.
11	<b>Dotted Quarter Notes</b>
	Introduce and play dotted quarter notes in a recorder duet.
12	Tied Notes
	Introduce tied notes and strengthen students' understanding of conducting patterns.

### Third Nine Weeks





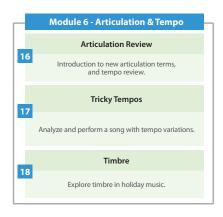


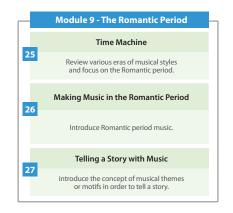


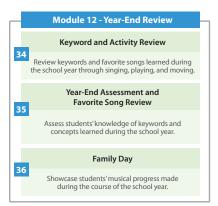
	Module 8 - Chords and Harmony
22	Major and Minor Chords
	Explore the effects that major and minor tonalities have on music through singing and composing.
23	Playing Chords and Harmony
	Explore adding harmony to an existing piece of music.
24	Playing Accompaniment Parts
24	Understanding of and appreciation for the musician- ship required to serve in accompaniment roles.

	Module 11 - The Rap Project
21	Dynamic Rapping
31	Experience the process of composing a rap.
32	Rap Rehearsals
72	Help students finalize preparations for performing an original rap composition.
22	Rap It Up (The Performance)
33	Provide performance experiences, both as a performer and audience member.

	Module 3 - Melody
	Ascending and Descending Scales
7	Recognize and perform melodies based on ascending and descending scales.
8	Major and Minor Melodies
	Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.
	Melodic Ostinatos
9	Expand students' abilities to understand and perform a melodic ostinato.









# **5th Grade Curriculum Map**

### First Nine Weeks

## Module 1 - Meter Welcome to Music! Orient students to the music class, review meter concepts, and prepare them for the year ahead. Meter Review 2 Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters. Meter of 6/8 Develop students' ability to identify and perform music in a 6/8 meter.

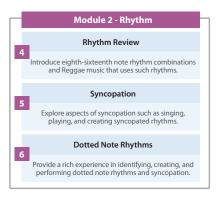
### Second Nine Weeks

	Module 4 - Melody	H
10	Sharps and Flats	
10	Promote students' understanding of sharps and flats in relation to half steps.	
11	Major Scales and Key Signatures	
ï	Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.	
12	Improvising on Major Scales	
	Expand students' understanding of major scales through improvisation.	

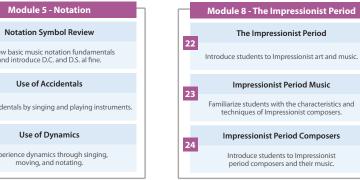
### Third Nine Weeks

	Module 7 - Instruments	_
_		
19	Symphony Orchestra	
19	Explore the instruments of the symphony orchestra with an emphasis on the brass section.	
20	String Family	
20	Review the string family with a focus on playing techniques.	
21	Strings and Music Styles	
	Explore how strings are used in various music styles.	

	Module 10 - The Commercial Project
20	Creating a Commercial Project
28	Begin the process of creating a commercial jingle project.
29	Our Product
27	Choosing a product and writing an advertisement.
30	Composing Our Live Music
	Create and perform live music to enhance the effectiveness of their commercial jingle.



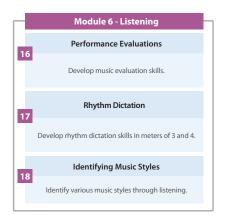


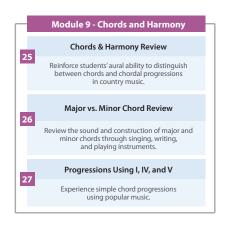


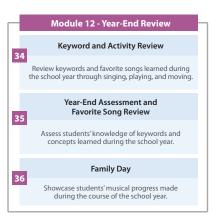


	Module 11 - The Commercial Project
24	Creating Our Jingle
31	Create music for a commercial jingle project.
32	Putting It All Together
32	Combine the elements from the four previous lessons into a rehearsed presentation.
33	The Performance
33	Integrate all commercial project elements from the last five lessons into a live performance.











# Exploring Music 1 - A • Curriculum Map

FUN	-damentals
Assess the musical level of your student	s and creates a foundation for the rest of the year.
Quaver FUN-damentals Project	Chords & Form Review
Complete a pres-assessment of 6th Grade students musical knowledge and categorize music into specific genres.	Review musical form and chords through chord progression and different genres of music.
Rhythm Review	Melody Review
Review the basic elements of rhythm, notes, and patterns.	Review the concept of melodies and create a final review composition.
Pitch Review	Quaver Radio Wrap-Up
Review the concept of pitch and note names on the staff.	Categorize genres of music and complete a final assessment.

	Рор	Opera	à	
Stude	ents investigate the key elements of opera, culminating in a	short "po	p opera" featuring	five songs with original melody or lyrics
19	Pop Opera Outlining the Project	22	s	itaging the Props
19	Introduce opera and establish the goals of the project.	22	Groups decide on p	props, costumes, and backgrounds for project.
20	Starting the Songs	23	ı	Dress Rehearsal
	Complete five songwriting tasks in student groups.	23		ll dress rehearsal of the Pop Opera, ecting and timing all of the elements.
21	Perfecting the Songs	24	Т	The Performance
Σ.	Groups finish the songwriting component of the project and present song to class.	24	Students perd	ofrm their Pop Opera in front of a live audience.

	Busking/Stre		
7	What is Busking?	10	Choreographing Busking Routines
	Introduce busking and establish the goals of the project.		Complete the piece and add choreographed music.
8	Starting My Busking Routine	11	Finishing Touches
T	Review elements needed to build a foundation for the project.		Put finishing touches on busking performance through dress rehearsal.
9	Developing My Busking Routine	12	The Busking Project Performance
-	Compose and create ostinatos for busking routine in groups.		Students perform original busking routines and practice assessment with grading rubric.

	World Perc	ussioi	• Africa	
	Explore the percussion rhythms of Africa, including	ng the la	nguage, history, traditional dances an	d more.
25	Africa and Its Instruments	28	Composing Our New B Se	ction
25	Introduce the culture and percussion instruments of Africa, emphasizing the region of West Africa.	26	Continue composition in groups, compos for B section of piece.	ing two ostinatos
26	African Dance and Chants	29	Adding the Ending and Tra	nsition
20	Explore an authentic African drum and chant experience to prepare students to create their own composition.		Complete and rehearse composition eight-beat transition to pie	
27	Starting Our African Percussion Piece	30	The Final Performance	e
2/	Student groups begin to create an African percussion ensemble composition.	30	Students perform their original percussion ensemble compos	
	percussion ensemble composition.			

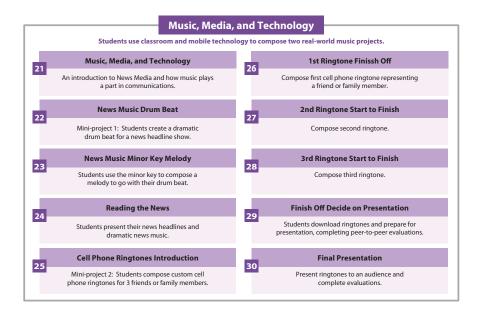
	Science	ce of Sound
	Students investigate sound waves, reverberation	n, and digital effects to host a Science of Sound exhibition.
13	What is Sound?	Sound in the Studio
13	Introduce project and establish project goals.	Explore how sound manipulation is done in studios for pop music, television, and film.
14	More About Sounds	Final Countdown
	Introduce and define waveforms, frequency, amplitude, and reverberation.	Groups add finishing touches to Science of Sound presentations.
15	Sound Around the Room	Presentations
12	Explore properties of sound using instruments manipulated by students.	Students present their Science of Sound projects to the class and invited audience.

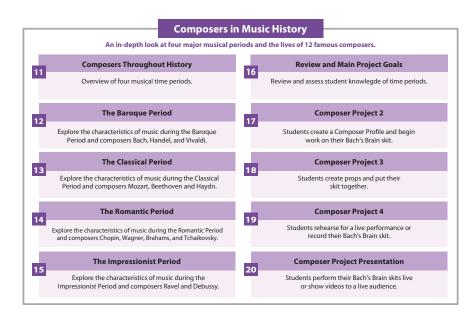
Studen		or Animation
24	Getting Started	The Big Project
31	Introduce the broad world of animation and establish project goals.	Groups select an animation and begin composition to suit the action.
32	My First Practice Piece	The Big Project II
JZ	Explore various techniques for creating underscore music for animation.	Continue work on the animation composition and begin to add SFX.
33	Motifs and Borduns	The Animation Assessment
55	Extend composition by incorporating melody fragments and Borduns.	Students perform live animation music with Foley and vocal SFX in front of an audience.

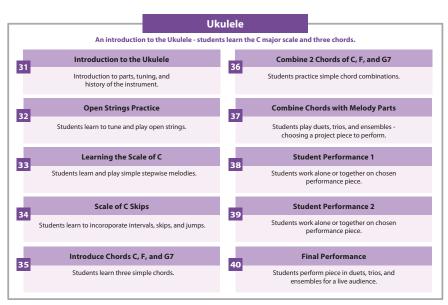


# Exploring Music 1 - B • Curriculum Map

	ercussion uding the Samba, the Salsa, and the Merengue. Also making drum
Introduction to Latin America	Playing the Salsa
An overview of Latin America and it's geography and music.	Students play a Salsa piece using classroom instruments and created drums.
Making Our Drums	Dominican Republic and the Merengue
Students create their own Latin drums independently or in groups.	Introduce the percussion and music of the Dominican Republic, with a focus on the Merengue.
Brazil and the Samba	Playing the Merengue
Introduce the percussion and music of Brazil, with a focus on the Samba.	Students play a Merengue piece using classroom instruments and created drums.]]
Playing the Samba	Practicing for the Performance
Students play a Samba piece using classroom instruments and created drums.	Rehearse the three pieces to prepare for live performance.
Cuba and the Salsa	The Performance
Introduce the percussion and music of Cuba, with a focus on the Salsa.	Students perform their Samba, Salsa, and Merengue pieces for a live audience.









# **Exploring Music 1 - C • Curriculum Map**

An in		boards n C to G in the bass and treble clefs and perform a solo or duet keyboard piece
1	Find Middle C	More on Chords: 3 Fingers C, F, G, +
Ī	An introduction the keyboard and playing Middle C.	Students play duets with melody parts.
	Notes C and D	Your Choice
	Students learn notes C and D in bass and treble clefs.	Students choose solo, duet, trio, or ensemble for final performance.
•	C, D, E, and F	Your Choice Part 2
	Students play C, D, E, and F in bass and treble clefs.	Students practice their performance piece alone or in groups.
1	C, D, E, F, and G	Your Choice Part 3
	Students play C, D, E, F, and G in bass and treble clefs.	Students practice their performance piece alone or in groups and perform peer-to-peer evaluations.
•	Chords: 3 Fingers C, F, and G	The Final Performance
	Students learn and play pieces with 3 simple chords.	Students perform their final piece alone or in groups for a live audience.

	Extend students understanding of musical styles jazz, r	cal Sty ock and hi	
21	Introduction to Styles and Jazz	26	Hip-Hop and Beatboxing
2 1	An introduction to Jazz, Rock and Hip-Hop styles, focusing on Jazz.	20	Students practice beatboxing, rapping, and freestyling - creating beats with the Quaver Drum Kit App.
22	Improvising a Jazz Piece	27	Choose your Style
22	Students learn to play and improvise a Jazz piece on the keyboard or Quaver Keyboard App.	27	Students choose a Jazz, Hip-Hop, or Rock piece to complete for their performance.
22	Basics of Rock	28	Working on our Piece
23	Explore the history and foundations of Rock music.	20	Group work on the final project piece.
24	Hooks, Fills, and Improvising	29	Dress Rehearsal
24	Students create hooks, fills, and improvisations on the guitar or Quaver Guitar App.	29	Students rehearse their performance and perform peer-to-peer evaluations.
25	Basics of Hip-Hop	30	Final Performance
25	Explore the history and foundations of Hip-Hop music.	50	Performance of group pieces and final evaluation.

