



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.

Module 2 - Voice

Whisper, Talk, Shout, and Sing

Develop students' ability to use their voices in different ways.

Whisper, Talk, Shout, and Sing II

Reinforce students' abilities to use their voices in different ways.

My First Performance

The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

Module 3 - Rhythm

Rhythm Introduction

Experience the connection between beat and rhythm through singing and moving.

Beat or Rhythm

Discover the difference between beat and rhythm.

Sing, Play, & Move to Rhythm

Experience rhythm through singing, playing, and moving.

Second Nine Weeks

Module 4 - Pitch

High and Low

Introduce students to the musical concept of high and low.

More about High and Low

Introduce students to matching pitch.

Pitches and Singing

Enhance students' ability to understand pitch by singing, moving, and playing.

Module 5 - Melody

Up and Down

Explore how melodic direction affects musical experience.

Singing Up and Down

Promote students' experience of melodic direction through listening, singing, and moving.

Sing it!

Develop students' experience with melody by introducing a celebration song through listening and singing.

Module 6 - Meter

Patterns of 2

Promote students' understanding of meter by chanting and moving to patterns of two.

Patterns of 3

Promote students' understanding of meter by singing, chanting, and moving to patterns of three.

Patterns of 4

Promote students' understanding of meter by singing and moving to patterns of four.

Third Nine Weeks

Module 7 - Instruments

Intro to Instrument Families

Introduce the four instrument families of the orchestra.

Woodwinds and Brass

Discover the flute in the woodwind family, and the trumpet in the brass family.

Percussion and Strings

Discover the violin in the string family, and the drum in the percussion family.

Module 8 - Dynamics

Loud and Soft

Introduce loud and soft through singing, playing, and moving to music.

Singing Loud and Soft

Reinforce loud and soft dynamic levels in music.

Playing Loud and Soft

Experience the fact that instruments can be played at loud or soft dynamic levels.

Module 9 - Tempo

All About Tempo

Introduce tempo through moving and singing.

Fast or Slow?

Identify fast and slow tempos through listening, singing, and moving.

Tempo Changes Around Us

Discuss how tempo affects us in all areas of life.

Fourth Nine Weeks

Module 10 - Duration

Introduction to Long and Short Sounds

Introduce students to long and short sounds.

Playing Long and Short Sounds

Reinforce students' ability to comprehend and express long and short sounds through a variety of activities.

Moving to Long and Short Sounds

Reinforce long and short sounds through movement.

Module 11 - Listening

Found Sounds

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 12- Year End Review

Keyword and Activity Review

Review keywords and favorite songs learned during the school year by singing, playing, and moving.

Year-End Assessment and Favorite Songs Review

Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

Showcase students' musical progress made during the course of the school year.



1st Grade Curriculum Map

First Nine Weeks

Module 1 - Beat

- 1 Welcome to Music!**
Explore the basics of beat, establish rules and procedures for music class.
- 2 Steady Beat**
Review the concept of steady beat as it pertains to a variety of music.
- 3 Strong and Weak Beats**
Discover strong and weak beats through singing and moving.

Module 2 - Meter

- 4 Meters of 2 and 4**
Understand and experience meters of 2 and 4 through multiple activities.
- 5 Meter of 3**
Understand and experience music in a meter of 3.
- 6 Changing Meters**
Feel the difference in meters of 2, 3, and 4.

Module 3 - Rhythm

- 7 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**
Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.

Second Nine Weeks

Module 4 - Voice

- 10 Four Different Voices**
Explore different ways to use the voices and formally begin learning the pitches so and mi.
- 11 My Voice is an Instrument**
Exploring the voice through singing and moving.
- 12 Sing and Breathe**
Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.

Module 5 - Lines and Spaces

- 13 Intro to Lines and Spaces**
Visualize the relationship between so and mi on a two line staff.
- 14 We're Getting into Treble Clef**
Reinforce the relationship of pitches on the staff, and discover the treble clef.
- 15 Pitches and Intervals**
Experience the aural and spatial relationship between so, mi and la on a two line music staff.

Module 6 - Melody

- 16 Melodic Patterns and Directions**
Experience melodic patterns and directions through singing, playing, creating, and moving.
- 17 What Is Melody?**
Define and experience melody through listening, singing, and playing.
- 18 What is a Song?**
Introduce the basics of song through listening, singing, and composing.

Third Nine Weeks

Module 7 - Notes and Rests

- 19 Sound and Rests**
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

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

Module 9 - Dynamics

- 25 Loud and Soft**
Introduce piano and forte through singing.
- 26 Getting Louder, Getting Softer**
Recognize the need for dynamic contrast through various activities.
- 27 Dynamics Add Spice**
Discover the need for dynamics through listening and playing instruments.

Fourth Nine Weeks

Module 10 - Instruments

- 28 String Family Introduction**
Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.
- 29 All About Percussion**
Discover the members of the percussion family.
- 30 Classroom Percussion Instruments**
Reinforce the percussion family by playing unpitched classroom percussion instruments.

Module 11 - Form

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

Module 12 - Year-End Review

- 34 Keyword and Activity Review**
Review keywords and favorite songs learned during the school year through singing, playing, and moving.
- 35 Year-End Assessment and Favorite Song Review**
Assess students' knowledge of keywords and concepts learned during the school year.
- 36 Family Day**
Showcase students' musical progress made during the course of the school year.



2nd Grade Curriculum Map

First Nine Weeks

Module 1 - Beat

Welcome to Music

- 1 Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.

Steady Beat

- 2 Expand students' ability to understand and perform steady beat using a variety of music.

Strong and Weak Beats

- 3 Promote students' ability to identify and perform strong and weak beats.

Module 2 - Meter

Meter Review 2/4 and 4/4

- 4 Develop students' ability to recognize and perform musical activities related to meters of 2, 3, or 4.

Meter in 3/4

- 5 Experience a meter of 3 with a variety of activities.

Identifying Meters

- 6 Develop students' ability to recognize and feel meters of 2, 3, and 4.

Module 3 - Rhythm

Beat Against Rhythm 2

- 7 Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.

Singing, Play, & Move to Rhythm 2

- 8 Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.

Ostinatos 2

- 9 Gain more experience creating, performing, and improvising over simple ostinatos.

Second Nine Weeks

Module 4 - Singing

My Voice is an Instrument

- 10 Promote understanding of home tone and use of diaphragm for breathing.

Singing Solfège

- 11 Introduction to the five line staff and Do-Mi-So.

Singing Partner Songs

- 12 Initiate singing in harmony and strengthen note reading skills.

Module 5 - Melody

Melodic Direction

- 13 Experience the movement of melodies by steps, skips, or repeated notes.

Melodic Phrases

- 14 Develop a deeper understanding of phrase and melody.

The Pentatonic Scale

- 15 Introduce the pentatonic scale and experience its usefulness, especially for improvising.

Module 6 - The Baroque Period

The Baroque Period

- 16 Introduce students to the Baroque Period music, art, and composers.

Baroque Period Music

- 17 Introduce musical ornamentation used in Baroque music.

Baroque Composers and Orchestra

- 18 Introduce students to famous Baroque composers and orchestra.

Third Nine Weeks

Module 7 - Notes and Rests

Note Durations

- 19 Introduce quarter note, half note, quarter rest, and half rest.

Accent Marks

- 20 Understand the need for accent marks in music through singing, moving, and playing instruments.

Writing Notes and Rests

- 21 Recognize and use notation correctly through listening.

Module 8 - Dynamics

Adding "issimo"

- 22 Introduce "issimo" as a part of dynamic vocabulary.

Crescendo and Decrescendo

- 23 Explore the use of crescendo and decrescendo in music.

Dynamics Create Interest

- 24 Reinforce the need for dynamics in music.

Module 9 - Instruments

Instruments of the Orchestra

- 25 Introduce the orchestra seating chart and role of the conductor.

The Brass Family

- 26 Discover the members of the Brass Family.

Science of Sound

- 27 Discover the science of sound production.

Fourth Nine Weeks

Module 10 - Composing

Composing Rhythm

- 28 Explore creating expressive elements to poems, speech pieces, stories, and songs.

Composing Melody

- 29 Explore chanting, singing in unison, and starting at different times.

Composing Lyrics

- 30 Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

Module 11 - Form

AB Form and Repeat Sign

- 31 Experience and review AB form and the repeat sign.

ABA Form

- 32 Discover and gain a basic understanding of ABA form.

ABACA Form

- 33 Utilize understanding of previously taught forms to gain an understanding of rondo form.

Module 12 - Year-End Review

Keyword and Activity Review

- 34 Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Song Review

- 35 Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

- 36 Showcase students' musical progress made during the course of the school year.



3rd Grade Curriculum Map

First Nine Weeks

Module 1 - Rhythm

Welcome to Music!

Familiarize students with the music classroom, and prepare them for the year ahead.

Meter Sign

Discover meter sign through singing, playing, and creating.

Ostinatos

Create and improvise on various ostinatos within a song.

Module 2 - Singing

Identifying Different Voices

Introduce the four different singing voices: Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa

Musical Alphabet

Discover the musical alphabet, and sing a cumulative song.

Rounds and Cannons

Explore futuristic sounds while singing a canon and round.

Module 3 - Melody

Lines and Spaces

Discover the lines and spaces of the treble clef staff.

Melodic Movement

Expand knowledge of melodic movement.

Pentatonic Scales

Play and improvise on a pentatonic scale.

Second Nine Weeks

Module 4 - The Classical Period

The Classical Period

Explore the music and composers of the Classical period through singing, moving, and playing instruments.

Classical Period Music

Discover and explore the pianoforte and string quartet in the Classical Period.

Classical Composers & Orchestra

Identify important Classical composers, and learn about the Classical orchestra.

Module 5 - Notes and Rests

Sixteenth Notes

Introduce beamed sixteenth notes.

Whole Notes and Whole Rests

Introduce whole notes and whole rests and review previously learned note values

Writing Notes and Rests

Listen and write rhythms consisting of various note and rest values.

Module 6 - Dynamics

Mezzo Forte, Mezzo Piano, & Sforzando

Introduce mezzo forte, mezzo piano, and sforzando.

Crescendo & Decrescendo Review

Review Crescendo and Decrescendo through singing and playing.

Identifying Dynamics

Aurally recognize dynamic changes in music.

Third Nine Weeks

Module 7 - Instruments

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 8 - Styles

Recorder 4/Blues

Introduce Blues music and playing G on the recorder.

Recorder 5/Blues

Prepare students to play a Blues style song on recorder using B, A, and G.

Recorder 6/Blues

Reinforce students' ability to read notes B, A, G on the treble clef staff and play them on the recorder.

Module 9 - Tempo

Recorder 7/Tempo

Review B, A, and G on recorder while discovering new tempo vocabulary.

Recorder 8/Tempo

Perform on recorders as they experience the effect of tempo changes in music.

Recorder 9/Tempo3

Internalize steady tempo by listening and performing music requiring this ability.

Fourth Nine Weeks

Module 10 - Chords and Harmony

Recorder 10/Chords & Harmony

Introduce the concepts of chords, harmony, major keys, and minor keys.

Recorder 11/Chords & Harmony

Experience chords in music and learn to play C on the recorder.

Recorder 12/Chords & Harmony

Perform songs on recorder using B, A, G, and C.

Module 11 - Form

Form and Introduction

Engage in the review of form and the introduction of the new concept of "introduction" in music.

Refrain

Introduce and identify refrain in a piece of music

Combining Form Elements

Understand how the elements of form combine together in a song or piece of music.

Module 12 - Year-End Review

Keyword and Activity Review

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Songs Review

Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

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 2 - Singing

Octaves, Descants, & Patriotic Music

Recognize and sing low and high voices (including descants), and use them in patriotic music.

Singing Triads

Sing Major and Minor tonic, dominant triads, and the home tone.

Part Singing and Florida History

Refine part singing skills using part songs and canons.

Module 3 - Melody

Ascending and Descending Scales

Recognize and perform melodies based on ascending and descending scales.

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

Expand students' abilities to understand and perform a melodic ostinato.

Second Nine Weeks

Module 4 - Duration

Duration Review

Reinforce rhythms by playing instruments and moving.

Dotted Quarter Notes

Introduce and play dotted quarter notes in a recorder duet.

Tied Notes

Introduce tied notes and strengthen students' understanding of conducting patterns.

Module 5 - Notation

Keeping Up With the Score

Reinforce students' understanding of major vs minor and reading musical notation.

Getting to Know E and D

Introduce pitches E and D on the recorder.

Giving Thanks

Promote students' use of notation by singing and playing instruments on a song about Thanksgiving.

Module 6 - Articulation & Tempo

Articulation Review

Introduction to new articulation terms, and tempo review.

Tricky Tempos

Analyze and perform a song with tempo variations.

Timbre

Explore timbre in holiday music.

Third Nine Weeks

Module 7 - Instruments

Orchestral and Concert Band Instruments

Explore the orchestra and concert band instruments.

Guitars and Fretted Instruments

Promote students' understanding of guitars and fretted instruments.

Playing Fretted Instruments

Invite students to listen to, study, and play fretted instruments.

Module 8 - Chords and Harmony

Major and Minor Chords

Explore the effects that major and minor tonalities have on music through singing and composing.

Playing Chords and Harmony

Explore adding harmony to an existing piece of music.

Playing Accompaniment Parts

Understanding of and appreciation for the musicianship required to serve in accompaniment roles.

Module 9 - The Romantic Period

Time Machine

Review various eras of musical styles and focus on the Romantic period.

Making Music in the Romantic Period

Introduce Romantic period music.

Telling a Story with Music

Introduce the concept of musical themes or motifs in order to tell a story.

Fourth Nine Weeks

Module 10 - The Rap Project

The Rap Project

Recall the musical elements needed to compose, write, and perform a simple rap as a small group.

Creating My Rap

Compose, write and perform a simple rap as a small group.

Rhymes, Rhythm, and Rap

Experience composing a backing track and creating lyrics.

Module 11 - The Rap Project

Dynamic Rapping

Experience the process of composing a rap.

Rap Rehearsals

Help students finalize preparations for performing an original rap composition.

Rap It Up (The Performance)

Provide performance experiences, both as a performer and audience member.

Module 12 - Year-End Review

Keyword and Activity Review

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Song Review

Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

Showcase students' musical progress made during the course of the school year.



5th Grade Curriculum Map

First Nine Weeks

Module 1 - Meter

Welcome to Music!

1 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

3 Develop students' ability to identify and perform music in a 6/8 meter.

Module 2 - Rhythm

Rhythm Review

4 Introduce eighth-sixteenth note rhythm combinations and Reggae music that uses such rhythms.

Syncopation

5 Explore aspects of syncopation such as singing, playing, and creating syncopated rhythms.

Dotted Note Rhythms

6 Provide a rich experience in identifying, creating, and performing dotted note rhythms and syncopation.

Module 3 - Singing

SATB Music and Bass Clef

7 Develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.

Descants

8 Develop a better understanding of how descants are used to add harmony and color.

Music from Other Lands

9 Develop a greater awareness of the music from different parts of the world.

Second Nine Weeks

Module 4 - Melody

Sharps and Flats

10 Promote students' understanding of sharps and flats in relation to half steps.

Major Scales and Key Signatures

11 Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.

Improvising on Major Scales

12 Expand students' understanding of major scales through improvisation.

Module 5 - Notation

Notation Symbol Review

13 Review basic music notation fundamentals and introduce D.C. and D.S. al fine.

Use of Accidentals

14 Utilize accidentals by singing and playing instruments.

Use of Dynamics

15 Experience dynamics through singing, moving, and notating.

Module 6 - Listening

Performance Evaluations

16 Develop music evaluation skills.

Rhythm Dictation

17 Develop rhythm dictation skills in meters of 3 and 4.

Identifying Music Styles

18 Identify various music styles through listening.

Third Nine Weeks

Module 7 - Instruments

Symphony Orchestra

19 Explore the instruments of the symphony orchestra with an emphasis on the brass section.

String Family

20 Review the string family with a focus on playing techniques.

Strings and Music Styles

21 Explore how strings are used in various music styles.

Module 8 - The Impressionist Period

The Impressionist Period

22 Introduce students to Impressionist art and music.

Impressionist Period Music

23 Familiarize students with the characteristics and techniques of Impressionist composers.

Impressionist Period Composers

24 Introduce students to Impressionist period composers and their music.

Module 9 - Chords and Harmony

Chords & Harmony Review

25 Reinforce students' aural ability to distinguish between chords and chordal progressions in country music.

Major vs. Minor Chord Review

26 Review the sound and construction of major and minor chords through singing, writing, and playing instruments.

Progressions Using I, IV, and V

27 Experience simple chord progressions using popular music.

Fourth Nine Weeks

Module 10 - The Commercial Project

Creating a Commercial Project

28 Begin the process of creating a commercial jingle project.

Our Product

29 Choosing a product and writing an advertisement.

Composing Our Live Music

30 Create and perform live music to enhance the effectiveness of their commercial jingle.

Module 11 - The Commercial Project

Creating Our Jingle

31 Create music for a commercial jingle project.

Putting It All Together

32 Combine the elements from the four previous lessons into a rehearsed presentation.

The Performance

33 Integrate all commercial project elements from the last five lessons into a live performance.

Module 12 - Year-End Review

Keyword and Activity Review

34 Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Song Review

35 Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

36 Showcase students' musical progress made during the course of the school year.



Exploring Music 1 - A • Curriculum Map

FUN-damentals

Assess the musical level of your students and creates a foundation for the rest of the year.

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| <p>1 Quaver FUN-damentals Project
Complete a pre-assessment of 6th Grade students musical knowledge and categorize music into specific genres.</p> <p>2 Rhythm Review
Review the basic elements of rhythm, notes, and patterns.</p> <p>3 Pitch Review
Review the concept of pitch and note names on the staff.</p> | <p>4 Chords & Form Review
Review musical form and chords through chord progression and different genres of music.</p> <p>5 Melody Review
Review the concept of melodies and create a final review composition.</p> <p>6 Quaver Radio Wrap-Up
Categorize genres of music and complete a final assessment.</p> |
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Pop Opera

Students investigate the key elements of opera, culminating in a short "pop opera" featuring five songs with original melody or lyrics.

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| <p>19 Pop Opera Outlining the Project
Introduce opera and establish the goals of the project.</p> <p>20 Starting the Songs
Complete five songwriting tasks in student groups.</p> <p>21 Perfecting the Songs
Groups finish the songwriting component of the project and present song to class.</p> | <p>22 Staging the Props
Groups decide on props, costumes, and backgrounds for project.</p> <p>23 Dress Rehearsal
Complete a full dress rehearsal of the Pop Opera, working on perfecting and timing all of the elements.</p> <p>24 The Performance
Students perform their Pop Opera in front of a live audience.</p> |
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Busking/Street Entertaining

Students use knowledge of composition and rhythms to create fun street routines in groups out of ostinatos.

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

Explore the percussion rhythms of Africa, including the language, history, traditional dances and more.

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| <p>25 Africa and Its Instruments
Introduce the culture and percussion instruments of Africa, emphasizing the region of West Africa.</p> <p>26 African Dance and Chants
Explore an authentic African drum and chant experience to prepare students to create their own composition.</p> <p>27 Starting Our African Percussion Piece
Student groups begin to create an African percussion ensemble composition.</p> | <p>28 Composing Our New B Section
Continue composition in groups, composing two ostinatos for B section of piece.</p> <p>29 Adding the Ending and Transition
Complete and rehearse composition, adding eight-beat transition to piece.</p> <p>30 The Final Performance
Students perform their original African percussion ensemble composition.</p> |
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Science of Sound

Students investigate sound waves, reverberation, and digital effects to host a Science of Sound exhibition.

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| <p>13 What is Sound?
Introduce project and establish project goals.</p> <p>14 More About Sounds
Introduce and define waveforms, frequency, amplitude, and reverberation.</p> <p>15 Sound Around the Room
Explore properties of sound using instruments manipulated by students.</p> | <p>16 Sound in the Studio
Explore how sound manipulation is done in studios for pop music, television, and film.</p> <p>17 Final Countdown
Groups add finishing touches to Science of Sound presentations.</p> <p>18 Presentations
Students present their Science of Sound projects to the class and invited audience.</p> |
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Scoring for Animation

Students will learn the basic elements of composing music for video animations and apply to their own underscore music compositions.

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| <p>31 Getting Started
Introduce the broad world of animation and establish project goals.</p> <p>32 My First Practice Piece
Explore various techniques for creating underscore music for animation.</p> <p>33 Motifs and Borduns
Extend composition by incorporating melody fragments and Borduns.</p> | <p>34 The Big Project
Groups select an animation and begin composition to suit the action.</p> <p>35 The Big Project II
Continue work on the animation composition and begin to add SFX.</p> <p>36 The Animation Assessment
Students perform live animation music with Foley and vocal SFX in front of an audience.</p> |
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Exploring Music 1 - B • Curriculum Map

Latin Percussion

An introduction to the percussion rhythms of Latin America including the Samba, the Salsa, and the Merengue. Also making drums.

1	Introduction to Latin America An overview of Latin America and it's geography and music.	6	Playing the Salsa Students play a Salsa piece using classroom instruments and created drums.
2	Making Our Drums Students create their own Latin drums independently or in groups.	7	Dominican Republic and the Merengue Introduce the percussion and music of the Dominican Republic, with a focus on the Merengue.
3	Brazil and the Samba Introduce the percussion and music of Brazil, with a focus on the Samba.	8	Playing the Merengue Students play a Merengue piece using classroom instruments and created drums.]]
4	Playing the Samba Students play a Samba piece using classroom instruments and created drums.	9	Practicing for the Performance Rehearse the three pieces to prepare for live performance.
5	Cuba and the Salsa Introduce the percussion and music of Cuba, with a focus on the Salsa.	10	The Performance Students perform their Samba, Salsa, and Merengue pieces for a live audience.

Music, Media, and Technology

Students use classroom and mobile technology to compose two real-world music projects.

21	Music, Media, and Technology An introduction to News Media and how music plays a part in communications.	26	1st Ringtone Finiss Off Compose first cell phone ringtone representing a friend or family member.
22	News Music Drum Beat Mini-project 1: Students create a dramatic drum beat for a news headline show.	27	2nd Ringtone Start to Finish Compose second ringtone.
23	News Music Minor Key Melody Students use the minor key to compose a melody to go with their drum beat.	28	3rd Ringtone Start to Finish Compose third ringtone.
24	Reading the News Students present their news headlines and dramatic news music.	29	Finish Off Decide on Presentation Students download ringtones and prepare for presentation, completing peer-to-peer evaluations.
25	Cell Phone Ringtones Introduction Mini-project 2: Students compose custom cell phone ringtones for 3 friends or family members.	30	Final Presentation Present ringtones to an audience and complete evaluations.

Composers in Music History

An in-depth look at four major musical periods and the lives of 12 famous composers.

11	Composers Throughout History Overview of four musical time periods.	16	Review and Main Project Goals Review and assess student knowledge of time periods.
12	The Baroque Period Explore the characteristics of music during the Baroque Period and composers Bach, Handel, and Vivaldi.	17	Composer Project 2 Students create a Composer Profile and begin work on their Bach's Brain skit.
13	The Classical Period Explore the characteristics of music during the Classical Period and composers Mozart, Beethoven and Haydn.	18	Composer Project 3 Students create props and put their skit together.
14	The Romantic Period Explore the characteristics of music during the Romantic Period and composers Chopin, Wagner, Brahms, and Tchaikovsky.	19	Composer Project 4 Students rehearse for a live performance or record their Bach's Brain skit.
15	The Impressionist Period Explore the characteristics of music during the Impressionist Period and composers Ravel and Debussy.	20	Composer Project Presentation Students perform their Bach's Brain skits live or show videos to a live audience.

Ukulele

An introduction to the Ukulele - students learn the C major scale and three chords.

31	Introduction to the Ukulele Introduction to parts, tuning, and history of the instrument.	36	Combine 2 Chords of C, F, and G7 Students practice simple chord combinations.
32	Open Strings Practice Students learn to tune and play open strings.	37	Combine Chords with Melody Parts Students play duets, trios, and ensembles - choosing a project piece to perform.
33	Learning the Scale of C Students learn and play simple stepwise melodies.	38	Student Performance 1 Students work alone or together on chosen performance piece.
34	Scale of C Skips Students learn to incorporate intervals, skips, and jumps.	39	Student Performance 2 Students work alone or together on chosen performance piece.
35	Introduce Chords C, F, and G7 Students learn three simple chords.	40	Final Performance Students perform piece in duets, trios, and ensembles for a live audience.



Exploring Music 1 - C • Curriculum Map

Keyboards

An introduction to playing the keyboard - students learn the notes from C to G in the bass and treble clefs and perform a solo or duet keyboard piece.

1	Find Middle C An introduction the keyboard and playing Middle C.	6	More on Chords: 3 Fingers C, F, G, + Students play duets with melody parts.
2	Notes C and D Students learn notes C and D in bass and treble clefs.	7	Your Choice Students choose solo, duet, trio, or ensemble for final performance.
3	C, D, E, and F Students play C, D, E, and F in bass and treble clefs.	8	Your Choice Part 2 Students practice their performance piece alone or in groups.
4	C, D, E, F, and G Students play C, D, E, F, and G in bass and treble clefs.	9	Your Choice Part 3 Students practice their performance piece alone or in groups and perform peer-to-peer evaluations.
5	Chords: 3 Fingers C, F, and G Students learn and play pieces with 3 simple chords.	10	The Final Performance Students perform their final piece alone or in groups for a live audience.

Musical Styles

Extend students understanding of musical styles jazz, rock and hip-hop through listening, analyzing, and describing.

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

Asian Percussion

An introduction to the percussion instruments of Asia and compose and perform their own Taiko drumming piece.

11	Drums of India An introduction to the history and instruments of Asia with a focus on Indian percussion.	16	Composing the Ensemble - Part III Students complete the B section of their piece.
12	Drums of the Middle East Students explore percussion instruments of the Middle East including the doumbek, tar, finger cymbals, and djembe.	17	Finishing Touches - Part I Students complete the C section of their piece.
13	The Silk Road & Japanese History Students learn how musical culture spread through Asia throughout history.	18	Finishing Touches - Part II Students put the piece together and add movement choreography.
14	Japan, Taiko, and Composing An introduction to the history, geography and percussion instruments of Japan with a focus on Taiko Drumming.	19	Dressing the Rehearsal Students practice their performance piece alone or in groups and perform peer-to-peer evaluations.
15	Composing the Ensemble - Part II Students begin creating a Taiko drumming piece with an A, B, and C section.	20	Final Presentations and Evaluation! Students perform their final piece alone or in groups for a live audience.

Giant Jam

This finale project includes a group performance of one, two, or four measure ostinatos played together in a giant jam piece.

31	What is a Jam? An introduction to the basics of Jamming.	36	Creating a Giant Jam Piece Students create a jam piece using drums.
32	Jamming a Bass Foundation Students create a bass and rhythmical foundation on which they will build a good jam session.	37	Writing and Arranging the A Student groups formalize their favorite jamming loops to write a giant jam piece.
33	Jamming (A) Using Melodic Instruments Students use the D Minor pentatonic scale and Boomwhackers® to create a treble jam.	38	Writing and Arranging the B Students arrange the loops for their giant jam piece.
34	Jamming (B) Using Found Sounds Students use found sounds to create a good jamming session.	39	Writing and Arranging the C Students rehearse their giant jam and use the arranging grid to notate it.
35	Jamming (C) Using Drums and Other Students add their treble and found sounds jams to their foundation piece.	40	Final Presentations Student groups perform their giant jams for an audience and present their jamming grids.