

Sample Curriculum Map by Grade: Overview 1st half of the year

Note: This is an example curriculum that has been devised from lessons taught in student and substitute teaching. It is open for adaptation based on a school's existing curriculum.

Methodologies used: SongWorks, Kodaly, Orff

Instruments/Families to Introduce: Piano, Percussion Family, Woodwinds (Flute, Clarinet, Saxophone), Brass (Trumpet, Trombone, Tuba), String (Violin, Viola, Cello, Bass), Gamelon, Ukulele/ Guitar,

Philosophy: Students will experience music in a variety of ways with an emphasis on inquiry and developing critical thinking, and listening skills as well as being a productive member of a community.

September

- **Emphasis:** Building community, getting to know each other, Bucket Drumming/Drum circles
- **Composer of the Month:** Mozart
- **Piece for Study:** Twinkle Twinkle Little Star
- **Instrument/ Family of the Month:** Piano, Percussion Family

Kindergarten-

- **Standards Addressed:**
- **Songs/Instruments:** "Here we are Together", "Bumpity Bumpity Yellow Bus", "Hop Old Squirrel", "Sally Go 'Round the Sun"
- **Activities:** Fingerplays from SongWorks,
 - Hop Old Squirrel: Intro, Game

1st Grade-

- **Standards Addressed:**
- **Songs/Instruments:** "Here we are Together", "Twinkle, Twinkle Little Star", "Sally Go 'Round the Sun", "Shoo Fly", "Scotland's Burning"
- **Activities:**
 - **Twinkle:** Game, Study rhythm, Discover solfege, xylophones (informal assess)
 - **Sally:** Game, ideograph, solfege, sol and la notation (chips on staff)
 - **Shoo Fly:** Introduce as mystery song, map, discover solfege of cadence, play on xylophones (informal assess)
 - **Scotland's Burning:** Introduced with kinesthetic representation: putting hands on different parts of body and relating to Solfege

2nd Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Twinkle Twinkle, London Bridges
- **Activities:**
 - **Twinkle Twinkle**
 - **London Bridges:** SongWorks map, Game
 - **Bucket Drumming:** (possibly have for first half of each class, then on Fridays throughout year)

3rd Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Twinkle Twinkle, "I Like School"
- **Activities:**
 - **Twinkle:** Theme and Variations (3rd or 4th based on standards)
 - **Bucket Drumming**

4th Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Recorders
- **Activities:**
 - Twinkle Twinkle
 - Bucket Drumming

5th Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Recorders, possibly Nuvo Instruments
- **Activities:**
 - Twinkle Twinkle
 - Bucket Drumming

October

- **Emphasis:** Music Tells a Tale- Halloween Songs from different cultures
- **Composers of the Month:** Edvard Grieg, Camille Saint Seans
- **Song for Study:** Hall of the Mountain King, Black Cats, Skin and Bones
- **Instrument of the Month:** Xylophone

Kindergarten-

- **Standards Addressed:**
- **Songs/Instruments:** "Pumpkin Stew", "I Hear an Owl", In the Hall of the "Mountain King"
- **Activities:**
 - "Hall of the Mountain King"-Follow a pre-drawn map
 - "Night on Bald Mountain"

1st Grade-

- **Standards Addressed:**
- **Songs/Instruments:** "Black Cats", "Danse Macabre"
- **Activities:**
 - Black Cats-Discover where ta's and ti-ti's are as cat "walks across a fence" with fingers)
 - Hall of the Mountain King-Draw a story of what you think is happening in the music and describe with musical language

2nd Grade-

- **Standards Addressed:**
- **Songs/Instruments:** "Black Cats". "Danse Macabre"
- **Activities:**
 - Black Cats: Review finger rhythm, Song Dotting
 - Hall of the Mountain King-Draw a story of what you think is happening in the music and describe with musical language

3rd Grade-

- **Standards Addressed:**
- **Songs/Instruments:** "Black Cats", "Skin and Bones". "Danse Macabre"
- **Activities:**
 - "Black Cats": Play on ukuleles using C and G strings, body percussion, Orff instruments
 - Hall of the Mountain King-Draw a story of what you think is happening in the music and describe with musical language

4th Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Recorder Karate, "Black Cats", "Skin and Bones"
- **Activities:**
 - Black Cats-Play do and sol part of melody on recorder
 - Skin and Bones: Play s-m-r-d part on recorder
 - Hall of the Mountain King-Draw a story of what you think is happening in the music and describe with musical language
 - **Recorders:** Introduction, Breathing and Control, Sound Before Symbol: learning notes and Hot Cross Buns, begin Recorder Karate.

5th Grade-

- **Standards Addressed:**
- **Songs/Instruments:** Black Cats,
- **Activities:**
 - **Recorder:** Review Recorder Karate, Introduce songs with harmony, Phantom of the Opera theme and study of half steps (SMART Board presentation about half and whole steps using scale and piano keyboard for visuals)
 - Danse de Macabre: Story, play on xylophones

November:

- **Emphasis:** We are Thankful, Native American Music, Rehearsals for possible December performance
- **Composer of the Month:** Igor Stravinsky
- **Piece for Study:** The Firebird Ballet
- **Instrument of the Month:** Native American Flute

Kindergarten-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:** Playlet
 - **Native American Music:** Songs that give thanks to the land, circle games, stories, teacher plays Native American flute
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

1st Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:** Playlet
 - **Native American Music:** (Songs that give thanks to the land)
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

2nd Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:** Playlet, Solfege Assessment: track Solfege on Smart Board, write in Solfege
 - **Native American Music:** (Songs that give thanks to the land)
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

3rd Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:** Playlet
 - **Native American Music:** (Songs that give thanks to the land)
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

4th Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:** Playlet
 - **Native American Music:** (Songs that give thanks to the land)
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

5th Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Firebird:**
 - **Rite of Spring-** Compare and Contrast music and choreography to Firebird, watch ballet with and without music and discuss whether choreography or music started the riot
 - **Native American Music:** (Songs that give thanks to the land)
 - **We are Thankful:** Discuss how others could be less fortunate, list one thing you could do to help make the world a better place, create class song (each group creates verse and music using Quavers)

December

- **Emphasis:** Ballet: Music and Movement, rehearsals for possible performance
- **Composer of the Month:** Tchaikovsky
- **Instrument of the Month:** Flute, Woodwind Family

Kindergarten-

- **Standards Addressed:** Fill in with unit plan
- **Songs/Instruments:**
- **Activities:**
 - **Introduce:** Read story book, Tchaikovsky facts
 - **Chinese Dance, Trepak:** Form, Explore Rhythm, Move to music
 - ***Please see Nutcracker Unit for all specifics***
 - **Introduce flute:** History, how to make sound, predict how to change notes, play (all grades)

1st Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Introduce:** Read story book, Show Nutcracker, Tchaikovsky facts
 - **Learn about Ballet:** Partner Activity. videos of ballet
 - **Form:** Nutcracker Suite Smart Board
 - **Explore Rhythm:** My Nutcracker Rhythm
 - **Move to Music**

2nd Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:**
 - **Introduce:** Read story book, Show Nutcracker, Tchaikovsky facts
 - **Learn about Ballet:** Partner Activity. videos of ballet
 - **March:** Bucket Drumming, Cup Passing Game, Form, Explore Rhythm, Move to music
 - ***Please see Nutcracker Unit for all specifics***

3rd Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities: Trepak, March of the Flowers**
 - **Introduce:** Read story book, Show Nutcracker, Tchaikovsky facts (what do you know about him, why do you think he is important?)
 - **Learn about Ballet:** Partner Activity. videos of ballet
 - **Form:** Nutcracker Suite Smart Board-Overture
 - **Explore Rhythm:** Nutcracker Suite SmartBoard
 - **Move to Music:** Choreographed movements from Overture

4th Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities: Dance of the Sugar Plum Fairy**
 - **Introduce:** Read story book, Show Nutcracker, Tchaikovsky facts (what do you know about him, why do you think he is important?)
 - **Learn about Ballet:** Partner Activity, videos of ballet
 - **Form:**
 - **Explore Rhythm:**
 - **Move to Music:**
 - **Compositional Techniques:**
 - **Create your Own Composition:** Combine instrument sounds that don't usually go together, compose a melody using Garage Band

5th Grade-

- **Standards Addressed:**
- **Songs/Instruments:**
- **Activities:** **Introduce:** Read story book, Show Nutcracker, Tchaikovsky facts
 - **Learn about Ballet:** Partner Activity
 - **Form:**
 - **Explore Rhythm:**
 - **Compositional Techniques:** How Tchaikovsky is an innovative composer

- o **Create your Own Composition:** Combine instrument sounds that don't usually go together, compose a melody using Garage Band