

Curriculum Map: General Music K

Course: MUSIC Sub-topic: General

Grade(s): None specified

Course Description: The focus of this class is to provide students with many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, listening, moving, and reading your student will experience the various elements of music in order to become tuneful, beatful, and artful musicians at a rate that is developmentally appropriate for each child. In class, students will also be introduced to various styles and genres of music through culturally relevant experiences.

Course Interdisciplinary Connections: ELA: Vocabulary

Mathematics: Patterns

Science: Steady Beat, Vocal Exploration, Echoes

Social Studies: Historical and Cultural Context

Art: Patterns, Symmetry

Physical Education/Health: Fine/Gross Motor Coordination

Unit: Tuneful

Unit Description: Prepare students to have tunes in their heads and learn to coordinate their voices to sing those tunes.

Unit Essential Questions:

How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

How does understanding the structure and context of musical works inform performance?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How does understanding the structure and context of music inform a response?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Big Ideas:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STANDARDS: STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Cr2.1.Kb (Advanced)	With guidance, organize personal musical ideas using iconic notation and/or recording technology.	
MU:Cr3.2.Ka (Advanced)	With guidance, demonstrate a final version of personal musical ideas to peers.	
MU:Pr4.2.Ka (Advanced)	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	
MU:Pr5.1.Ka (Advanced)	With guidance, apply personal, teacher, and peer feedback to refine performances.	
MU:Pr5.1.Kb (Advanced)	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	
MU:Pr6.1.Kb (Advanced)	Perform appropriately for the audience.	
MU:Re7.2.Ka (Advanced)	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	
MU:Cn11.0.Ka (Advanced)	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

 (* standards consolidated from Topic level)

Topic: Pitch Exploration

Core Lesson Description: Engaging the vocal muscles used to sing in head voice. Singers should warm up the correct singing muscles before singing.

Core Lesson

Student Learning Objectives: Students will be able to:

1. Identify 4 ways to use their voice
2. Match pitch in a singing voice
3. Imitate sounds using their voice
4. Use their voice expressively

STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Cr2.1.Kb (Advanced) With guidance, organize personal musical ideas using iconic notation and/or recording technology.

MU:Cr3.2.Ka (Advanced) With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.2.Ka (Advanced) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.2.Ka (Advanced) With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Cn11.0.Ka (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Fragment Singing

Core Lesson Description: These songs require the student to hear a pattern and to repeat the same pattern (Echo) or to remember the original pattern after a different pattern has been presented (Call-and-Response). These songs are significant, because they provide an opportunity for each child to sing a short phrase alone and self-assess.

Core Lesson

Student Learning Objectives: Students will be able to:

1. Listen to a remember a short phrase/pattern
2. Echo a short phrase/pattern in a singing voice
3. Echo a short phrase/pattern with others and by themselves
4. Sing a short phrase/pattern with others and by themselves

STANDARDS

National: NAfME - PK-8 General - Music (2014)

- MU:Pr5.1.Ka (Advanced) With guidance, apply personal, teacher, and peer feedback to refine performances.
- MU:Cn11.0.Ka (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Simple Songs

Core Lesson Description: The purpose of these songs is to encourage independent singing from children while they assimilate the whole song.

Core Lesson

Student

Learning

Objectives:

Students will be able to:

1. Listen to and remember a simple song
2. Sing in a singing voice with others and individually
3. Copy, remember, and create actions
4. Sing while performing motions

STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Pr5.1.Ka (Advanced) With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb (Advanced) With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr6.1.Kb (Advanced) Perform appropriately for the audience.

MU:Cn11.0.Ka (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit: Beatful

Unit

Description: Prepare students to feel the pulse of music and how that pulse is grouped into twos and threes.

Unit Essential

Questions:

How do musicians generate creative ideas?

How do musicians make creative decisions?

How does understanding the structure and context of musical works inform performance?

How does understanding the structure and context of music inform a response?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Big Ideas:

The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

STANDARDS: STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Cr1.1.Ka (Advanced) With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr2.1.Kb (Advanced)	With guidance, organize personal musical ideas using iconic notation and/or recording technology.	
MU:Pr4.2.Ka (Advanced)	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	
MU:Re7.2.Ka (Advanced)	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	
MU:Cn11.0.Ka (Advanced)	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

 (* standards consolidated from Topic level)

Topic: Movement with the Beat

Core Lesson Description: Having an intuition for the beat in music is central to all later rhythmic development. Through these activities, children develop a feeling for how the beat coincides with a song or rhyme as well as how the beat is grouped by two or three.

Core Lesson Student Learning Objectives:

- Students will be able to:
1. Maintain a steady beat when singing and playing an instrument
 2. Match their singing/speaking voice to a pre-established beat
 3. Listen, feel, and move to the beat of recorded music
 4. Physically identify macro versus micro beats

STANDARDS

National: NAFME - PK-8 General - Music (2014)

MU:Cr1.1.Ka (Advanced)	With guidance, explore and experience music concepts (such as beat and melodic contour).
MU:Cr2.1.Kb (Advanced)	With guidance, organize personal musical ideas using iconic notation and/or recording technology.
MU:Pr4.2.Ka (Advanced)	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
MU:Re7.2.Ka (Advanced)	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
MU:Cn11.0.Ka (Advanced)	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit: Artful

Unit Description: Prepare students to be moved by music in the many ways music can elicit an emotional response.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Big Ideas:

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STANDARDS: STANDARDS

National: NAFME - PK-8 General - Music (2014)

MU:Cr1.1.Kb (Advanced) With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka (Advanced) With guidance, demonstrate and choose favorite musical ideas.

MU:Pr4.2.Ka (Advanced) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka (Advanced) With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Kb (Advanced) With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Re7.1.Ka (Advanced) With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re8.1.Ka (Advanced) With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka (Advanced) Evaluate: With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.Ka (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.Ka (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

(* standards consolidated from Topic level)

Topic: Movement Exploration

Core Lesson The movement themes of Rudolph Laban provide an ideal portfolio of movement possibilities.

Description: Through these activities, children will develop body coordination as well as expressive sensitivity to music.

STANDARDS

National: NAFME - PK-8 General - Music (2014)

MU:Cn10.0.Ka (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.Ka (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Movement for Form and Expression

Core Lesson Description: These activities help children experience the expressive qualities in music through movement. At the same time, these activities also enable children to experience musical form through organized movement.

Core Lesson

Student Learning Objectives: Students will be able to:

1. Hear expression in music and respond through movement
2. Listen to, remember, perform, and create songs with actions
3. Physically identify the form of and expressive qualities of music
4. Describe expression in music

STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Cr1.1.Kb (Advanced) With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka (Advanced) With guidance, demonstrate and choose favorite musical ideas.

MU:Pr4.2.Ka (Advanced) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka (Advanced) With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Kb (Advanced) With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Re7.1.Ka (Advanced) With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re8.1.Ka (Advanced) With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka (Advanced) Evaluate: With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.Ka (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Topic: Songtales

Core Lesson Description: Just like reading to children provides an opportunity to expose children to high quality literature and to model expressive reading, singing SongTales for children provides an opportunity for the teacher to expose children to quality musical literature and to model expressive music making.

Core Lesson

Student Learning Objectives: Student will be able to:

1. Listen respectfully to a music performance
2. Identify patterns in the music they hear
3. Recognize and respond appropriately to musical expression

STANDARDS

National: NAfME - PK-8 General - Music (2014)

MU:Cr1.1.Kb (Advanced) With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka (Advanced) With guidance, demonstrate and choose favorite musical ideas.

MU:Re7.1.Ka (Advanced) With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re8.1.Ka (Advanced) With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka (Advanced) Evaluate: With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.Ka (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other

(Advanced)

arts, other disciplines, varied contexts, and daily life.