

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1, 2, 3, 4 Q2 Q4 Q1,2,3,4 Q1,2 Q3 Q4	25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Understand melody -Identify up/down direction, high/low, loud/soft, fast/slow Echo simple rhythmic patterns Maintain steady beat Verbalize difference between beat and rhythm Perform/ identify songs in simple forms (i.e, AB, ABA, ABACA)	Sing and play in varied tempi and higher and lower registers Identify melodic direction and high/low pitches Improvise in pentatonic Identify AB, ABA	“There Came a Girl From France” Goldilocks and the Three Bears Instruments Eency, Weency Spider Echo Teacher directed (The Story of Epaminandos) Listening Maps Instruction on Orff Instruments Visual representations of form Movement activity (Hi! My Name is Joe) (Little Leprechaun) Beat Game (Button You Must Wander)	Participation Solos Performance Identification
Q1,2,3,4	25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	Pattern, Sequence, Mood	Describe feeling, mood, idea or story	Bow, Wow, Wow	Compare/Contrast

Course/Subject: General Music		CURRICULUM MAP		Grade: K	
			Differentiate between acoustical and electronic sounds		Verbalization
Q1	26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	Instrumental sounds (and groupings)	Recognize/label instrument sounds(string, woodwind, brass, percussion) Identify voices of classmates Demonstrate singing, speaking, shouting, whispering, humming voices	Games (Can You Name the instrument?) (I Hear a Bird in a Tree), (Here We Sit) Pass and Play “Muffin Man” with solo answer Telephone Stories/Songs with vocal ostinati Model	Answering questions
Q3		Environmental sounds Vocal sounds			Visual/aural identification of instruments Participation/Performance
Q1	26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	Music staff	Demonstrate hand staff Identify line and space notes	Hand Staff Floor Staff activities Song about music alphabet and treble clef notes (Introduction only to treble space and line notes for awareness purpose only)	Placing bean bag on correct line/space/note
Q3		Music alphabet			Singing
Q4		Line and space notes			

Course/Subject: General Music		CURRICULUM MAP		Grade: K	
Q1-4	26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	Acquire a repertoire of songs	Sing with increased tonal accuracy	Rote singing Learning songs by rote Hello Song Hello There! It's So Good to See You Let's Make a Circle This is my Space Months of the year songs One Little Drop of Sunshine (triangle) Alison's Camel (hand drum) A Mud Puddle It's Raining Rain, Rain (solo) Hey Friend, How Are You Today? Make a Friend, You and Me, That's What Friends Are For	Singing/ Participation Imitate Transferring of patsch to instruments Listening Dramatization
		Folk songs/tales	Friendship Unit		
		Playing of Orff instruments and Classroom percussion instruments	Seasonal Melodies	Halloween Parade You Are My Sunshine VALENTINE Little Peter Rabbit (inner hearing)	
			Exploring on barred instruments as an accompaniment to singing Hold mallets correctly Play instruments properly Play percussion instruments correctly Take out/put away instruments properly Create dramatizations with sound accompaniment	Jump, Frog, Jump Bingo (rhythm sticks) Modeling (patsch) Hickory, Dickory (triangle, woodblock) "Helicopter lift", mallet tips, warm-ups Psychomotor preparation Improvisation/exploration Sung stories	

Course/Subject: General Music		CURRICULUM MAP		Grade: K	
Q1-4	27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	Holiday, seasonal, and thematic units	Sing and participate in musical activities related to holidays, seasons and thematic units -songs -instrumental accompaniments -chants -movement -dramatizations	Smartboard Recordings Model Halloween Unit (I Know An Old Lady, Halloween Story – improvisation, Spider on the Floor, Witches’ Brew) Winter Valentine St. Patrick’s Day (What Do You Do on St. Patrick’s Day, Little Leprachaun) Spring (Welcome Here, Going on a Picnic, Peter Rabbit) Months of the year songs January Snows February Is Very Fine March April Showers In the Merry Month of May Jump Into June All Those For August See You Again In September	Performance evaluation (self and group) Discussion Peer critique

Course/Subject: General Music		CURRICULUM MAP			Grade: K
Q1-4	<p>27.B.1 Know how images, sounds and movement convey stories about people, places and times.</p>	<p>Experience music from other cultures</p> <p>Exposure to a variety of styles</p> <p>Origin of instruments, accompaniment for communication rituals, celebrations</p>	<p>Listen</p> <p>Sing</p> <p>Play instruments</p> <p>Present variety of percussion instruments: triangle, rhythm sticks, woodblock, hand drum, bells, tambourine, xylophone, sand scrappers</p>	<p>Recordings/DVDs</p> <p>Songs in various languages</p> <p>Student interpretations/sharing</p> <p>Dr. Seuss – My Many Colored Days</p> <p>Scarves</p> <p>“Go In and Out the Window”</p> <p>“Penguin”</p> <p>Clap to It - video</p> <p>Creating Maracas, Kazoos</p>	<p>Verbal questioning</p> <p>Show awareness of time and place by using terms such as “music of long ago” or “far away”</p>