



2017-2018 Specials Curriculum Planning Map
Music

	September	October	November	December	January	February	March	April	May	June
Kindergarten	Pulse, Fast Vs. Slow, Tone Production. Incorporate Kinder curriculum by reinforcing classroom apple songs, lessons involving farm animals.	High Vs. Low; Unpitched Percussion; Short Rhythm Patterns; Long Vs. Short Repertoire	Dramatic Play, Body Awareness, Longer Rhythm Patterns. Incorporate Kinder curriculum by singing songs about farming.	Pulse Against Rhythm, Same Vs. Different, Up Vs. Down	Phrase, Vocal Qualities. Incorporate Kinder curriculum by singing songs about bugs and critters!	Prepare So-Mi, Call And Response Start 3 Piggy Opera	Form: Time, Space, Shape, Force. Incorporate Kinder curriculum by singing songs about flowers and growth.	Time Signatures, Sound Vs. Silence	Experience 2/4, 4/4, 6/8	Mallet Technique
Assessment		Clap your own name!			Assessing High Vs. Low	Assess Moving To A Pulse			Assess Ability To Match Pitch	
First	Pulse = Ta = Q, Sound Vs. Silence, Fast Vs. Slow, High Vs. Low, Up Vs. Down. Reinforce First curriculum by building the first grade music community.	Rest = Q, Titi = N, Repertoire, Mallet Technique, Same Vs. Different, Identify Unpitched Percussion. Reinforce First curriculum by singing about the Earth cycle.	Phrase, Loud Vs. Quiet, Simple Bordun (Chord), Vocal Qualities (Speak Vs. Sing). Reinforce First curriculum by talking about germs in the music classroom.	Vocal Qualities (Whisper Vs. Shout, Sing Un/Accompanied In Unison. Reinforce First curriculum by singing songs about water.	Qn, Stick Notation Vs. Staff Notation, Solfege = So-Mi, Introduce Repeat Sign. Reinforce First curriculum by singing holiday songs from various traditions.	Experience 2/4, 4/4, 6/8 Songs, Experience Ostinato. Reinforce First curriculum by singing songs about cooking food.	Solfege = La, Echo Short Rhythms, Form: AB/ABA, Unpitched Percussion (Wood, Metal, Skin). Reinforce First curriculum by talking about the personification of water through music.	Body Percussion. Reinforce First curriculum by talking about the personification of water through music.	Pitched Percussion (Wood, Metal). Reinforce First curriculum by talking about vocal tradition and the passing down of folk songs.	Contour. Reinforce HEART skills in the music classroom.
Assessment	Wkst: Assessing Up Vs. Down				Wkst: Assessing Ta And Ti-Ti		Wkst: Assessing Unpitched Instr		Wkst: Assessing So-Mi-La	
Second	Pulse, Contour. Reinforce Second curriculum by building the first grade music community.	N = Ee, Vocal Technique, Phrase, Mallet Technique, Hand Drum Technique. Reinforce Second curriculum by singing songs about great migrations.	Quq = H, QQ = H, Repertoire, Experience Ostinato, Simple Bordun (Chord), Forte Vs. Piano. Reinforce Second curriculum by discussing Native American vocal tradition.	Pitched Percussion (Xylophone, Metallophone, Glockenspiel). Reinforce Second curriculum by singing songs from or about each continent.	Solfege: Do-Re, Major Vs. Minor. Reinforce Second curriculum by singing spirituals and discussing their integral part in the Underground Railroad.	Solfege: Mi, Simple Bordun (Broken). Reinforce Second curriculum by singing songs involving our HEART skills.	Solfege: So-La-Mi-Re-Do Accent	t Tempo, Form: ABC, Time, Space, Shape, Force. Reinforce Second curriculum by singing songs about bugs!	Suspended Pitch. Reinforce Second curriculum by singing songs about various habitats, discussing commonly used music effects used to infer certain environments.	Time Signatures. Reinforce Second curriculum by talking about and listening to music involving life and death, fugues, requiems, etc.
Assessment				Wkst: Wood/Metal Timbres			Wkst: Assessing Mi-Re-Do		Wkst: Beats Per Measure	
Third	Pulse, Hh = W, Vocal Technique, Mallet Technique, Phrase. Reinforce Third curriculum by discussing the body as a projection device, and how to cope with mistakes in the music classroom.	Pulse, Hh = W, Vocal Technique, Phrase, Pentatonic Scales. Reinforce Third curriculum by introducing the Animaniacs' Around the World song!	Ququq = D, Time Signature: 3/4, Solfege: High Do. Continue the Animaniacs' Around the World song!	Interlude, Crescendo Vs. Decrescendo. Reinforce Third curriculum by listening to and discussing how weather is personified through music.	Y, Time Signature: 4/4, Canon/Round, Form: Extended. Continue weather personification.	Solfege: Low La, Orchestral String Family. Reinforce Third curriculum by discussing music tradition in ancient civilizations.	Question-Answer Songs, Solfege: Fa, Score Reading, Orchestral Percussion Family, Rhythm. Continue ancient civilizations.	Time Signature: 2/4, Conduct In 2 & 3, Form: Rondo, Major/Minor. Reinforce Third curriculum by discussing and practicing old oral traditions.	Fermata, Solfege: Low So, Hand Drum Accent. Continue oral tradition.	Treble Clef, Lines Vs. Space. Discuss and listen to songs that deal with memoirs.
Assessment		Wkst: Draw In The Missing Notes		Wkst: Intro/Interlude/Coda	Wkst: Assessing Note Recognition		Wkst: Assessing Note Values	Wkst: Major Vs. Minor		
Fourth	Pulse, Syncopation, Repertoire, Lines Vs. Spaces, Recorder. Reinforce Fourth curriculum by listening to songs from Hawai'i, learning about famous Hawai'ian musicians.	Ostinato, Form: Rondo, Canon/Round. Reinforce Fourth curriculum by introducing music from the focus Native American tribes in their class.	Question-Answer Songs, Simple Bordun (Level), Orchestral Woodwinds. Continue focus on tribes in the 3 ranges.	Mallet Technique, Phrase. Reinforce Fourth curriculum by music about Native American and settler relations.	Accelerando Vs. Ritardando, Form: A Prime, Treble Clef. Reinforce Fourth curriculum by discussing music as a short story.	Pick-Up (Anacrusis), Conduct In 3, Ledger Lines. Reinforce Fourth curriculum by discussing and listening to music born of African American history and tradition.	Moving Bordun, Orchestral Brass Family. Reinforce Fourth curriculum by discussing sound and physics.	Visualize 6/8, Scale, Pp/Ff, Notating Rhythm. Continue sound and physics, music from the Oregon Trail.	I-V. Reinforce Fourth curriculum by listening to and discussing music from current Oregon and PNW composers.	D.C. Al Fine, Glissando. Reinforce Fourth curriculum by discussing how music can influence the future.
Assessment	Wkst: Create A Sentence For EGBDF						Wkst: Recorder - Fingerings	Wkst: Write Each Rhythm You Hear		
Fifth	Pulse, Je, Repertoire, Mallet Technique, Ostinato. Reinforce Fifth curriculum by singing the Fifty Nifty United States song.	Scale (Minor), Major Vs. Minor, Expression, Treble Clef. Continue Fifty Nifty, songs about regional plants.	Canon/Round, Phrase, Form: Rondo. Reinforce Fifth curriculum by listening to music about the American Revolution, singing folk songs from the NE US.	Orchestral Families. Continue NE US.	Experience Mixolydian Mode, Time Signature: 5/4, 1st/2nd Endings, Partner Songs. Reinforce Fifth curriculum by singing folk songs from the SE US, listening to music integral to the Civil War and the Underground Railroad.	Mf, Theme And Variations Rhythm Cards. Continue SE US and Civil War.	Descant, Found Sounds/Aural Skills. Reinforce Fifth curriculum by singing folk songs from the Midwest US.	Time Signature: 7/8 Experience Dorian Mode. Reinforce Fifth curriculum by singing folk songs from the SW US.	Experience Mixed Meter, Countermelody. Reinforce Fifth curriculum by singing folk songs from the West US.	I-V, I-IV-V, I-VII. Reinforce Fifth curriculum by wrapping up regional music traditions, discussing poetry in song.
Assessment		Wkst: identify the notes to create a word		Wkst: name the 4 families; list one instrument from each family		Wkst: write each rhythm you hear	Wkst: write each melody you hear			