

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Intro to Music/ Mr. Everybody’s Musical Apartment/ Rhythm and Solfege Challenge Cards</p> <p>Quarter: 1st</p> <p>Length (Days): (10 weeks)</p>	<ol style="list-style-type: none"> Can you use a loud and soft voice? What is the difference between loud and soft? Is the musical example loud or soft? What kinds of songs and music do we sing or play for holidays and celebrations during the season of Fall? How does music from other countries relate and/or compare to music games and songs in the United States? What does the term “a cappella” mean? Can I name, identify, and sing the solfege syllables sol, mi, and la? 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 5, 6.</p> <p>Reading Standards for Informational Text: 1, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3c, 4.</p> <p>Anchor Standards for Speaking and Listening: 1.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue)</p> <p>Solfege w/Kodaly hand sign exercises (sol, mi, la)</p> <p>Classroom/student observation</p> <p>Mr. Everybody’s Musical Apartment Flashcard check-offs</p> <p>Summative: ** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Mr. Everybody’s Musical Apartment flashcards, and recorder performance songs).</p>	<p>Classroom rules/expectations.</p> <p>Tornado safety procedures.</p> <p>Fire safety procedures.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) James Taylor 2) Westlife 3) Mike Thomkins 4) Johnny Cash 5) Character First Education 6) “If You Know All Your Seasons”</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube 2) Wikipedia 3) Biography.com 4) Harry Kindergarten Music 5) The Learning Station 6) Kimboomu Kids’ Songs</p> <p>PowerPoint software</p> <p>Portable CD/Stereo</p> <p>CDs 1) Character First Education</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Kindergarten students enjoy discovering musical concepts through listening, play, song, and dance.</p> <p>Students have responded well to the structure of the educational environment.</p> <p>At this age, I place a lot of emphasis on the learning process as it relates to</p>

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>8) Can I identify and perform the Kodaly hand signs for sol, mi, and la?</p> <p>9) What is attentiveness?</p> <p>10) What is folk music?</p> <p>11) What are the dynamic levels per musical example?</p> <p>12) What is the difference between a steady beat and a rhythm?</p> <p>13) How can you use your body to represent different musical sounds, styles, tempi, and dynamics?</p> <p>14) What is the tree of notes?</p> <p>15) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest?</p> <p>16) How do you clap ta's, te's, rests, and half notes?</p>	<p>Speaking and Listening Standards: 1a, 4, 6.</p> <p>Language Standards: 1b, 1e, 2d, 4a, 4b, 5a, 5c, 5d.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>		<p>7) Harry Chapin</p> <p>8) Ladybug, Ladybug</p> <p>Songs</p> <p>1) "Icky Sticky Bubble Gum," by The Learning Station</p> <p>2) "Johnny Works With One Hammer," by Mark Byrner</p> <p>3) "Bernie Bee," by Mark Byrner</p> <p>4) Tick-Tock," by Mike Byrner</p> <p>5) "Ladybug, Ladybug," by Frank Leto</p> <p>"Getting to know you" activity.</p>	<p>2) "Greatest Stories Live," Harry Chapin</p> <p>iPod</p> <p>Teacher-made supplements:</p> <p>1) Work sheets</p> <p>2) Listening maps</p> <p>3) Tree of Notes</p> <p>Mr. Everybody's Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p> <p>Kodaly in the Classroom: Volume I, by Linda Rann</p> <p>K-8 Music Series CDs</p> <p>Piano</p> <p>Guitar</p> <p>"Rhythm Challenge" cards</p> <p>"Rhythm Challenge" progress chart</p>	<p>short song excerpts and kinesthetic movement. I found the students responded very well to the Linda Rann series, "Kodaly in the Classroom."</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p>
--	--	---	--	--	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>17) What is the tempo per musical example? 18) What is a pitch? 19) Where can the musical characters and pitches for “Crazy Cat,” “Dumb Dog,” and “Mr. Everybody” be found on Mr. E’s musical apartment? 20) What is a staff? 21) What is a treble clef? 22) How do you draw a treble clef? 23) What is the musical alphabet? 24) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment? 25) How do you play classroom percussion instruments? 26) What is a measure?</p>			<p>Attentiveness character trait activity. Seasonal autumn activity. Harry Chapin/humanitarian activity. Students will explore the story of Mr. Everybody’s Musical Apartment. Students will partake in rhythmic and melodic studies through listening, song, and dance. Students will listen to music of various styles and from different cultures. Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional</p>		<p>Kindergarteners demonstrate a high level of understanding and performance of musical concepts through their participation in song, dance and instrumental music. I found many examples of the CCSS in the general music curriculum.</p>
--	--	--	--	---	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>27) What is a double bar line?</p> <p>28) Do I know the characteristics of all four seasons?</p> <p>29) What does call and response mean?</p> <p>30) What do you know about ladybugs?</p> <p>31) What does “instrumental” mean?</p>			notation, and rote learning.		
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Intro to Music/ Mr. Everybody’s Musical Apartment/ Rhythm and Solfege Challenge Cards (cont).</p> <p>Quarter: 2nd</p> <p>Length (Days): (10 weeks)</p>	<p>1) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?</p> <p>2) Are the musical sounds high pitched or low pitched (per example)?</p> <p>3) How do we represent or show high and low pitches with our body?</p> <p>4) Can I name, identify, and sing the solfege syllables sol, mi, la, re, and do?</p> <p>5) Can I identify and perform the Kodaly</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 5, 6.</p> <p>Reading Standards for Informational Text:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple)</p> <p>Solfege w/Kodaly hand sign exercises(sol, mi, la, re, do)</p> <p>Classroom/student observation and discussion</p> <p>Mr. Everybody’s Musical Apartment Review</p>	<p>Special “Halloween” song.</p> <p>Code Red/Lockdown procedures.</p> <p>Solfege “Experiment” Composition</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube 2) Official Pentatonix website (biography)</p> <p>Portable CD/Stereo</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Kindergarten students enjoy discovering musical concepts through listening, play, song, and dance.</p>

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>hand signs for sol, mi, la, re, and do?</p> <p>6) What does call and response mean?</p> <p>7) What is zydeco music?</p> <p>8) What is a pitch?</p> <p>9) What is the difference between high and low sounds?</p> <p>10) What is the difference between loud and soft sounds?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) Is the musical example loud or soft?</p> <p>13) Can you use a high and low voice?</p> <p>14) What are the Italian/musical words for “loud” and “soft?”</p> <p>15) Can you sing forte and piano?</p> <p>16) What is the difference between a steady beat and a rhythm?</p> <p>17) What is the tree of notes?</p> <p>18) Using Kodaly notation, how does one clap a quarter</p>	<p>1, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3c, 4.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 4, 6.</p> <p>Language Standards: 1b, 1e, 2d, 4a, 4b, 5a, 5c, 5d.</p> <p><i>Standards for Mathematical Practice: 1, 6, 7, 8.</i></p>	<p>Flashcard check-offs</p> <p>Summative:</p> <p>** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>Music/video openers:</p> <p>1) “Ladybug, Ladybug,” Frank Leto (cont).</p> <p>2) “Carol of the Bells,” Pentatonix</p> <p>3) “It’s Zydeco,” Sesame Street</p> <p>Songs</p> <p>1) “B A Rascally Robot,” Paul Jennings</p> <p>2) “Tick-Tock,” by Mike Byrner (cont).</p> <p>3) “Ladybug, Ladybug,” by Frank Leto</p> <p>4) “The Closet Key,” Linda Rann</p> <p>5) “My Three Friends,” Myles Feldenberg</p> <p>6) “Engine, Engine Number Nine,” Linda Rann</p>	<p>CDs</p> <p>1) Kodaly in the Classroom, volume 1: Primary</p> <p>2) K-8 Music Series CDs</p> <p>iPod (imported selections from CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements:</p> <p>1) Work sheets</p> <p>2) Listening maps</p> <p>3) Tree of Notes</p> <p>Books:</p> <p>1) Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books,</p>	<p>Students have responded well to the structure of the educational environment.</p> <p>I continue to place a lot of emphasis on the learning process as it relates to short song excerpts and kinesthetic movement. I found the students responded very well to the Linda Rann series, “Kodaly in the Classroom.”</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music,</p>
--	--	---	--	--	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>note, eighth note, half note, quarter rest, and 16th note?</p> <p>19) How do you clap ta's, te's, rests, half notes, and 16th notes/ Mississippi's?</p> <p>20) How do you clap the following rhythms (per example)?</p> <p>21) What is the tempo per musical example?</p> <p>22) Where can the musical characters and pitches for "Crazy Cat," "Dumb Dog," and "Mr. Everybody" be found on Mr. E's musical apartment?</p> <p>23) What is a staff?</p> <p>24) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment?</p> <p>25) What kinds of songs and music do we sing or play for holidays and celebrations during the seasons of Fall/Winter?</p> <p>26) How does music from other countries relate and/or compare to</p>			<p>Concert for the Hungry thank you/discussion.</p> <p>Seasonal winter activity: Introduction to the BES Winter Sing-A-Long.</p> <p>Students will explore the story of Mr. Everybody's Musical Apartment.</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional</p>	<p>and interactive bulletin board</p> <p>2) Kodaly in the Classroom: Volume I, by Linda Rann</p> <p>Over the Garden Wall: Children's songs and games from England, by Susan Brumfield</p> <p>Hot Peas and Barley-o, by Susan Brumfield</p> <p>Orff for Everyone, by Donna Dirksing</p> <p>101 Rhythm Instrument Activities for Young Children by Abigail Flesch Connors</p> <p>Boomwhackers</p> <p>Musical Instruments: 1) Rhythm Sticks 2) Egg Shakers 3) Hand Drums</p> <p>"Little Einstein's-Flight of the Instrument Fairies</p> <p>TV</p>	<p>teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>Kindergarteners demonstrate a high level of understanding and performance of musical concepts through their participation in song, dance and instrumental music.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
--	--	--	--	---	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>music games and songs in the United States?</p> <p>27) Do you remember what the term “a cappella” means?</p> <p>28) What is a band?</p> <p>29) What does the prefix “penta” mean?</p> <p>30) What types of instruments do you see or hear (per example)?</p> <p>31) What are the dynamic levels (per example)?</p> <p>32) How can you use your body to interpret the music?</p> <p>33) What do you remember about ladybugs?</p> <p>34) What is the behavior of the audience like during a performance?</p> <p>35) What types of things do you notice about the performance?</p> <p>36) What types of pitches do the following instruments make (high vs low)?</p>			<p>notation, and rote learning.</p> <p>Continue with Rhythm Challenge check-offs (up to purple).</p> <p>Continue with solfege/Kodaly handsign check-offs (d, r, m, s, l).</p>	<p>DVD player</p>	
--	--	--	--	---	-------------------	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

<p>37) What are the instruments in our classroom?</p> <p>38) Can you count the beats in your head?</p> <p>39) Are the beats moving presto or largo?</p> <p>40) Where can the pitches “Mr. Everybody”, “Funny Face”, and “Good Guy” be found on Mr. E’s musical apartment?</p> <p>41) What is the arrangement of dynamic levels from softest to loudest?</p> <p>42) What is a treble clef?</p> <p>43) What is the musical alphabet?</p> <p>44) How do you play classroom percussion instruments?</p>					
---	--	--	--	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Intro to Music/ Mr. Everybody's Musical Apartment/ Rhythm and Solfege Challenge Cards (cont.)/ Let's Play Some Instruments!</p> <p>Quarter: 3rd</p> <p>Length (Days): (8 weeks)</p>	<p>Mr. Everybody Questions: 1) Where can the musical characters of Mr. E's musical apartment be found? 2) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment? 3) What is a staff? 4) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment? 5) Can you "find" do, re, mi, and fa on the staff? 6) Can you "find" notes C, D, E, and F on the staff? 7) What four steps have we used to learn songs in music class (CC/NN/Solfege/Text)?</p> <p>Rhythm/Solfege Fundamental questions:</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 5, 6.</p> <p>Reading Standards for Informational Text: 1, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3c, 4.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black)</p> <p>Solfege w/Kodaly hand sign exercises (la, sol, fa, mi, re, do)</p> <p>"Copy Cat Solfege"</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody's Musical Apartment Review and Extension</p> <p>Summative: ** End of quarter assessment (10 points – includes material from the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly Hand Sign sight-singing exercises).</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Mr. Everybody's Musical Apartment Songs: 1) "Our Own Names" 2) Let's Move Along" 3) "Bells Are Ringing"</p> <p>Kodaly in the Classroom Songs and Games: 1) "The Closet Key" 2) "Bye Low"</p> <p>Special Valentine's Day Song/ Sing-Rap Activity: 1) "Valentine," John Riggio</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Musical Instruments: 1) Rhythm Sticks 2) Egg Shakers 3) Hand Drums 4) Sandpaper Blocks</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Portable CD/Stereo</p> <p>CDs 1) Kodaly in the Classroom, volume 1: Primary 2) K-8 Music Series CDs 3) Music K-8, volume 18, no. 3:</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Kindergarten students enjoy discovering musical concepts through listening, play, song, and dance.</p> <p>Students have responded well to the structure of the educational environment.</p> <p>I continue to place a lot of emphasis on the learning process as it relates to short song excerpts and</p>

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

<p>8) Can I name, identify, and sing the solfege syllables la, sol, fa, mi, re, and do?</p> <p>9) Can I identify and perform the Kodaly hand signs for la, sol, fa, mi, re, and do?</p> <p>10) What is the difference between a steady beat and a rhythm?</p> <p>11) Can you count the beats in your head?</p> <p>12) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, and whole rest?</p> <p>13) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, and half-note-dots?</p> <p>14) How can you use your body to interpret the music?</p> <p>Mini-lesson questions:</p> <p>15) How do you show love and friendship?</p>	<p>1a, 4, 6.</p> <p>Language Standards: 1b, 1e, 2d, 4a, 4b, 5a, 5c, 5d.</p> <p><i>Standards for Mathematical Practice: 1, 6, 7, 8.</i></p>			<p>Special Cross-Curricular Mini Lesson:</p> <p>1) "Cat vs. Dog, A Trick Contest," You Tube (Character Ed. "Obedience")</p> <p>2) "The Truth Song," You Tube (Character Ed. "Truthfulness")</p> <p>3) "Clifford's Big Idea: Being Truthful," (Character Ed. "Truthfulness")</p> <p>Special St. Patrick's day video:</p> <p>1) "Riverdance," Irish Dance Group</p> <p>Students partake in rhythmic and melodic studies/games through listening, song, and dance.</p> <p>Students will listen to and</p>	<p>"Valentine" accompaniment playlist made from various K-8 Music Series CDs)</p> <p>iPod (imported selections from CDs)</p> <p>Piano</p> <p>Guitar</p> <p>"Rhythm Challenge" cards</p> <p>"Rhythm Challenge" progress chart</p> <p>Teacher-made supplements:</p> <p>1) Work sheets</p> <p>2) Listening maps</p> <p>Books:</p> <p>1) Mr. Everybody's Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p>	<p>kinesthetic movement. I found the students responded very well to the Linda Rann series, "Kodaly in the Classroom."</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p>
--	--	--	--	--	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>16) Can you show love and friendship by giving “gifts?”</p> <p>17) What type of gifts can you give?</p> <p>18) Can you be a good friend to others?</p> <p>19) What is “honesty?”</p> <p>20) How can you display “truthfulness?”</p> <p>21) What legends and lore are associated with Irish step-dancing?</p> <p>22) What are some characteristics of Irish step dancing?</p> <p>23) Do I understand what “obedience” is?</p> <p>Dynamics Questions:</p> <p>24) What is the difference between high and low sounds?</p> <p>25) Can you use a high and low voice?</p> <p>26) Is the musical example loud or soft?</p> <p>27) What are the Italian/musical</p>			<p>kinesthetically explore the sounds and styles of music from various styles and cultures.</p> <p>Students will explore the story of Mr. Everybody’s Musical Apartment.</p> <p>Students will perform diverse musical selections through rote learning both on non-pitched classroom instruments and vocally.</p>	<p>2) Kodaly in the Classroom: Volume I, by Linda Rann</p> <p><u>sleigh bells, hand drums, large gathering drum, sand blocks, glockenspiel, maracas</u></p>	<p>Kindergarteners demonstrate a high level of understanding and performance of musical concepts through their participation in song, dance and instrumental music.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
--	--	--	--	---	---	---

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>words for “loud” and “soft?”</p> <p>28) Can you use a loud and soft voice?</p> <p>29) Can you sing forte and piano?</p>					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Intro to Music/ Mr. Everybody’s Musical Apartment/ Rhythm and Solfege Challenge Cards/ Let’s Play Some Instruments! (cont.)</p> <p>Quarter: 4th</p> <p>Length (Days): (11 weeks)</p>	<p>Mr. Everybody Questions:</p> <p>1) Where can the musical characters of Mr. E’s musical apartment be found?</p> <p>2) Where can the musical characters “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” “Funny Face,” and “Good Guy” be found on Mr. E’s musical apartment?</p> <p>3) What is a staff?</p> <p>4) What musical pitches correspond to the characters of Mr.</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 5, 6.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black, pink)</p> <p>Rhythm Challenge: SHUFFLE THE DECK</p> <p>Solfege w/Kodaly hand sign exercises (high do, ti, la, sol, fa, mi, re, do)</p> <p>“Copy Cat Solfege”</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Mr. Everybody’s Musical Apartment Songs: 1) “Our Own Names” 2) Let’s Move Along” 3) “Bells Are Ringing”</p>	<p>Mr. Everybody “SET THREE” Flashcards</p> <p>Musical Instruments: 1) Rhythm Sticks 2) Egg Shakers 3) Hand Drums 4) Sandpaper Blocks 5) Tambourines 6) Xylophones (notes C, D, E, and F)</p> <p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Kindergarten students enjoy discovering musical concepts through listening, play, song, and dance.</p>

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

<p>** See unit reflection</p>	<p>Everybody’s Musical Apartment?</p> <p>5) Can you “find” do, re, mi, and fa on the staff?</p> <p>6) Can you “find” notes C, D, E, F, and G on the staff?</p> <p>7) Can you play notes C, D, E, and F on the xylophone?</p> <p>8) What four steps have we used to learn songs in music class (CC/NN/Solfege/Text)?</p> <p>Rhythm/Solfege Fundamental questions:</p> <p>1) Can I name, identify, and sing the solfege syllables high do, ti, la, sol, fa, mi, re, and do?</p> <p>2) Can I identify and perform the Kodaly hand signs for high do, ti, la, sol, fa, mi, re, and do?</p> <p>3) What is the difference between a steady beat and a rhythm?</p> <p>4) Can you count the beats in your head?</p>	<p>Reading Standards for Informational Text: 1, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3c, 4.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 4, 6.</p> <p>Language Standards: 1b, 1e, 2d, 4a, 4b, 5a, 5c, 5d.</p> <p><i>Standards for Mathematical Practice: 1, 6, 7, 8.</i></p>	<p>Classroom/student observations and discussion</p> <p>Mr. Everybody’s Musical Apartment Review and Extension</p> <p>Summative:</p> <p>** End of quarter assessment (10 points – includes material from the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly Hand Sign sight-singing exercises).</p>	<p>4) “March” 5) “Little Ghost F” 6) “Good Guy”</p> <p>Kodaly in the Classroom Songs and Games: 1) N/A</p> <p>End of the Year Reward Activity: 1) “Fantasia 2000,” VHS video and discussion</p> <p>Special St. Patrick’s day video (cont.): 1) “Riverdance,” Irish Dance Group</p> <p>Students partake in rhythmic and melodic studies/games through listening, song, and dance.</p> <p>Students will listen to and kinesthetically explore the sounds and styles of music</p>	<p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Portable CD/Stereo</p> <p>CDs 1) Kodaly in the Classroom, volume 1: Primary 2) K-8 Music Series CDs</p> <p>iPod (imported selections from CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p>	<p>Students have responded well to the structure of the educational environment.</p> <p>I continue to place a lot of emphasis on the learning process as it relates to short song excerpts and kinesthetic movement. I found the students responded very well to the Linda Rann series, “Kodaly in the Classroom.”</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music,</p>
-------------------------------	---	---	--	--	---	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

	<p>5) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and eighth note triplets?</p> <p>6) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p> <p>7) How can you use your body to interpret the music?</p> <p>Mini-lesson questions:</p> <ol style="list-style-type: none"> 1) Who is Walt Disney? 2) What is "Fantasia 2000?" 3) What legends and lore are associated with Irish step-dancing? 4) What are some characteristics of Irish step dancing? <p>Dynamics Questions:</p>			<p>from various styles and cultures.</p> <p>Students will explore the story of Mr. Everybody's Musical Apartment.</p> <p>Students will perform diverse musical selections through rote learning both on non-pitched classroom instruments and vocally.</p>	<p>Teacher-made supplements:</p> <ol style="list-style-type: none"> 1) Work sheets 2) Listening maps <p>Books:</p> <ol style="list-style-type: none"> 1) Mr. Everybody's Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board 2) Kodaly in the Classroom: Volume I, by Linda Rann 	<p>teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>Kindergarteners demonstrate a high level of understanding and performance of musical concepts through their participation in song, dance and instrumental music.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
--	--	--	--	--	--	--

Course Name/Number: General Music

Grade Level: Kindergarten

Curriculum Map

- 1) What is the difference between high and low sounds?
- 2) Can you use a high and low voice?
- 3) Is the musical example loud or soft?
- 4) What are the Italian/musical words for “loud” and “soft?”
- 5) Can you use a loud and soft voice?
- 6) Can you sing forte and piano?

Instrument Questions:

- 1) How do you hold/play the egg shakers?
- 2) How do you hold and play the hand drums?
- 3) How do you hold and play the rhythm sticks?
- 4) What types of pitches do the following instruments make (high vs low)?