Vella ___3rd through_6th____Grade Curriculum Map 2019-2020 Jefferson CSD:

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
September- October **Music Literacy-Rhythm and pitch reading** **Score analysis** **Performing alone, and with others.** **Elements of Music: Rhythm, form, harmony, tempo, style** **Concert Prep**	• Musical Analysis: Rhythm, form, harmony, tempo, genre/style, instrumentation> • Song study: "Believer" Imagine Dragons- Concert Prep. • Composer Project (assigned) • Performance of accompaniment and singing. • Music terms/definitions	• Rhythm • Harmony • Chord progression, key signature B minor • Formal structure • Classroom instrument accompaniment • Notation/staff • Music literacy • Utilize solfegge and scale degrees when singing or playing at sight	• Visual and auditory • Recording/Listening • Written and performance based assessments • Concert prep: accompaniment on percussion. • Individual assessment while performing.	•
	STANDARDS: • MU:Cr1.1.6 Organize and/or demonstrate developed musical ideas for arrangements or compositions that express Intent and have a clear beginning, middle and end (AB or ABA form) • MU: Cr 2.1.6 • MU:Cr 3.1.6: Evaluate, refine, and document revisions to music, applying criteria and feedback • MU:Pr6.2.6: Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum			
October-November **Composition technique** **Elements of music: Harmony, Accompaniment, Style,**	• Patriotic music • Halloween Music: Minor and diminished chords (theory) • Composition project • Musical Form • Singing/playing instruments as accompaniments	• Presentation/project grade • Visual assessment • Information/detail worksheet (composer project) • Peer-to-peer feedback	• Written test of music terms • Project grade/assessment • Worksheet(s) •	•

Elements of Music: Form, Style/Genre, Timbre, Melody Performance	• Concert Prep			
November- December **Performing techniques: phrasing, expression** **Holiday music** **Rhythm and melodic reading**	• Musical Phrase, period, and motive • Expressiveness • Body Percussion • Multiple rhythm lines • Guitar/bass/drum TABs • Compositional strategies • Listen and describe song types/qualities/etc.	• Learn how to look critically at a work of art and apply musical terms and concepts. • Musical Analysis • Sight-reading melodic line and rhythmic lines • Perform with stylistic expression, technical accuracy, and interpretation	• Written, performance based assessments • Collaboration and peer-based assessment • Singing assessment • Small group • Worksheet/score analysis • In class (visual/Aural)	•
	STANDARDS: • MU:Pr6.2.6: Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum • MU:Re7.2.6: Describe how musical elements and expressive qualities relate to the structure of a piece • MU:Cn10.1.6: Create musical ostinatti and motifs to accompany or portray events, a story, or to illustrate an abstract idea. Relate music to personal accomplishments and experiences.			

December-January **Transcription** **Instrumentation** **Performing/Singing**	• Chord symbols, Jazz/pop symbols. • Musical scale degrees • Intervals, recognition and naming/performing • Holiday music: singing and performing	• Transcribing a Christmas song/holiday song by ear to piano, xylophone, or to digital instrument • Singing, performing, arranging, • Music literacy • Performing techniques	• Performance rubric • Performance assessment • Visual and listening assessment • Written assessments • Composition worksheet	•
	STANDARDS: • MU:Cr2.1.6: Organize and/or demonstrate developed musical ideas for arrangements or compositions that express Intent and have a clear beginning, middle and end (AB or ABA form) • MU:Cr3.1.6: Evaluate, refine, and document revisions to music, applying criteria and feedback • Mu:Cr.1.8: Organize and demonstrate musical ideas for arrangements or compositions			
January-February **Syncopation and complex rhythms** **Chord progression** **Jazz/pop symbols Jazz history** **American Music** **Percussion staff Dotted rhythms Swing**	• Syncopation • Body percussion beat vs. rhythm • FL Studio loop/rhythm software • Chord progression I, II, V7, I Blues • Jazz/blues note and scale	• Perform a syncopated rhythm using examples found in western music • 2 rhythms at once with body percussion • Singing alone, and with others Gershwin: I got rhythm • Jazz composers • History of American music • African American Spiritual	• Worksheets on composers/fact sheet • Vocabulary test • History of music project • Musical styles of the 21st century project (Group) • Individual assessment with performing • Group assessment with project/presentation	•

STANDARDS: • MU:Pr4.2.6: Demonstrate knowledge of the elements of music such as rhythm, pitch, form, and harmony in music selected for listening and performance. • MU:Pr4.2.5c: explain how context such as social, cultural and historical informs performances • MU:Re71.6a: Select and explain how contrasting musical works connect to and are influenced by specific interests, experiences, purposes, or contexts. • MU: Cn11.1.5: perform and listen to music from various times and cultures and describe how that music reflects those times and cultures				
February-March **Multicultural Music and instrumentation** **African Drumming/Drum circle** **Percussion reading/rhythm reading** **Waltz, March, triplets, etc.**	• Score analysis and symbol identification • Triplets vs. dotted rhythms • Percussion Staff • African Drumming • Musical Styles: Ballad • Time Signature: 6/8, 4/4, ¾, 12/8 •	• Repeats/Coda, Sharps, Flats, natural, crescendo, decrescendo, fermata, expression, dynamics • Reading more difficult rhythms (Level 3 NYSSMA) • Sightreading • Interval training • Rhythmic dictation • Notation • Elements of music: Time signature, tonality.	• Performance assessment (group) • Playing exam on hand drum or percussion • Sigh reading assessment • Final quiz/worksheet	•
	STANDARDS • MU: Pr5.1.6: Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances. • MU:Re7.2.6: Describe how the elements of music and expressive qualities relate to the structure of the piece. • MU:Pr5.1.E.HSI: Use teacher and student feedback to develop strategies that address expressive challenges to refine performances.			
March – April	• Music Around the world unit: Research project and presentation	• Research and present cultures music to class • Provide musical example • Sing or play melodies or scales in different styles	• Presentation rubric • Project grade, preparation and delivery of PowerPoint.	

Multicultural Music (presentations) **Musical Styles and Genres** **Musical Theater introduction**	• Musical Styles/genres • Characteristics of music from other countries • Presentations • Scale types • Form, instrumentation	• Elements of music: tonality, major vs. minor • Ear training • Listening to musical styles and sharing personal experiences/likes/dislikes	• Class participation • Individual work	
	STANDARDS: • MU:Re7.2.6: Describe how the elements of music and expressive qualities relate to the structure of the piece. • Perform folk music from a variety of cultures, including some foreign languages, and identify the music's role(s) and meaning in its culture of origin. • MU: Re.8.1.6 Describe how the elements of music and expressive qualities relate to the structure of the pieces • MU:Re9.1.6: Apply established criteria to evaluate musical works and performances, citing evidence, explaining appropriateness to the context			
April- May **Evolution of music** **Composer research project** **Chord progressions, musical form**	• Composer project II: student lead/ • Identify primary works of modern composers. • Compare and contrast New vs. Old music. • Evolution of Music • Accompaniment for Spring Concert	• Researching composers using authentic sources • Listening to and breaking down the Oeuvre of the composer (categorizing) style period • Listening and deciphering instrumentation	• Project sharing and feedback • Visual, aural assessment • Written critique form for classmates project • Presentation • Concert attendance • Concert reflection	•

	• Bass Tab, Guitar Chords C,G,E minor, D7			

May- June **Digital Music project (Self-exploratory)** **Arranging/Composing** **Singing/Performing** **Commercial Project**	• Music looping software/composition • Arrangements and • Digital instruments • MIDI and SFX creation • Composing multi-track, Sampling vocals •	• Sample, digital instrument, MIDI, Multitrack, Recording interface, arranger/arrangement, sequencer, playback, BPM, Loop, Synth, etc.	• Project Grade • Sharing and critiquing classmate work using rubric • Quiz on FL Studio 12	•