

Subject:

Grade:

Teacher:

	August	September	October	November	December
QuestionsEssential	What is a conductor and what important things do they do to help the choir, orchestra, performers, music class to be a success? What is my job as a performer to help our music class or group to be a success? What is a breath cue, and what is the correct way to breathe, and why is it important?	How do you move with flow? How do you audiate? What is the difference between sound and silence? What is the difference between fast and slow? What is the big beat, how do you move to it, and how is it different from flow?	What are the important elements of a successful performance? What are jazz hands? What is a tambourine and how do you play it correctly?	Review all previous questions, and prepare to demonstrate knowledge of them in the Holiday in the Grove Performance. What is proper stage etiquette? What are blade hands?	What is timbre? What instruments make clicking sounds? Ringing sounds? Jingling sounds? What is a triangle, woodblock, jingle bells, drum, rhythm stick, cymbal
Content	Music terms: conductor, breathe cue, breathing, all music rules (definitions and importance) Following the conductor; correct breathing technique for singing and playing instruments learn a variety of songs and chants	Music Terms: Flow, audiate, Big Beat (definitions and importance) differentiate between slow and fast music and between sound and silence in music audiate missing parts of music begin informal tonal and rhythm pattern training Review all previous terms and techniques learn a variety of songs and chants	Music and Dance terms: tambourine, choreography, jazz hands, choreographer know that choreography can move to the beat or can be a flowing move accurately move to the beat and with flow learn a variety of songs and choreography to go with them	Music and Dance Terms: Blade hands, bow, audience, stage, show, performance facial expression (smiles and other appropriate facial expressions during a performance) the importance of silence onstage and backstage and keeping your eyes (focus) on the conductor and always following the conductors instructions so that we work together as a team learn a variety of songs and choreography to go with them how to use blade hands and lots of other choreography know when the choreography is moving to the big beat and when it moves to flow and do it accurately	Music Terms: Triangle, Woodblock, Jingle Bells, drum, rhythm stick, cymbal. Discover various instruments and their timbres Learn a variety of songs
Skills	1. Sing and play a variety of short songs in limited melodic range with a steady beat. 3. Listen to and respond to short works of music. 5. Recognize basic music icons. 7. Relate how music affects individual emotions. 8. Identify ways in which music and other disciplines taught in school are similar. 9. Know that music is part of everyday life.	1. Sing and play a variety of short songs in limited melodic range with a steady beat. 3. Listen to and respond to short works of music. 5. Recognize basic music icons. 7. Relate how music affects individual emotions. 8. Identify ways in which music and other disciplines taught in school are similar. 9. Know that music is part of everyday life.	1. Sing and play a variety of short songs in limited melodic range with a steady beat. 3. Listen to and respond to short works of music. 4. Explore the variety of sounds produced in a performance. 5. Recognize basic music icons. 6. Respond to an introduction to music and musicians in various cultures. 7. Relate how music affects individual emotions. 8. Identify ways in which music and other disciplines taught in school are similar. 9. Know that music is part of everyday life.	1. Sing and play a variety of short songs in limited melodic range with a steady beat. 3. Listen to and respond to short works of music. 4. Explore the variety of sounds produced in a performance. 5. Recognize basic music icons. 7. Relate how music affects individual emotions. 8. Identify ways in which music and other disciplines taught in school are similar. 9. Know that music is part of everyday life.	1. Sing and play a variety of short songs in limited melodic range with a steady beat. 2. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories. 3. Listen to and respond to short works of music. 4. Explore the variety of sounds produced in a performance. 5. Recognize basic music icons. 6. Respond to an introduction to music and musicians in various cultures. 7. Relate how music affects individual emotions. 8. Identify ways in which music and other disciplines taught in school are similar. 9. Know that music is part of everyday life.
Core Curriculum Connections	Following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	Counting, circles, following directions, science connection (bees, flowers, nectar), learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	Counting, following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:

Subject:

Grade:

Teacher:

Materials, Resources and Field Trips	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources
Assessments	Observation, Question and Answer	Observation, Question and Answer	Observation, Question and Answer	Observation, Question and Answer, Holiday in the Grove Performance	Observation, Question and Answer
	January	February	March	April	May
Questions Essential	What is diction? What is the correct position of the face when singing certain consonants and vowels and how does it affect your sound when singing (intonation....beauty of tone)?	Review of diction and singing technique previous questions and Review of stage etiquette and the elements of a successful performance in preparation for the Kindergarten PTO performance.	What are Rhythm Patterns? How can rhythm patterns be the same and how can they be different?	What are Tonal Patterns and Pitches? Learn to play rhythm sticks. Is the music high or is it low?	Review of Rhythm and Tonal Patterns.....followed by the Music Aptitude Test.
Content	Learn that diction is how you pronounce the words when you sing. Focus on 5 major vowel sounds and a few major consonants. Learn new choreography (focus on beat, flow, jazz and blade hands)	Review of diction and practice singing technique and choreography and stage presence and stage etiquette	Music Terms: Rhythm Patterns, same and different  Learn what a rhythm pattern is, recognize that music is made up of them, and differentiate between patterns that are the same and patterns that are different.	Music Terms: Tonal Patterns, Pitch, Rhythm Sticks  Identify how many pitches are sung in the tonal pattern. Recognize that tonal patterns and music is made up of pitches. Identify if the tonal patterns are high or low. Recognize that music can be high or low.	Review all and take the Aptitude test for the first time
Skills	<ol style="list-style-type: none"> <li>1. Sing and play a variety of short songs in limited melodic range with a steady beat.</li> <li>3. Listen to and respond to short works of music.</li> <li>4. Explore the variety of sounds produced in a performance.</li> <li>5. Recognize basic music icons.</li> <li>7. Relate how music affects individual emotions.</li> <li>8. Identify ways in which music and other disciplines taught in school are similar.</li> <li>9. Know that music is part of everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and play a variety of short songs in limited melodic range with a steady beat.</li> <li>3. Listen to and respond to short works of music.</li> <li>4. Explore the variety of sounds produced in a performance.</li> <li>5. Recognize basic music icons.</li> <li>7. Relate how music affects individual emotions.</li> <li>8. Identify ways in which music and other disciplines taught in school are similar.</li> <li>9. Know that music is part of everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and play a variety of short songs in limited melodic range with a steady beat.</li> <li>2. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.</li> <li>3. Listen to and respond to short works of music.</li> <li>4. Explore the variety of sounds produced in a performance.</li> <li>5. Recognize basic music icons.</li> <li>6. Respond to an introduction to music and musicians in various cultures.</li> <li>7. Relate how music affects individual emotions.</li> <li>8. Identify ways in which music and other disciplines taught in school are similar.</li> <li>9. Know that music is part of everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and play a variety of short songs in limited melodic range with a steady beat.</li> <li>2. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.</li> <li>3. Listen to and respond to short works of music.</li> <li>4. Explore the variety of sounds produced in a performance.</li> <li>5. Recognize basic music icons.</li> <li>6. Respond to an introduction to music and musicians in various cultures.</li> <li>7. Relate how music affects individual emotions.</li> <li>8. Identify ways in which music and other disciplines taught in school are similar.</li> <li>9. Know that music is part of everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and play a variety of short songs in limited melodic range with a steady beat.</li> <li>2. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.</li> <li>3. Listen to and respond to short works of music.</li> <li>4. Explore the variety of sounds produced in a performance.</li> <li>5. Recognize basic music icons.</li> <li>6. Respond to an introduction to music and musicians in various cultures.</li> <li>7. Relate how music affects individual emotions.</li> <li>8. Identify ways in which music and other disciplines taught in school are similar.</li> <li>9. Know that music is part of everyday life.</li> </ol>

Subject:

Grade:

Teacher:

Core Curriculum Connections	Identifying Vowel and consonant sounds in words and reading lyrics to music, following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	Identifying vowel and consonant sounds in words and reading lyrics to music, following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:
Materials, Resources and Field Trips	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources
Assessments	Observation, Question and Answer	Observation, Question and Answer	Observation, Question and Answer, Kindergarten PTO Performance	Observation, Question and Answer	Observation, Question and Answer, Music Aptitude Test