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| **Music**  **Standards** | **Aug** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** |

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| **Theory of Music** | **Beat, Iconic Notation, Musical Opposites, Vocal Qualities**  (15-18 days) | **Rhythms, Patterns, Solfege, Form, Tempo, Timbre**  (15-18 days) | **Rhythms, Meter, Solfege, Form, Dynamics**  (15-18 days) |
| **Expression of Music** | **Ensemble Skills**   * Students participate in a variety of ensembles, both vocal and instrumental throughout the school year. * Connections to “Theory of Music” concepts should be integrated as much as possible.   (45-54 days) | | |
| **Creation of Music** | **Creativity**   * Students will express musical ideas using a variety of sound sources. * Create musical ideas based on “Theory of Music” concepts.   (45-54 days) | | |
| **Aesthetic**  **Evaluation of Music** | **Listen/Respond/Evaluate**   * Students will use grade-level vocabulary to describe music. * Aesthetic valuation focuses on the knowledge needed to make an informed evaluation/critique of a musical piece or performance.   (45-54 days) | | |

Note: Concepts listed above continue to be labeled, practiced and assessed throughout the year.

**Cross-Content Connections**

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| **ELA** | * Writing to Learn * Oral Expression and Listening * Using Language as a Tool for Learning (steady beat, fluency, phonemic awareness, rhyming) * Principles of Shared Reading (when teaching a new song) |

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| **Math** | * Music is mathematical in structure. * Patterns, fractions and measurement are concepts reinforced when studying beat, rhythm and meter. |

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| **Social**  **Studies** |  | **History: Yours, Mine, and Ours** |  | **Civics: Leaders and Achievers** |  | **Geography: Understanding People and Places** |