

# K-6 Curriculum Alignment Map

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## Kindergarten Terms

- **Steady beat**
  - Rhythm
  - Tempo
- **Pitch matching**
  - Scale
  - Melody
  - Melodic Direction
  - High vs. Low Sounds
  - Pitch/Pitch matching
  - Kodaly syllables and hand signs
  - Dynamics: Loud/Soft
- **Musical expression**
  - Expression
  - Speaking voice, singing voice, whisper voice, calling voice, arioso singing
  - Rhyme

## Kindergarten Skills

Main areas of development: Pitch, beat, and expressive musical development

- **Steady Beat** - Identify and show steady beat through movement and on instruments
- **Tempo** - To identify, move, and perform to fast and slow tempos

- **Dynamics-** To identify and perform loud, soft, and crescendo and decrescendo
- **Pitch Matching:**
  - Matching Pitch: Echo songs/Call and Response singing
  - Singing voice v.s Speaking voice
  - Kodaly: Do - Re - Mi
  - Singing a Scale from Low Do to High Do
  - High Pitch vs. Low Pitch
  - Kodaly hand signs
- **Rhythm:**
  - Moving to Music/Feeling the music
  - To visually identify a Quarter Note and to identify it's rhythm as "du"
  - To visually identify Eighth Notes and to identify it's rhythm as "du-de"
  - Duration - Long vs short sounds
  - Imitate, and dictate simple rhythmic phrases
- **Melody** - Identify and perform high and low sounds, imitate and echo simple melodies, identify and perform various melodic directions
- **Audience** - As members of an audience you must stay quiet and still during a performance. At the end of a piece, you clap to show the musicians that you liked it. You do not get up or leave in the middle of a song.
- **Performer-** Identify performer and show appropriate performance etiquette (stand tall, look at conductor, listening ears, singing with proper vocal technique)
- **Instruments:** Identifying instrument families and how they are played
- **Using Your Voice:** Identify and perform in a variety of differing voices: Speaking Voice, Singing Voice, Whisper Voice, Calling Voice, Arioso singing

## 1st Grade Terms

*In addition to Kindergarten terms*

- Song Elements
- Minor vs. Major in terms of expression

- Instrument Families
- Solo vs Chorus/Ensemble
- Composer
- Dynamics: Crescendo/ decrescendo
- Ensemble

## 1st Grade Skills

Main areas of development: Pitch, beat, and expressive musical development

- **Steady Beat** - Identify and show steady beat through movement and on instruments
- **Tempo** - To identify, move, and perform to fast and slow tempos
- **Dynamics**- To identify and perform loud, soft, and crescendo and decrescendo
- **Pitch:**
  - Matching Pitch: Echo Singing
  - Kodaly: Do-Re-Mi-Sol
- **Rhythm:**
  - To visually identify a Quarter Note and to identify it's rhythm as "du"
  - To visually identify a Quarter Rest and to identify it's rhythm as "sh"
  - To visually identify Eighth Notes and to identify it's rhythm as "du-de"
  - To perform more complex rhythmic phrases
- **Melody** - Identify and perform high and low sounds, imitate and echo melodies, identify and perform various melodic directions, perform and identify vocal melodies while performing harmony on simple melodic percussion, aurally identify major vs minor music, tracking melody from left to right
- **Audience** - As members of an audience you must stay quiet and still during a performance. At the end of a piece, you clap to show the musicians that you liked it.
- **Performer**- Someone who performs in front of an audience, students practice playing in front of a group as a solo or duet. Show appropriate performance etiquette (stand tall, look at conductor, listening ears, singing with proper vocal technique)

- **Ensemble**- Identifying ensembles - solo singer vs chorus, singing, or instrumental
- **Instruments:** Identifying instrument families and how they are played
- **Using Your Voice:** Identify and perform in a variety of differing voices: Speaking Voice, Singing Voice, Whisper Voice, Calling Voice, Arioso singing
- **Song Form** - Be able to identify repeated sections for a song
- **Song Elements:**
  - Lyrics are the words to the song
  - Rhyming words and phrases
- **Composer** - understand that a composer is someone who writes music. Students may compose very simple rhythmic phrases.

## 2nd Grade Terms

*In addition to previous grade terms:*

- Notation
- Meter
- Round
- Partner Song
- Call and response
- Patterns/Form
- Expression
- Musical Movement

## 2nd Grade Skills

Main areas of development: Rhythmic Literacy, Instrument Families, Musical Expression

- **Steady Beat** - Identify and show steady beat through movement and on instruments
- **Tempo:**
  - Identify and perform various tempi: slow (largo), moderate (moderato), and fast (allegro)

- **Dynamics:**
  - Identify and perform loud (forte) vs soft (piano)
  - Identify and perform crescendo and decrescendo
  
- **Kodaly Hand Signs/Scale:**
  - Students will be able to sing an ascending and descending musical scale while using the appropriate kodaly hand signs for each syllable.
- **Rhythm: Steady Beat Vs. Rhythm**
  - Identify the difference between steady beat and rhythm
  - Rhythms are changing patterns of short sounds and long sounds
  - Perform more complex rhythmic phrases
  - Compose simple rhythmic phrases
  - Identify rhythmic patterns
- **Notation:**
  - Introduction to the musical staff.
  - Understanding and performing rhythms based on notation.
  - Identify and dictate parts of a note: note head, stem, flag, beam.
- **Melody:**
  - Identify and show through singing and movement various melodic directions
  - Identify melodic movement on a staff - step, skip, leap, repeat
- **Harmony:**
  - Identify and perform simple harmonies with melodic instruments
  - Creating harmony by singing in a round and singing simple partner songs
- **Major vs Minor:**
  - Identify and perform songs in major and minor keys
- **Ensemble/Texture:**
  - Identify solo, duet, chorus, and instrumental ensembles
- **Genre:**

- Perform and/or listen to music with different styles and moods
- **Composing:**
  - Create simple rhythmic compositions
- **Instrument Families**
  - Identify instrument families and how the instruments create sound: Brass, Woodwind, Strings, Percussion

### **3rd Grade Terms**

*In addition to previous grade terms:*

**New Terms for 3rd Grade:**

- Syncopation
- Accidentals: Sharp/Flat
- Melodic Direction: step/skip/leap/repeat
- Accompaniment
- Recorder
- Tonguing
- Timbre
- Repeat sign
- Breath/ Breath support
- Expression
- Conductor
- Form: ABA, AABA
- Solo, duet, and trio

### **3rd Grade Skills**

Main areas of development: Recorder, world music, music mapping

- **Steady Beat** - Identify and show steady beat through movement and on instruments
  - Keeping a Steady Beat while playing different rhythms
- **Tempo:**
  - Identify and perform various tempi: slow (largo), moderate (moderato), and fast (allegro)
  - Perform proper tempo changes on recorder
- **Dynamics:**
  - Identify and perform loud (forte) vs soft (piano)
  - Identify and perform crescendo and decrescendo
  - Identify and perform dynamics with corresponding symbols in music notation
  - Perform proper dynamic changes on recorder
- **Kodaly Hand Signs/Scale:**
  - Students will be able to sing an ascending and descending musical scale while using the appropriate kodaly hand signs for each syllable.
- **Rhythm: Steady Beat Vs. Rhythm**
  - Identify the difference between steady beat and rhythm
  - Rhythms are changing patterns of short sounds and long sounds
- **Music Mapping**
  - Identify and understand where the following items are located in music notation and understand their purpose in music: treble clef, time signature, bar line, measure, double bar line, and repeat sign
  - Understand and perform simple meters and corresponding time signature
  - Identify accidentals and how they affect pitch: sharp and flat
  - Students will recognize where the time signature is located in a piece of music
  - Students will be able to identify and say the time signature appropriately
  - Students will recognize that the top number of the time signature tells you how many beats are allowed in a measure in that piece of music.
- **Melody:**
  - Identify and show through singing and movement various melodic contours
  - Identify melodic movement on a staff - step, skip, leap, repeat

- Track melody lines from left to right
- **Harmony:**
  - Introduce the concept of harmony
  - Creating harmony by singing in a round and singing partner songs
- **Major vs Minor:**
  - Identify and perform songs in major and minor keys
- **Form:**
  - Identifying and performing different patterns in music like ABA, AABA, etc.
  - Understand sections to a song: refrain and refrain
- **Ensemble/Texture:**
  - Identify solo, duet, trio, chorus, and instrumental ensembles (band, symphony and orchestra)
- **Genre/Style:**
  - Perform and/or listen to music from various cultures and genres
  - Perform and/or listen to music with different styles and moods
  - Discuss components of music that define specific styles
- **Composing:**
  - Identifying notes in the musical alphabet and notating where they live on the staff
  - Create simple rhythmic compositions with simple dynamic markings
- **Instrument Families**
  - Identify instrument families and how the instruments create sound: Brass, Woodwind, Strings, Percussion
- **Vocal Technique:**
  - Expression - performing with various expression using proper vocal technique, identifying the expression of the song based upon melodic and harmonic elements and lyrics, identifying how to use song elements to affect the expression of the song
  - Breath - vocal technique through proper breath support
  - Continue building proper technique through more complex vocal warm-ups and exercises
- **Recorder and playing technique:**
  - Identifying, fingering and playing a note on the recorder while reading the music



- Identify and understand parts of the instrument
- Display how to properly care for the instrument
- Understand that the recorder is a wind instrument
- Tonguing each note by saying “tu” into the recorder when you want to make a sound.
- Use proper hand placement, left hand on top
- Display proper breath technique
- Display proper posture when sitting and standing while performing
- Display proper resting and playing positions
- Hold the recorder properly (left hand goes on top, right hand goes on the bottom).
- Even when not using your right hand, the right thumb should be placed against the back of the recorder.

## **4th Grade Terms**

*In addition to previous grade terms:*

### **New Terms for 4th Grade:**

- Diction
  - Vowels
  - Consonants
- Singing posture
- Professionalism
- Technique
- Fermata
- Sixteenth Notes
- Repertoire
- Intervals
- Registers
- Auditions

## 4th Grade Skills

Main areas of development: Ensemble performance, music analysis and developing musical reasoning

- **Tempo:**
  - Performing in different tempos while still maintaining a steady beat and holding each note value correctly.
- **Dynamics:**
  - Performing in different dynamics while watching the conductor and reading musical notation
- **Rhythm:**
  - Identifying sixteenth notes and identifying their rhythm as “du-ta-de-ta.”
  - Performing 4 beat rhythm patterns while reading notation
- **Lyrics:**
  - Students will be able to read the lyrics of a song, identify the song’s message, and to make a connection to the song.
- **Technique:**
  - Breath support, pure vowel sounds, singing with proper posture
- **Expression:**
  - The importance of facial expressions during performances and connecting with the music for a moving performance.
- **Song Elements:**
  - Lyrics are the words to the song
  - Measures are groups of notes that are separated by bar lines which make up a song
  - Performing and identifying the bridge, verse, and refrain of selected repertoire
- **Instrument Families**
  - Identify instrument families and how the instruments create sound: Brass, Woodwind, Strings, Percussion
- **Accompaniment:**
  - Students will be able to sing their part without their notes being played for them. Students will be able to sing and “hold their part” along with an accompaniment of piano, CD, drum, etc.
  - Students will be able to perform with different instrumentation
- **Diction:**
  - Singing with enunciation. Using crisp and clean consonant sounds

- Students will be able to identify the difference between vowels and consonants
- **Performance Practices:**
  - Performing with professionalism. This includes standing straight and tall, hands down by your side, walking on and off stage appropriately, watching the conductor for cues during the performance, and not waving to the audience.
- **Registers:**
  - Identifying the difference in and performing in your head voice (light, airy, singing through the mask of your face) and low voice.
- **Duet:**
  - A duet is when two people sing together either in unison or in harmony.

### 5th Grade terms

*In addition to previous grade terms:*

- Lyricist
- Choreographer
- Plot
- Setting
- Genre
- Vibrations
- Sounds Waves
- Frequency

### 5th Grade Skills

**Main Units: STOMP Unit, Musical Theatre-Shrek the Musical, Science of Music**

#### **Rhythm**

- **Composition**
  - Composing rhythms using Quarter, Eighth, Sixteenth notes with quarter rests (Du, Du de, Du ta de ta)
- **Music mapping and reading (literacy)**
  - Echoing, reading, decoding, and dictating multiple rhythms

- Students will recognize that the top number of the time signature tells you how many beats are allowed in a measure in that piece of music.
- Students can identify that measures are groups of notes that are separated by bar lines which make up a song
- Students can identify and label the form of a song using letters

- **Performing**

- As a soloist and ensemble
- Reading and performing music as an ensemble with a steady beat
- Students can identify and set a tempo appropriate for them to maintain a steady beat as an ensemble
- Students will identify how it means and how to successfully work as an ensemble to compose music
- Perform composed independent movements as an ensemble

### **Musical Theater**

- Students can identify and explain the career importance of music based jobs
  - Lyricist, Composer, Choreographer, Designer and Director of a musical
- Students can identify the use of Plot, Setting, Genre and Trio v. Duet v. Solo in musical theater
- Making Connections
  - Social and historical connections of fairy tales and their uses
- Identify storylines and character development in the plot of the musicals
- Story analysis
  - Identify storylines and character development
  - Use critical thinking to connect themes with context to the storyline
  - Identify and connect music/musical theater vocabulary to the performance

### **Science of Music**

- Students can use critical thinking to answer study guide questions
- Brainstorm opinions about the importance of musical elements
  - Use these opinions to craft an argument for your musical element
- Students compose a song using technology (chrome music lab)

- Create an instruments using specific mathematical and scientific steps
  - Identify the different impact sounds waves have 3 of my senses (hearing, touch, seeing)
- Conduct science experiments using the concepts of Vibrations, Sounds Waves, Frequency

### **6th Grade Terms**

*In addition to previous grade terms:*

- Rhythm
- Time Signature
- Measure
- Composer
- Form
- Ensemble
- Tempo
- Technique
- Lyricist
- Choreographer
- Plot
- Setting
- Genre
- Trio
- Duet
- Solo
- Dynamics
- Pitch
- Instrumentation
- Crescendo
- Decrescendo
- Tonality
  - Major v.s Minor

## 6th Grade Skills

### Main Units: Film Music, Musical Theater-Newsies the Musical, Instrument Ensembles

#### Musical Theater

- Students review the career importance of Lyricist, Composer, Choreographer, Designer and Director of a musical
- Students can identify the use of Plot, Setting, Genre and Trio v. Duet v. Solo in musical theater
- Develop a musical theater character
  - using social/historical/economic background information
- Identify and connect music and musical theater/vocabulary
- Story analysis
  - Identify storylines and character development
  - Use critical thinking to connect themes with context to the storyline
  - Identify and connect music/musical theater vocabulary to the performance

#### Film music Unit

- Identify musical elements in listening examples
  - Instrumentation, tempo, dynamics, mode, genre
- Analyze music and its effects on the listener
- Compare/contrast songs
  - With a changed musical element and contrasting musical sections
- Identify the purpose of musical themes to represent characters, places and their emotions
- Create stories based on contrasting musical sections

#### Instrument Ensembles

- Perform with proper instrument technique
  - Boomwhackers, Bucket Drums and Ukuleles
- Remember the form of the song
- Work together as a member of our ensemble
- Identify the different part of the instruments

