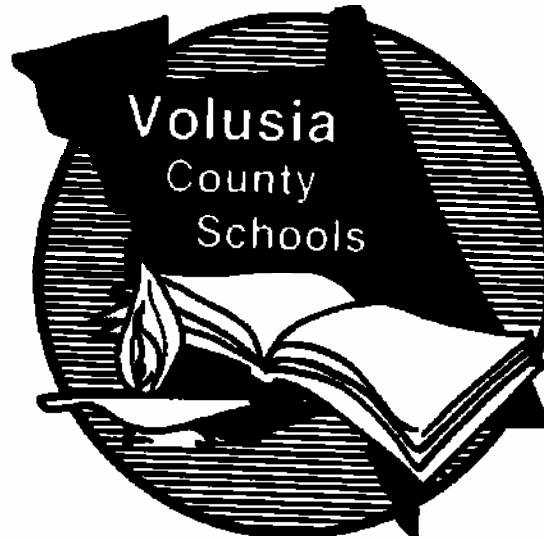


Elementary Music

# CURRICULUM MAPS



## Kindergarten

***Vision Statement of Volusia County Schools***

*Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.*

# **The School District of Volusia County**

## **The School Board of Volusia County**

Ms. Candace Lankford, Chairman

Ms. Diane Smith, Vice Chairman

Mr. Stan Schmidt

Dr. Al Williams

Ms. Judy Conte

## **Superintendent of Schools**

Dr. Margaret Smith

## **Deputy Superintendent for Curriculum and School Improvement Services**

Dr. Chris Colwell

## **Director of Program Accountability and Student Achievement**

Ms. Allene Dupont

## **Coordinator of Elementary Services**

Ms. Leticia Roman

## **Performing Arts Specialist**

Dr. Monty R. Musgrave

# Interpreting the Curriculum Maps

**Unit/Organizing Principle:** The overarching organizational structure used to group content/concepts within the curriculum map

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

**Learning Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

**Benchmarks:** The Sunshine State Standards aligned with the learning targets and skills (see next page)

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

**Assessment:** A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

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The curriculum maps for elementary music are divided into four sections: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

# SUNSHINE STATE STANDARDS USERS' GUIDE

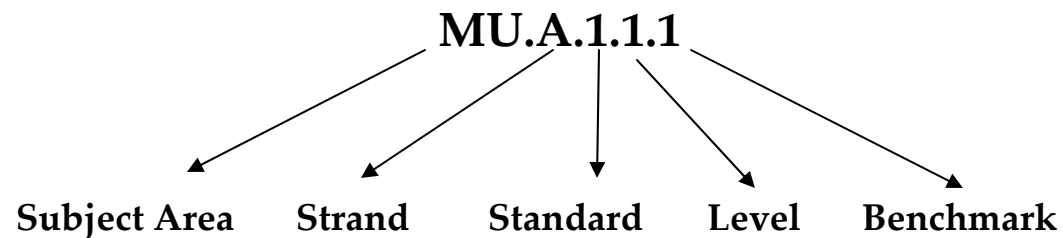
## FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

### Benchmarks:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.



For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=K-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Rhythm</b>	<b>PACING:</b>	Nine Weeks <b>(Map A)</b>
<b>ESSENTIAL QUESTIONS:</b>  Does the student...	<ul style="list-style-type: none"> <li>• Recognize the concept of steady beat?</li> <li>• Recognize the differences between short and long sounds?</li> <li>• Recognize the differences (and similarities) between rhythmic sounds and rhythmic silences?</li> <li>• Recognize various rhythmic combinations and patterns (aurally)?</li> </ul>		
<b>CONCEPTS /CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Beat</b>  <b>Duration</b>  <b>Meter</b>  <b>Pattern</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Say and sing rhythmic patterns accurately with a steady beat</li> <li>• Sing a song that includes rests</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Play percussion instruments to show the beat and the rhythm of songs</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>• Move on the steady beat to recorded music of different styles and tempo, using locomotor and non-locomotor movements</li> <li>• Use hand movements to show long and short sounds</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for steady beat and / or rhythm</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read rhythms from iconic notation </li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Create body percussion and / or other movement to show steady beat</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• Compare / contrast between steady beat / rhythm</li> </ul>	<p>MU.A.1.1.2</p> <p>MU.A.1.1.3</p> <p>MU.A.2.1.1</p> <p>MU.A.2.1.2</p> <p>MU.A.3.1.1</p> <p>MU.B.1.1.1</p> <p>MU.C.1.1.1</p> <p>MU.D.1.1.3</p> <p>MU.E.1.1.1</p>	<p>Steady beat</p> <p>Rhythm</p> <p>Beat / silent beat</p> <p>Long / short sounds</p> <p></p> <p>Sound / silence</p> <p>Pattern</p> <p>Repeated patterns</p>

# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Rhythm</b>	Nine Weeks <b>(Map A)</b>
<b>Activities and Resources</b>		
<b><u>Suggested Lessons</u></b>		
<b>Silver Burdett “Making Music”</b>		
<b><u>Unit 1</u></b>		
Page 8-9 (Big book page 1) – <i>Copycat, Copy That!</i> (steady beat)		
Page 12-13 (Big book page 2) – <i>Cats on the Move</i> (steady beat)		
<b><u>Unit 2</u></b>		
Page 36-37 (big book page 7) – <i>On the Beat with Johnny</i> (steady beat)		
Page 38-39 – <i>Jim Along, Move Along</i> (steady beat)		
<b><u>Unit 3</u></b>		
Page 66-67 (big book page 12) – <i>On the Worktime Beat</i> (beat and rhythm)		
<b><u>Unit 4</u></b>		
Page 92-93 (big book page 17) – <i>Spider with a Beat</i> (steady beat / rhythm)		
<b><u>Unit 5</u></b>		
Page 118-119 (big book page 22) – <i>Frog Fun, Long and Short</i> (long and short sounds)		
<b><u>Unit 6</u></b>		
Page 146-147 (big book page 27) – <i>Barnyard Beat</i> (one / two sounds per beat)		
Page 150-151 – <i>How Many Snails on a Beat?</i> (one / two sounds per beat)		
<b><u>Unit 7</u></b>		
Page 178-179 (big book page 32) – <i>Calling All Chickadees</i> (repeated rhythm patterns)		
<b><u>Unit 8</u></b>		
Page 200-201 (big book page 36) – <i>Singing All Day Long</i> (rhythm pattern)		
<b><u>Unit 9</u></b>		
Page 236-237 (big book page 43) – <i>A Tale of Puppet Patter</i> (steady beat)		
<b><u>Unit 10</u></b>		
Page 270-271 (big book page 50) – <i>Donkey Dance</i> (rhythm patterns)		
<b><u>Unit 11</u></b>		
Page 280-281 (big book page 51) – <i>Groovin’ with My ABC’s</i> (rhythm patterns)		
		<b><u>Links to Educational websites</u></b>  <a href="http://www.flmusiced.org">www.flmusiced.org</a> <a href="http://www.music8.com">www.music8.com</a> <a href="http://www.kid-sounds.com">www.kid-sounds.com</a> <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a> <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a> <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a> <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a>
		<b><u>Suggested Resources</u></b>  Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations”
		<b><u>Suggested Assessments</u></b>  Performance Observation Peer Critique



# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Melody, Harmony, and Form</b>	Nine Weeks <b>(Map B)</b>
<b>Activities and Resources</b>	<b>Assessments</b>	
<p><b><u>Suggested Lessons</u></b></p> <p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 16-17 (Big book page 3) – <i>Toaster Time</i> (<u>Melody</u>: High and Low Sounds)</p> <p><b><u>Unit 2</u></b> Page 42-43 – <i>Who Has the Penny?</i>(<u>Form</u>: Echo, Imitation) Page 48-49 (big book page 9) – <i>Goldilocks and the Three Bears</i> (<u>Melody</u>: High-Low Sounds)</p> <p><b><u>Unit 3</u></b> Page 72-73 (big book page 13) – <i>Here I Go!</i> (<u>Melody</u>: Upward and Downward Melodies)</p> <p><b><u>Unit 4</u></b> Page 104-105 (big book page 19) – <i>Bluebird, Bluebird</i> (<u>Melody</u>:Upward-Downward Contour)</p> <p><b><u>Unit 5</u></b> Page 126-127 (big book page 23) – <i>Bear Dance</i> (<u>Form</u>:Same and Different Phrases) Page 132-133 (big book page 24) – <i>The Hungry Dog</i> (Upward-Downward Contour)</p> <p><b><u>Unit 6</u></b> Page 156-157 – <i>Goin’ to the Fair</i> (<u>Form</u>: Same phrase – Different phrase) Page 160-161 (big book page 29) – <i>Nanny Goat</i> (<u>Melody</u>: Same-Different Melodic Patterns)</p> <p><b><u>Unit 8</u></b> Page 202-203 (big book page 37) – <i>The Dancing Tree</i> (<u>Form</u>: Same-Different Parts)</p> <p><b><u>Unit 10</u></b> Page 264-265 (big book page 50) – <i>Fly By, Fly By, What do you Suppose?</i>(<u>Melody</u>: Upward-Downward Contour)</p> <p><b><u>Unit 11</u></b> Page 298-299 (big book page 55) – <i>Tracks</i> (<u>Melody</u>: Repeated patterns)</p> <p><b><u>Unit 12</u></b> Page 304-305 (big book page 56) – <i>Cake! Cake! Cake!</i> (<u>Melody</u>: Melodic patterns) Page 320-321 – <i>Sing About Martin, Together in Unity</i> (<u>Form</u>: Call and Response)</p>	<p><b><u>Links to Educational websites</u></b></p> <p><a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”  Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b></p> <p>Performance / Peer Critique  Observation</p>	



# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>ESSENTIAL QUESTIONS:</b>	<b>Exploring Tone Color</b>	<b>Nine Weeks (Map C)</b>
<b>Activities and Resources</b>		
<b>Suggested Lessons</b>		
<p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 28-29 (Big book page 5) – <i>Voice Choice</i> (Sing, Speak, Shout, Whisper)</p> <p><b><u>Unit 2</u></b> Page 54-55 (big book page 10) – <i>Just from the Kitchen</i> (Found sounds)</p> <p><b><u>Unit 3</u></b> Page 80-81 (big book page 15) – <i>It’s Raining</i> (Nature timbres) Page 82-83 – <i>The Sounds of a Bus Ride</i> (Machine Sounds)</p> <p><b><u>Unit 4</u></b> Page 108-109 (big book page (20) – <i>Bam, Chi, Chi, Bam</i> (Small percussion timbres)</p> <p><b><u>Unit 5</u></b> Page 134-135 (big book page 25) – <i>Silverly</i> (Guitar timbre)</p> <p><b><u>Unit 6</u></b> Page 166-167 (big book page 30) – <i>Piano Pieces, Piano Moods</i> (Piano timbre)</p> <p><b><u>Unit 7</u></b> Page 188-189 – <i>A Clink Clank Clunk of Keys</i> (Found sounds) Page 192-193 – <i>A Listening Walk</i> (Nature sounds/city sounds) Page 194-195 – <i>Found Sounds, Classroom Sounds</i> (Found sounds)</p> <p><b><u>Unit 9</u></b> Page 226-227(big book page 41) – <i>Animal Walk, Animal Talk</i> (Animal sounds) Page 228-229 – <i>Train Travel Tunes</i> (Machine timbres, trains) Page 232-233 – <i>A Drama in the Dell</i> (Nature sounds) Page 234-235 – <i>We’re Ducks of a Feather</i> (Nature sounds, animals) Page 238-239 – <i>Chit-Chat with a Bird</i> (Nature sounds, animals)</p> <p><b><u>Unit 10</u></b> Page 256-257 (big book page 47) – <i>Dressed for the Weather</i> (Nature sounds, weather) Page 260-261 (big book page 48) – <i>Musical Paintings, Musical Stories</i> (Nature sounds)</p> <p><b><u>Unit 10</u></b> Page 262-263 - <i>A Pattern of Puppy Love</i> (Accompaniment, No accompaniment) Page 274-275- <i>In Noah’s Chorus</i> (Nature sounds)</p>		
<p><b><u>Unit 11</u></b> Page 282-283 – <i>Letters and Sounds and Rhymes</i> (Vocal timbres)</p> <p><b><u>Unit 12</u></b> Page 322-323 (big book page 59) – <i>Valentines Just Fine</i> (Classroom percussion) Page 326-327 <i>Celebrating Our Flag</i> (Accompaniment, no accompaniment)</p> <p><b><u>Links to Educational websites</u></b>  <a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b>  Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”  Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b>  Performance / Peer Critique  Observation</p>		

# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Expressive Qualities</b>	<b>PACING:</b>	<b>Nine Weeks (Map D)</b>
<b>ESSENTIAL QUESTIONS:</b>  Does the student...	<ul style="list-style-type: none"> <li>• Recognize the difference between loud and soft sounds?</li> <li>• Recognize the difference between fast and slow sounds?</li> <li>• Recognize the difference between smooth and detached sounds?</li> <li>• Recognize concepts of mood in music aurally or through purposeful movement?</li> <li>• Recognize appropriate musical behaviors (as audience and performers)?</li> </ul>		
<b>CONCEPTS /CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Dynamics</b>  <b>Tempo</b>  <b>Articulation</b>  <b>Mood</b>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Sing songs with loud / soft and fast / slow</li> <li>• Say a speech piece, using loud / soft and fast / slow</li> </ul> <b>Playing</b> <ul style="list-style-type: none"> <li>• Play instruments demonstrating fast / slow, loud / soft</li> </ul> <b>Moving</b> <ul style="list-style-type: none"> <li>• Use movements to show the loud and soft parts of a song</li> <li>• Use different loco-motor movements to show fast and slow tempos</li> <li>• Move with the steady beat of music that changes tempos</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>• Identify sounds as loud and soft</li> <li>• Identify sounds as fast and slow</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>• Read icons for loud and soft, slow and fast</li> </ul> <b>Creating</b> <ul style="list-style-type: none"> <li>• Improvise sound pieces to describe moods</li> <li>• Create movements that fit the tempos of poems or songs</li> <li>• Improvise sound pieces that capture the mood of a piece</li> </ul> <b>Analyzing</b> <ul style="list-style-type: none"> <li>• Compare and contrast differences between loud/soft, fast/slow, smooth/detached sounds in different pieces of music</li> </ul>	MU.A.1.1.2 MU.A.1.1.3 MU.A.2.1.2 MU.C.1.1.1 MU.D.1.1.1 MU.D.1.1.3 MU.E.1.1.1	Loud/soft (Getting louder / getting softer)  Fast/Slow (Getting faster/getting slower)  Smooth Short sounds, Long sounds  Variety of moods (happy, sad, etc.)

# ELEMENTARY MUSIC CURRICULUM MAP

## Kindergarten

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Expressive Qualities</b>	<b>Nine Weeks (Map D)</b>
<b>Activities and Resources</b>		
<p><b><u>Suggested Lessons</u></b></p> <p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 4-5 – <i>Seasons ( loud and soft)</i> Page 6-7 – <i>Echoes of Loud and Soft (Loud and Soft)</i></p> <p><b><u>Unit 2</u></b> Page 32-33 (big book page 6) – <i>Grizzly Bear, Sleepytime Soft and Loud (Soft and Loud)</i></p> <p><b><u>Unit 3</u></b> Page 60-61 (big book page 11) – <i>Fast or Slow Locomo-tion (Fast and Slow)</i> Page 62-63 – <i>Rain Walk, (Fast and Slow)</i></p> <p><b><u>Unit 4</u></b> Page 88-89 (big book page 16) – <i>Get on Board ( faster, getting slower)</i></p> <p><b><u>Unit 5</u></b> Page 116-117 (big book page 21) – <i>A New Way to Walk (express feelings, changes in tempo, march)</i></p> <p><b><u>Unit 6</u></b> Page 144-145 (big book page 26) – <i>Storm Dance (getting louder, getting softer)</i> Page 158-159 “<i>Fais Dodo</i>” (<i>Lullabye</i>)</p> <p><b><u>Unit 7</u></b> Page 174-175 (big book page 31) – <i>Painting Song: A Dribble and a Dot (Legato/Staccato)</i></p> <p><b><u>Unit 8</u></b> Page 218-219 (big book page 40) – <i>Nightdance (Mood and Style)</i> Page 222-223 – <i>Hush up the Baby, Night-light</i></p> <p><b><u>Unit 9</u></b> Page 230-231(big book page 42) – <i>Take Your Feet Out the Sand (Fast and Slow Tempos)</i> Page 240-241 – <i>Circus Music(Mood)</i></p> <p><b><u>Unit 10</u></b> Page 254-255 – <i>Clouds (Soft Dynamics)</i></p> <p><b><u>Unit 11</u></b> Page 294-295 – <i>Mary Came a Running(fast and slow tempos)</i></p>	<p><b><u>Links to Educational websites</u></b></p> <p><a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b></p> <p><a href="#">Music Play for Kindergarten</a> by Denise Gagne  <a href="#">Movement Songs Children Love</a> by Denise Gagne  <a href="#">Mallet Madness</a> by Artie Almeida</p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”  Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b></p> <p>Performance / Peer Critique  Observation</p>	

## ASSESSMENT RUBRIC

<b>4 Points</b>	<p>A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.</p>
<b>3 Points</b>	<p>A score of three is a response in which the student demonstrates an understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding.</p> <p>The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
<b>2 Points</b>	<p>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.</p>
<b>1 Point</b>	<p>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</p> <p>The response exhibits many flaws or may be incomplete.</p>
<b>0 Points</b>	<p>A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.</p>