Kindergarter	n Music Map
First Quarter: Elements of Music Purposes of Music Processes of Music Emphasis on Native American music	Third Quarter: Elements of Music Purposes of Music Processes of Music Emphasis on West African music
Second Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Colonial music	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Traditional Appalachian music

Big Idea: Structure in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.

2.23 Students analyze their own and others' artistic products and performances using accepted standards					
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment	_		
	-		I can tell the difference	Beat	
Primary Enduring Knowledge	Primary Skills and	AH-EP-1.1.1	between beat and rhythm.		
- Understandings	Concepts - Music	Students will begin to recognize	-	Rhythm	
AH-P-SA-U-1	AH-P-SA-S-Mu1	and identify elements of music	I can tell the difference		
Students will understand that the	Students will begin to	using musical terminology.	between fast and slow.	Fast	
elements of music, dance, and	recognize and identify				
drama are intentionally applied	elements of music (rhythm,	Elements of music:	I can sing a melody and	Slow	
in creating and performing.	tempo, melody, harmony,	<u>Rhythm</u> - bar lines, measures,	show it's shape.		
	form, timbre, dynamics) using	whole notes, half notes, quarter		High	
AH-P-SA-U-3	musical terminology	notes (aurally and visually)	I can move to different		
Students will understand that		<u>Tempo</u> - steady beat, slower,	sections of music.	Low	
responding to and critiquing	AH-P-SA-S-Mu2	faster (aurally)			
works of art involves an	Students will use the	Melody – notes, lines and spaces		Percussion	
understanding of elements,	elements of music while	on treble clef staff (visually)	I can play classroom		
principles, and structures	performing, singing, playing	<u>Harmony</u> - rounds and simple 2-	instruments.	Loud	
appropriate to each area of the	instruments, moving,	part songs (aurally), songs are			
arts.	listening, reading music,	major or minor (aurally)	I can tell the difference	Soft	
	writing music, and creating	<u>Form</u> - call and response form, AB	between high and low		
AH-P-SA-U-4	music independently and with	form and ABA form (aurally)	pitch.	Treble Clef	
Students will understand that	others	<u>Timbre (tone color)</u> - recognize		Ct-#	
existing and emerging		different qualities of musical	I can tell the difference	Staff	
technologies can inspire new	AH-P-SA-S-Mu3	sounds, instruments by family-	between loud and soft.		
applications of structural	Students will listen to and	brass, woodwind, string,	I am a managed and a managed at a large		
components.	explore how changing different elements results in	percussion (aurally and visually)	I can respond appropriately		
		and human voices (aurally)	to various styles of music.		
	different musical effects	<u>Dynamics</u> - soft, loud (aurally)			
	AH-P-SA-S-Mu4	AH-EP-1.1.2			
	Students will recognize,	Students will identify various styles			
	describe, and compare	of music (spirituals, game songs,			
	various styles of music	folk songs, work songs, lullabies,			
	(spirituals, game songs, folk	patriotic, bluegrass).			
	songs, work songs, lullabies,	patrioto, bidogrado).			
	patriot, bluegrass)				

Big Idea: Humanity in the Arts **Academic Expectations**

Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.24

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Humanity in the Arts – Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can respond appropriately	Native American	
Primary Enduring Knowledge	Primary Skills and	AH-EP-2.1.1	to Native American,		
- Understandings	Concepts - Music	Students will identify music from the	Traditional Appalachian,	Traditional Appalachian	
NH-P-HA-U-1	AH-P-HA-S-Mu1	following cultures and periods.	and West African Music		
Students will understand that the	Students will begin to			Colonial American	
arts are powerful tools for	associate music they listen to				
Inderstanding human	or perform with specific	Cultures:		West African	
xperiences both past and	cultures (Native American,	Native American,			
resent.	Appalachian, West African);	Traditional Appalachian			
	describe in simple terms how	West African			
.H-P-HA-U-2	the music reflects the cultures				
Students will understand that the		Periods:			
rts help us understand others'	AH-P-HA-S-Mu2	Colonial American			
often very different) ways of	Students will begin to				
ninking, working, and	associate music they listen to				
xpressing ourselves.	or perform with the Colonial				
	American period in history;				
H-P-HA-U-3	describe in simple terms how				
tudents will understand that the	the music reflects the				
ts play a major role in the	Colonial American time				
reation and defining of cultures	period				
nd building civilizations.					
	AH-P-HA-S-Mu3				
	Students will begin to				
	describe the music of specific				
	cultures using music				
	terminology				

Big Idea: Purposes for Creating the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

 Big Idea: Purposes for Creating the Arts Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can recognize that music	Ceremonial	
Primary Enduring Knowledge	Primary Skills and	AH-EP-3.1.1	has different purposes.		
Understandings	Concepts - Music	Students will experience music		Recreational	
AH-P-PCA-U-1	AH-P-PCA-S-Mu1	created for a variety of purposes.			
Students will understand that the	Students will begin to develop			Artistic Expression	
arts fulfill a variety of purposes	an awareness of the				
in society (e.g., to present	purposes for which music is	Purposes of music (different roles		Patriotic Music	
issues and ideas, to entertain, to	created (e.g., ceremonial,	of music)			
teach or persuade, to design,	recreational, artistic	<u>Ceremo</u> nial - music created or		Dances	
plan and beautify).	expression)	performed for rituals or		l	
		celebrations (e.g., patriotic music,		Lullaby	
AH-P-PCA-U-2	AH-P-PCA-S-Mu2	music for worship)		Outlitude	
Students will understand that the	Students will listen to and	Recreational - music for		Spirituals	
arts have value and significance	perform music created to	entertainment (e.g., music for play			
for daily life. They provide	fulfill a variety of specific	such as game songs, music for			
personal fulfillment, whether in	purposes	dances and social events, music			
vocational settings, avocational		for physical activities, music as a			
pursuits, or leisure.		hobby)			
AH-P-PCA-U-3		Artistic Expression - music created			
Students will understand that the		with the intent to express or communicate one's emotions.			
arts provide forms of nonverbal		feelings, ideas, experience (e.g.,			
communication that can		music created and performed in a			
strengthen the presentation of		concert setting for an audience)			
ideas and emotions.		Concert Setting for all addience)			
ideas and emotions.					

Big Idea: Processes in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.25

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Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
Primary Enduring Knowledge - Understandings AH-P-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances. AH-P-PA-U-2 Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-P-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.	Primary Skills and Concepts - Music AH-P-PA-S-Mu1 Students will be actively involved in creating and performing music alone and with others AH-P-PA-S-Mu2 Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others AH-P-PA-S-Mu3 Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest) AH-P-PA-S-Mu4 Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way	AH-EP-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation. AH-EP-4.1.5 Students will sing alone and with others a varied repertoire of music.	I can sing and play simple melodic and rhythmic patterns by reading simple notation in a variety of styles.	Rhythm Melody	

First Grade	Music Map
First Quarter:	Third Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on West African music
Second Quarter:	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Traditional Appalachian music

Big Idea: Structure in the Arts Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- **1.15** Students make sense of and communicate ideas with movement.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
Primary Enduring (nowledge - Jnderstandings AH-P-SA-U-1	Primary Skills and Concepts - Music AH-P-SA-S-Mu1 Students will begin to	AH-EP-1.1.1 Students will begin to recognize and identify elements of music using	I can tell the difference between beat and rhythm. I can tell the difference between fast and slow.	Beat Rhythm Fast	
Students will understand that he elements of music, dance, and drama are intentionally applied in creating and	recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using	musical terminology. Elements of music: Rhythm - bar lines, measures,	I can sing a melody and show it's shape.	Slow High	
AH-P-SA-U-3 Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.	musical terminology AH-P-SA-S-Mu2 Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others	whole notes, half notes, quarter notes (aurally and visually) Tempo - steady beat, slower, faster (aurally) Melody - notes, lines and spaces on treble clef staff (visually) Harmony - rounds and simple 2-part songs (aurally), songs	I can move to different sections of music. I can play classroom instruments. I can tell the difference between high and low pitch.	Low Percussion Loud Soft Treble Clef	
AH-P-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components.	AH-P-SA-S-Mu3 Students will listen to and explore how changing different elements results in different musical effects AH-P-SA-S-Mu4 Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)	are major or minor (aurally) Form - call and response form, AB form and ABA form (aurally) Timbre (tone color) - recognize different qualities of musical sounds, instruments by family- brass, woodwind, string, percussion (aurally and visually) and human voices (aurally) Dynamics - soft, loud (aurally) AH-EP-1.1.2 Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).	I can tell the difference between loud and soft. I can respond appropriately to various styles of music.	Staff Instrument Families Orchestra Meter	

Big Idea: Humanity in the Arts **Academic Expectations**

Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, 2.25

Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes. 2.26

Big Idea: Humanity in the Arts – Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can respond appropriately to	Native American	
Primary Enduring	Primary Skills and Concepts	AH-EP-2.1.1	Native American, Traditional		
Knowledge –	- Music	Students will identify music from	Appalachian, and West African	Traditional Appalachian	
Understandings	AH-P-HA-S-Mu1	the following cultures and	Music.		
AH-P-HA-U-1	Students will begin to	periods.		Colonial American	
Students will understand that	associate music they listen to				
the arts are powerful tools for	or perform with specific			West African	
understanding human	cultures (Native American,	Cultures:			
experiences both past and	Appalachian, West African);	Native American,			
present.	describe in simple terms how	Traditional Appalachian			
	the music reflects the cultures	West African			
AH-P-HA-U-2					
Students will understand that	AH-P-HA-S-Mu2	Periods:			
the arts help us understand	Students will begin to	Colonial American			
others' (often very different)	associate music they listen to				
ways of thinking, working, and	or perform with the Colonial				
expressing ourselves.	American period in history;				
	describe in simple terms how				
AH-P-HA-U-3	the music reflects the Colonial				
Students will understand that	American time period				
the arts play a major role in the					
creation and defining of	AH-P-HA-S-Mu3				
cultures and building	Students will begin to describe				
civilizations.	the music of specific cultures				
	using music terminology				

Scott County School District

Big Idea: Purposes for Creating the Arts

Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- **2.22** Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
Primary Enduring Knowledge – Understandings AH-P-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). AH-P-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure. AH-P-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.	Primary Skills and Concepts - Music AH-P-PCA-S-Mu1 Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression) AH-P-PCA-S-Mu2 Students will listen to and perform music created to fulfill a variety of specific purposes	AH-EP-3.1.1 Students will experience music created for a variety of purposes. Purposes of music (different roles of music) Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)	I can recognize that music has different purposes.	Ceremonial Recreational Artistic Expression Patriotic Music Dances Worship Lullaby Spirituals Folk Songs Work Songs Game Songs Bluegrass	

Big Idea: Processes in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22
- Students create works of art and make presentations to convey a point of view.

 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and 2.25 humanities such as languages, literature, and history.

Big Idea: Processes in the Arts - Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can sing and play simple	Rhythm	
Primary Enduring	Primary Skills and Concepts	AH-EP-4.1.4	melodic and rhythmic patterns	Malady	
Knowledge – Understandings	- Music AH-P-PA-S-Mu1	Students will sing and play alone simple rhythmic or tonal	by reading simple notation in a variety of styles.	Melody	
AH-P-PA-U-1	Students will be actively	patterns by reading simple	variety of styles.	Timbre	
Students will understand that	involved in creating and	music notation.			
there are three distinct	performing music alone and			Form	
processes for involvement in	with others	AH-EP-4.1.5		Tampa	
the arts; creating new		Students will sing alone and		Tempo	
artworks, performing works	AH-P-PA-S-Mu2	with others a varied repertoire		Dynamics	
previously created, and	Students will begin to learn	of music.			
responding to artworks and	how to use knowledge of the			Composer	
performances.	elements of music and music			Perform	
AH-P-PA-U-2	terminology to describe and critique their own			1 Chom	
Students will understand that	performances and the			Solo	
full understanding and	performances of others				
appreciation of the arts	•				
requires some degree of	AH-P-PA-S-Mu3				
involvement in all three	Students will identify possible				
processes.	criteria for evaluating music (e.g., skill of performers,				
AH-P-PA-U-3	originality, emotional impact,				
Students will understand that	variety, interest)				
openness, respect for work,	,				
and an understanding of how	AH-P-PA-S-Mu4				
artists apply elements and	Students will demonstrate				
principles of design in creating and performing are personal	audience behavior appropriate to context and style of music				
attitudes and skills that	performed; discuss opinions				
enhance enjoyment of the	with peers in a supportive and				
observer.	constructive way				
AH-P-PA-U-4					
Students will understand that					
existing and emerging					
technologies can extend the					
reach of the art form to new					
audiences.					

Second Grad	le Music Map
First Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Native American music	Third Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on West African music
Second Quarter:	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Humanity in Music • Emphasis on Traditional Appalachian music

Big Idea: Structure in the Arts

- Academic Expectations
 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.

		nd performances using accepted stand			_
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can recognize and	Bar line	
Primary Enduring Knowledge	Primary Skills and	AH-EP-1.1.1	identify elements of		
- Understandings	Concepts - Music	Students will begin to recognize	music using musical	Measures	
AH-P-SA-U-1	AH-P-SA-S-Mu1	and identify elements of music	terminology.		
Students will understand that the	Students will begin to	using musical terminology.		Elements of Music	
elements of music, dance, and	recognize and identify		I can recognize the		
drama are intentionally applied	elements of music (rhythm,	Elements of music:	usage of bar lines and	Whole notes	
in creating and performing.	tempo, melody, harmony,	<u>Rhythm</u> - bar lines, measures,	measures in music.		
	form, timbre, dynamics) using	whole notes, half notes, quarter		Half Notes	
AH-P-SA-U-3	musical terminology	notes (aurally and visually)	I can recognize and		
Students will understand that		<u>Tempo</u> - steady beat, slower,	identify notes and values	Quarter notes	
responding to and critiquing	AH-P-SA-S-Mu2	faster (aurally)	of certain musical		
works of art involves an	Students will use the	Melody – notes, lines and spaces	notation.	Beat	
understanding of elements,	elements of music while	on treble clef staff (visually)			
principles, and structures	performing, singing, playing	<u>Harmony</u> - rounds and simple 2-	I can differentiate	Rounds	
appropriate to each area of the	instruments, moving,	part songs (aurally), songs are	between slow and faster		
arts.	listening, reading music,	major or minor (aurally)	music.	Major	
	writing music, and creating	<u>Form</u> - call and response form, AB			
AH-P-SA-U-4	music independently and with	form and ABA form (aurally)		Minor	
Students will understand that	others	<u>Timbre (tone color)</u> - recognize	I can identify the notes		
existing and emerging		different qualities of musical	on the lines and spaces	AB Form	
technologies can inspire new	AH-P-SA-S-Mu3	sounds, instruments by family-	of the treble clef staff.		
applications of structural	Students will listen to and	brass, woodwind, string,		ABA Form	
components.	explore how changing	percussion (aurally and visually)	I can define and perform		
	different elements results in	and human voices (aurally)	a round and 2 part	Instrument Families	
	different musical effects	<u>Dynamics</u> - soft, loud (aurally)	songs.		
				*In addition to K-1st vocabulary	
	AH-P-SA-S-Mu4	AH-EP-1.1.2	I can hear the difference		
	Students will recognize,	Students will identify various styles	between major and minor		
	describe, and compare	of music (spirituals, game songs,	songs.		
	various styles of music	folk songs, work songs, lullabies,			
	(spirituals, game songs, folk	patriotic, bluegrass).	I can differentiate		
	songs, work songs, lullabies,		between AB form songs		
	patriot, bluegrass)		and ABA form songs.		
			_		

I can name instrumen name then	t families and	
demonstra	rentiate and ate aurally and veen loud and	
I can ident demonstra styles of m	ite various	

Big Idea: Humanity in the Arts

Academic Expectations

24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages,

literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Humanity in the Arts – Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
Primary Enduring Knowledge - Understandings AH-P-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present. AH-P-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves. AH-P-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.	Primary Skills and Concepts - Music AH-P-HA-S-Mu1 Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures AH-P-HA-S-Mu2 Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period AH-P-HA-S-Mu3 Students will begin to describe the music of specific cultures using music terminology	AH-EP-2.1.1 Students will identify music from the following cultures and periods. Cultures: Native American, Traditional Appalachian West African Periods: Colonial American	I can identify music from Native American, Appalachian, and West African Cultures. I can identify music from the Colonial American Period. I can identify uses of music in Native American, Appalachian, and West African Cultures.	Native American Traditional Appalachian West African Colonial American *In addition to K-1st vocabulary	

Big Idea: Purposes for Creating the Arts

Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- Students make sense of ideas and communicate ideas with the visual arts. 1.13
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22
- Students create works of art and make presentations to convey a point of view.

 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes. 2.26

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
Understandings Primary Enduring Knowledge - Understandings AH-P-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). AH-P-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure. AH-P-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.	and Concepts Primary Skills and Concepts - Music AH-P-PCA-S-Mu1 Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression) AH-P-PCA-S-Mu2 Students will listen to and perform music created to fulfill a variety of specific purposes	AH-EP-3.1.1 Students will experience music created for a variety of purposes. Purposes of music (different roles of music) Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)	I can experience music created for a variety of purposes in diverse ways.	Ceremonial Recreational Artistic Expression *In addition to K-1st vocabulary	

Big Idea: Processes in the Arts Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- **1.15** Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

Big Idea: Processes in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
		,	I can sing and play alone	Music Notation	
Primary Enduring Knowledge	Primary Skills and	AH-EP-4.1.4	simple rhythmic or tonal		
Understandings	Concepts - Music	Students will sing and play alone	patterns by reading simple	Repertoire	
AH-P-PA-U-1	AH-P-PA-S-Mu1	simple rhythmic or tonal patterns	music notation.		
Students will understand that	Students will be actively	by reading simple music notation.		Pattern	
there are three distinct	involved in creating and		I can sing alone and with		
processes for involvement in the	performing music alone and	AH-EP-4.1.5	others a varied repertoire of	*In addition to K-1 st vocabulary	
arts; creating new artworks,	with others	Students will sing alone and with	music		
performing works previously		others a varied repertoire of music.			
created, and responding to	AH-P-PA-S-Mu2				
artworks and performances.	Students will begin to learn				
	how to use knowledge of the				
AH-P-PA-U-2	elements of music and music				
Students will understand that full	terminology to describe and				
understanding and appreciation	critique their own				
of the arts requires some degree	performances and the				
of involvement in all three	performances of others				
processes.					
	AH-P-PA-S-Mu3				
AH-P-PA-U-3	Students will identify possible				
Students will understand that	criteria for evaluating music				
openness, respect for work, and	(e.g., skill of performers,				
an understanding of how artists	originality, emotional impact,				
apply elements and principles of	variety, interest)				
design in creating and	AH-P-PA-S-Mu4				
performing are personal attitudes and skills that enhance	Students will demonstrate				
enjoyment of the observer.	audience behavior				
enjoyment of the observer.	appropriate to context and				
	style of music performed;				
AH-P-PA-U-4	discuss opinions with peers in				
Students will understand that	a supportive and constructive				
existing and emerging	way				
technologies can extend the	,				
reach of the art form to new					
audiences.					
addictions.					

Third Grade Music Map				
First Quarter:	Third Quarter:			
Second Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Colonial music	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Humanity of Music • Emphasis on Traditional Appalachian music			

Big Idea: Structure in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards

Program of Studies:	Program of Studies: Skills	nd performances using accepted stand Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment	Student ranget	Vocabular y	Resources
Onderstandings	and concepts	Assessment	I can recognize and	Bar line	
Primary Enduring Knowledge	Primary Skills and	AH-EP-1.1.1	identify elements of	Bai iiiic	
- Understandings	Concepts - Music	Students will begin to recognize	music using musical	Measures	
AH-P-SA-U-1	AH-P-SA-S-Mu1	and identify elements of music	terminology.	modour oo	
Students will understand that the	Students will begin to	using musical terminology.	terminology.	Elements of Music	
elements of music, dance, and	recognize and identify	acing macical terminology.	I can recognize the		
drama are intentionally applied	elements of music (rhythm,	Elements of music:	usage of bar lines and	Whole notes,	
in creating and performing.	tempo, melody, harmony,	Rhythm - bar lines, measures,	measures in music.	,	
3	form, timbre, dynamics) using	whole notes, half notes, quarter		Half Notes	
AH-P-SA-U-3	musical terminology	notes (aurally and visually)	I can recognize and		
Students will understand that	,	Tempo - steady beat, slower,	identify notes and values	Quarter notes	
responding to and critiquing	AH-P-SA-S-Mu2	faster (aurally)	of certain musical		
works of art involves an	Students will use the	Melody – notes, lines and spaces	notation.	Beat	
understanding of elements,	elements of music while	on treble clef staff (visually)			
principles, and structures	performing, singing, playing	<u>Harmony</u> - rounds and simple 2-	I can differentiate	Rounds	
appropriate to each area of the	instruments, moving,	part songs (aurally), songs are	between slow and faster		
arts.	listening, reading music,	major or minor (aurally)	music.	Major	
	writing music, and creating	<u>Form</u> - call and response form, AB			
AH-P-SA-U-4	music independently and with	form and ABA form (aurally)		Minor	
Students will understand that	others	<u>Timbre (tone color)</u> - recognize	I can identify the notes		
existing and emerging		different qualities of musical	on the lines and spaces	AB Form	
technologies can inspire new	AH-P-SA-S-Mu3	sounds, instruments by family-	of the treble clef staff.		
applications of structural	Students will listen to and	brass, woodwind, string,		ABA Form	
components.	explore how changing	percussion (aurally and visually)	I can define and perform	In at a second Familia	
	different elements results in	and human voices (aurally)	a round and 2 part	Instrument Families	
	different musical effects	<u>Dynamics</u> - soft, loud (aurally)	songs.	Woodwinds,	
	AH-P-SA-S-Mu4	AH-EP-1.1.2	I can hear the difference	woodwinds,	
	Students will recognize,	Students will identify various styles	between major and minor	Percussion	
	describe, and compare	of music (spirituals, game songs,	songs.	reicussion	
	various styles of music	folk songs, work songs, lullabies,	soligs.	Brass	
	(spirituals, game songs, folk	patriotic, bluegrass).	I can differentiate	Bidas	
	songs, work songs, lullabies,	patriotio, biaograss).	between AB form songs	Strings	
	patriot, bluegrass)		and ABA form songs.		
				*In addition to K-2 nd vocabulary	
			I can identify the		
			instrument families and		
			name them aurally.		
			1		
			I can tell the difference		
			between loud and soft		
			and identify symbols for		
			forte and piano.		

	I can identify and demonstrate various styles of music.	

Big Idea: Humanity in the Arts **Academic Expectations**

- Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.24
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages,

literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Humanity in the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
Primary Enduring Knowledge - Understandings AH-P-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present. AH-P-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves. AH-P-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.	Primary Skills and Concepts - Music AH-P-HA-S-Mu1 Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures AH-P-HA-S-Mu2 Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period AH-P-HA-S-Mu3 Students will begin to describe the music of specific cultures using music terminology	AH-EP-2.1.1 Students will identify music from the following cultures and periods. Cultures: Native American, Traditional Appalachian West African Periods: Colonial American	I can identify music from Native American, Appalachian, and West African Cultures. I can identify music from the Colonial American Period. I can identify uses of music in Native American, Appalachian, and West African Cultures.	Native American Traditional Appalachian West African Colonial American *In addition to K-2 nd vocabulary	

Big Idea: Purposes for Creating the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

 Big Idea: Purposes for Creating the Arts Music

Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
			I can experience music	Ceremonial	
Primary Enduring Knowledge	Primary Skills and	AH-EP-3.1.1	created for a variety of		
Understandings	Concepts - Music	Students will experience music	purposes in diverse ways.	Recreational	
AH-P-PCA-U-1	AH-P-PCA-S-Mu1	created for a variety of purposes.			
Students will understand that the	Students will begin to develop			Artistic Expression	
arts fulfill a variety of purposes	an awareness of the				
in society (e.g., to present	purposes for which music is	Purposes of music (different roles		*In addition to K-2 nd vocabulary	
issues and ideas, to entertain, to	created (e.g., ceremonial,	of music)			
teach or persuade, to design,	recreational, artistic	Ceremonial - music created or			
plan and beautify).	expression)	performed for rituals or			
		celebrations (e.g., patriotic music,			
AH-P-PCA-U-2	AH-P-PCA-S-Mu2	music for worship)			
Students will understand that the	Students will listen to and	Recreational - music for			
arts have value and significance	perform music created to	entertainment (e.g., music for play			
for daily life. They provide	fulfill a variety of specific	such as game songs, music for			
personal fulfillment, whether in	purposes	dances and social events, music			
vocational settings, avocational		for physical activities, music as a			
pursuits, or leisure.		hobby)			
		<u>Artistic Expression</u> - music created			
AH-P-PCA-U-3		with the intent to express or			
Students will understand that the		communicate one's emotions,			
arts provide forms of nonverbal		feelings, ideas, experience (e.g.,			
communication that can		music created and performed in a			
strengthen the presentation of		concert setting for an audience)			
ideas and emotions.					

Big Idea: Processes in the Arts Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- **1.15** Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

humanities such as languages, literature, and history.					
Big Idea: Processes in the Arts - N					
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
	D . O		I can sing and play alone	Music Notation	
Primary Enduring Knowledge	Primary Skills and	AH-EP-4.1.4	simple rhythmic or tonal	Damantaina	
- Understandings	Concepts - Music	Students will sing and play alone	patterns by reading simple	Repertoire	
AH-P-PA-U-1 Students will understand that	AH-P-PA-S-Mu1	simple rhythmic or tonal patterns	music notation.	Pattern	
there are three distinct	Students will be actively involved in creating and	by reading simple music notation.	I can sing alone and with	Pattern	
processes for involvement in the	performing music alone and	AH-EP-4.1.5	others a varied repertoire of	*In addition to K-2 nd vocabulary	
arts; creating new artworks,	with others	Students will sing alone and with	music		
performing works previously		others a varied repertoire of music.	, maste		
created, and responding to	AH-P-PA-S-Mu2				
artworks and performances.	Students will begin to learn				
·	how to use knowledge of the				
AH-P-PA-U-2	elements of music and music				
Students will understand that full	terminology to describe and				
understanding and appreciation	critique their own				
of the arts requires some degree	performances and the				
of involvement in all three	performances of others				
processes.	AH-P-PA-S-Mu3				
AH-P-PA-U-3	Students will identify possible				
Students will understand that	criteria for evaluating music				
openness, respect for work, and	(e.g., skill of performers,				
an understanding of how artists	originality, emotional impact,				
apply elements and principles of	variety, interest)				
design in creating and					
performing are personal	AH-P-PA-S-Mu4				
attitudes and skills that enhance	Students will demonstrate audience behavior				
enjoyment of the observer.	appropriate to context and				
	style of music performed;				
AH-P-PA-U-4	discuss opinions with peers in				
Students will understand that	a supportive and constructive				
existing and emerging	way				
technologies can extend the					
reach of the art form to new					
audiences.					

Fourth Grade Music Map				
First Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Native American	Third Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on West African			
Second Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Colonial	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Humanity in Music • Emphasis on Traditional Appalachian music			

Big Idea: Structure in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts.
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.

		ind pendiniances using accepted stand	uaius.		
Big Idea: Structure in the Arts - Mu					
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment		-	
_		AH-04-1.1.1	I can define what a time	Elements of music:	
Grade 4 Enduring Knowledge	Grade 4 Skills and	Students will identify or	signature is,	Rhythm - time signature (2/4,	
- Understandings	Concepts - Music	describe elements of music in a	rhythmically compose a	3/4, 4/4), bar lines, rhythmic	
AH-4-SA-U-1	AH-4-SA-S-Mu1	variety of music.	measure and select the	durations (whole, half,	
Students will understand that the	Students will recognize and	DOK 2	correct time signature	quarter, eighth notes and	
elements of music, dance, and	identify elements of music		from an auditory	rests), measure	
drama are intentionally applied	(rhythm, tempo, melody,	Elements of music:	example.	Tempo - steady beat, slower	
in creating and performing.	harmony, form, timbre,	Rhythm - time signature (2/4,		or faster	
	dynamics) using musical	3/4, 4/4), bar lines, rhythmic	I can recognize a define	Melody - shape, direction	
AH-4-SA-U-3	terminology	durations (whole, half, quarter,	the usage of a bar line.	(pitches move up, down, by	
Students will understand that		eighth notes and rests),		step, by skip, stay the same),	
responding to and critiquing	AH-4-SA-S-Mu2	measure	I can assign beat values	treble clef sign, pitch notation	
works of art involves an	Students will use the	Tempo - steady beat, slower or	and compose new	(notes from middle C to F at	
understanding of elements,	elements of music while	faster	measures using rhythmic	top of treble clef staff), high	
principles, and structures	performing, singing, playing	Melody - shape, direction	duration.	vs. low notes (pitches)	
appropriate to each area of the	instruments, moving,	(pitches move up, down, by		Harmony - parts (notes	
arts.	listening, reading music,	step, by skip, stay the same),	I can identify a measure.	performed together to create	
	writing music, and creating	treble clef sign, pitch notation		harmony), major/minor	
AH-4-SA-U-4	music independently and with	(notes from middle C to F at top	I can define and identify	(aurally); unison (non-	
Students will understand that	others	of treble clef staff), high vs. low	different tempos.	harmony)	
existing and emerging		notes (pitches)		Form - call and response,	
technologies can inspire new	AH-4-SA-S-Mu3	Harmony - parts (notes	I can identify, both orally	two-part (AB), three-part	
applications of structural	Students will listen to and	performed together to create	and visually, melodic	(ABA), round, verse/chorus,	
components.	explore how changing	harmony), major/minor (aurally);	construction and	repeat signs	
	different elements results in	unison (non-harmony)	register.	Timbre (tone color) -	
	different musical effects	Form - call and response, two-		recognize different qualities	
		part (AB), three-part (ABA),	I can identify all notes on	of musical sounds, orchestral	
	AH-4-SA-S-Mu4	round, verse/chorus, repeat	the treble clef staff from	instruments by family - brass,	
	Students will recognize,	signs	middle C-High F.	woodwind, string, percussion,	
	describe, and compare	Timbre (tone color) - recognize		how instrument sounds are	
	various styles of music	different qualities of musical	I can identify the treble	produced, human voices (high	
	(spirituals, game songs, folk	sounds, orchestral instruments	clef symbol.	voices, low voices)	
	songs, work songs, lullabies,	by family - brass, woodwind,	l	<u>Dynamics</u> - soft (piano - p),	
	patriot, bluegrass)	string, percussion, how	I can classify harmony	medium soft (mezzo piano -	
		instrument sounds are	into two modes: major	mp), medium loud (mezzo	
		produced, human voices (high	and minor.	forte - mf), loud (forte - f)\	
		voices, low voices)	Loon identify the con-	the addition to M 2rd	
		<u>Dynamics</u> - soft (piano - p),	I can identify the use of	*In addition to K-3 rd	
		medium soft (mezzo piano -	harmony in oral and	vocabulary	
		mp), medium loud (mezzo forte -	written examples.		
		mf), loud (forte - f)			

AH-04-1.1.2 Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).	I can explain the difference between unison and harmony. I can identify, both orally and written call and response, round, AB, ABA, and repeat signs.	
	I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produces from each one.	
	I can identify and perform different dynamic levels.	
	I can identify and describe various styles of music.	

Big Idea: Humanity in the Arts Academic Expectations

- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages,

literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Rig Idea:	Humanity in	the Arte -	Music

Grade 4 Enduring Knowledge – Understandings – Understandi	•	•	lies: Program of Studies: Skills Related Core Content for	Student Target	Vocabulary	Resources
Grade 4 Enduring Knowledge - Understandings Grade 4 Skills and Concepts - Music AH-04-2.1.1 Students will identify how music Concepts - Music Concepts - Music Concepts - Music AH-04-2.1.1 Contrast the similarities and differences between	Understandings	and Concepts	gs and Concepts Assessment	I can common and	Caramanial	
Students will understand that the arts are powerful tools for understanding human experiences both past and present. AH-4-HA-U-2 Students will understand that the arts he pure understand others of the cultures with stype-fice cultures. AH-4-HA-W-12 Students will understand that the arts he pure understand others of the cultures with the Colonial American period in history, describe in simple terms how the music reflects the cultures. AH-4-HA-U-3 Students will understand that the arts he pure understand others of the cultures. AH-4-HA-S-Mu2 Students will understand that the arts he pure understand others of the cultures. AH-4-HA-S-Mu2 Students will understand that the arts he pure understand others of the colonial American period in history, describe in simple terms how the music reflects the cultures. Students will understand that the arts play a major role in the colonial American time period and defining of cultures using music terminology AH-4-HA-S-Mu2 Students will describe the music of specific cultures using music terminology AH-4-HA-S-mu2 Students will associate music throughout history, color to the music reflects the cultures. AH-4-HA-S-Mu2 Students will understand that the arts he pure understand others to or perform with specific cultures using music terminology AH-4-HA-S-Mu3 Students will associate music throughout history, caps, cap, and the colonial Appalachian, and West African and Process in the Colonial American period in history, cesoribe in simple terms how the music reflects the cultures. AH-4-HA-S-Mu3 Students will associate music throughout history. AH-4-HA-S-Mu3 Students will associate music in the colonial Appalachian differences in the colonial Appalachian differences in the colonial Appalachian and differences in the colonial Appalachian and differences in the set of the set of the colonial Armerican period in history, cesoribe in simple terms how the music reflects the cultures and believe to a colonial Appalachian and period in history, cesoribe in simple terms	- Understandings AH-4-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present. AH-4-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves. AH-4-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures	Concepts - Music AH-4-HA-S-Mu1 Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures AH-4-HA-S-Mu2 Students will associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period AH-4-HA-S-Mu3 Students will describe the music of specific cultures	Concepts - Music AH-4-HA-S-Mu1 Students will associate music they listen to or perform with specific cultures (Native African); describe in simple terms how the music reflects the Colonial American period in history; describe in simple terms how the music reflects the Colonial American period in history; describe in simple terms how the music reflects the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period AH-4-HA-S-Mu3 Students will associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period AH-4-HA-S-Mu3 Students will describe the music of specific cultures using music terminology AH-4-HA-S-Mu3 Students will describe the music of specific cultures using music terminology Students will identify how mus has been a part of cultures and periods throughout history. Cultures: Native American, Traditional Appalachian West African Similarities and differences in use of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African music not in Native American Periods: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) Native American includes periods throughout history. Periods: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) Native American includes periods throughout history. Periods: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) Native American includes periods the demands of the use of elements of music among cultures (musical instruments, e.g., Native American – dulcimer, fiddle, banjo, guitar, West African sum of the sum of the use of elements of music among cultures (musical instruments, e.g., Native American – dulcimer, fiddle, banjo, guitar, West African sum of the use of elements of music among cultures (musical instruments,	contrast the similarities and differences between Native American, Traditional Appalachian, and West African uses of Music. I can list the elements of Music used in each of the three cultures. I can list the instruments used in each of the three cultures. I can identify musical forms used in the Colonial Period. I can list European influence on American Music.	Recreational Artistic Expression Polyrhythm Work songs Game Songs Lullabies Spirituals Patriotic Songs Dulcimer Fiddle Banjo Guitar Piano Drums Rattles *In addition to K-3 rd	

Big Idea: Purposes for Creating the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Purposes for Creating the	Big Idea: Purposes for Creating the Arts - Music						
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources		
Understandings	and Concepts	Assessment					
			I can classify music into	Ceremonial			
Grade 4 Enduring Knowledge	Grade 4 Skills and	AH-04-3.1.1	the three purposes:				
Understandings	Concepts - Music	Students will identify how music	Ceremonial, Recreational,	Recreational			
AH-4-PCA-U-1	AH-4-PCA-S-Mu1	fulfills a variety of purposes.	and Artistic Expression.				
Students will understand that the	Students will identify	DOK 2		Artistic Expression			
arts fulfill a variety of purposes	purposes for which music is	Purposes of music (different					
in society (e.g., to present	created (e.g., ceremonial,	roles of music)		*In addition to K-3 rd			
issues and ideas, to entertain, to	recreational, artistic	<u>Ceremonial</u> - music created or		vocabulary			
teach or persuade, to design,	expression)	performed for rituals or					
plan and beautify).		celebrations (e.g., patriotic					
	AH-4-PCA-S-Mu2	music, music for worship)					
AH-4-PCA-U-2	Students will listen to and	Recreational - music for					
Students will understand that the	perform music created to	entertainment (e.g., music for					
arts have value and significance	fulfill a variety of specific	play such as game songs, music for dances and social					
for daily life. They provide	purposes	events, music for physical					
personal fulfillment, whether in vocational settings, avocational		activities, music as a hobby)					
pursuits, or leisure.		Artistic Expression - music					
pursuits, or leisure.		created with the intent to					
AH-4-PCA-U-3		express or communicate one's					
Students will understand that the		emotions, feelings, ideas,					
arts provide forms of nonverbal		experience (e.g., music created					
communication that can		and performed in a concert					
strengthen the presentation of		setting for an audience)					
		,					
ideas and emotions.		-					

Big Idea: Processes in the Arts

Academic Expectations

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.

 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and

humanities such as	s languages.	literature.	and history.

	juages, literature, and history.				
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
Grade 4 Enduring Knowledge - Understandings AH-4-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances. AH-4-PA-U-2 Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three	Grade 4 Skills and Concepts - Music AH-4-PA-S-Mu1 Students will be actively involved in creating and performing music alone and with others AH-4-PA-S-Mu2 Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others	AH-04-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-04-4.1.2 Students will create and perform simple melodic or rhythmic accompaniments to given melodies. AH-04-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases.	I can create and notate short, simple melodies that demonstrate melodic shape/contour and meter. I can create and perform simple melodic or rhythmic accompaniments to given melodies. I can improvise answers in similar style to given rhythmic and/or melodic phrases. I can sing and play alone simple rhythmic or tonal patterns by reading music	Improvise Pattern Ensemble Accompaniment Notation Melody *In addition to K-3 rd vocabulary	
processes. AH-4-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-4-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.	AH-4-PA-S-Mu3 Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest) AH-4-PA-S-Mu4 Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way	AH-04-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-04-4.1.5 Students will sing alone and with others a varied repertoire of music.	notation; be able to sustain own part in an ensemble. I can sing alone and with others a varied repertoire of music		

Fifth Grade	Music Map
First Quarter: Elements of Music Purposes of Music Processes of Music Emphasis on Native American music	Third Quarter: Elements of Music Purposes of Music Processes of Music Emphasis on West African music
Second Quarter: • Elements of Music • Purposes of Music • Processes of Music • Emphasis on Colonial music	Fourth Quarter: • Elements of Music • Purposes of Music • Processes of Music • Humanity in Music • Emphasis on Traditional Appalachian music

Big Idea: Structure in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.

Big Idea: Structure in the Arts – Mu					
			Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment			
of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components.	Grade 5 Skills and Concepts Grade 5 Skills and Concepts - Music AH-5-SA-S-Mu1 Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology AH-5-SA-S-Mu2 Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others AH-5-SA-S-Mu3 Students will listen to and explore how changing different elements results in different musical effects AH-5-SA-S-Mu4 Students will recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)	Related Core Content for Assessment AH-05-1.1.1 Students will identify or describe elements of music in a variety of music. DOK 3 Elements of music: Rhythm - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure Tempo - steady beat, slower or faster Melody - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) Harmony - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) Form - call and response, two-part (ABA), round, verse/chorus, repeat signs Timbre (tone color) - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) Dynamics - soft (piano - p), medium soft (mezzo piano -	I can rhythmically compose a measure and select the correct time signature from an auditory example. I can recognize and define the usage of a bar line. I can assign beat values and compose new measures using rhythmic duration. I can identify a measure. I can define and identify different tempos. I can justify the use of different tempos to fit various styles and modes. I can identify, both orally and visually, melodic construction and register. I can identify all notes on the treble clef staff from middle C-High F. I can identify the treble clef symbol. I can classify harmony into two modes: major and minor.	Elements of music: Rhythm - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure Tempo - steady beat, slower or faster Melody - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) Harmony - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) Form - call and response, two-part (ABA), three-part (ABA), round, verse/chorus, repeat signs Timbre (tone color) - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) Dynamics - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f) *In addition to K-4th vocabulary	Resources

	I can identify the use of	
AH-05-1.1.2	harmony in oral and written examples.	
Students will identify and describe		
various styles of music (spirituals,	I can explain the	
game songs, folk songs, work songs, lullabies, patriotic,	difference between unison and harmony.	
bluegrass).	umson and narmony.	
,	I can identify, both orally	
	and written call and	
	response, round, AB, ABA, and repeat signs.	
	I can recognize different	
	qualities of musical sounds, orchestral	
	instruments, and human	
	voices and how sound is	
	produces from each one.	
	I can identify and	
	perform different	
	dynamic levels.	
	I can identify and	
	describe various styles	
	of music.	
	I can plan a musical	
	piece using all the	
	elements of Music.	

Big Idea: Humanity in the Arts Academic Expectations

- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages,

literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.26 Through the arts and hu	manities, students recognize that a	Ilthough people are different, they share	some common experiences and	attitudes.	
Big Idea: Humanity in the Arts – M	lusic				
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources
Understandings	and Concepts	Assessment	_	-	
			I can compare and contrast	Ceremonial	
Grade 5 Enduring Knowledge	Grade 5 Skills and	AH-05-2.1.1	the similarities and		
 Understandings 	Concepts - Music	Students will identify how music	differences between Native	Recreational	
AH-5-HA-U-1	AH-5-HA-S-Mu1	has been a part of cultures and	American, Traditional		
Students will understand that the	Students will associate music	periods throughout history.	Appalachian, and West	Artistic Expression	
arts are powerful tools for	they listen to or perform with	DOK 2	African uses of Music.		
understanding human	specific cultures (Native	Cultures:			
experiences both past and	American, Appalachian, West	Native American,	I can list the elements of		
present.	African); describe how the	Traditional Appalachian	Music used in each of the	Polyrhythm	
	music reflects the cultures	West African	three cultures.		
AH-5-HA-U-2		Similarities and differences in the		Work songs	
Students will understand that the	AH-5-HA-S-Mu2	use of music (e.g., ceremonial	I can list the instruments		
arts help us understand others'	Students will associate music	purposes) and the use of	used in each of the three	Game Songs	
(often very different) ways of	they listen to or perform with	elements of music among	cultures.		
thinking, working, and	the Colonial American period	cultures (musical instruments,		Lullabies	
expressing ourselves.	in history; describe how the	e.g., Native American - rattles,	I can identify musical forms		
	music reflects the Colonial	drums, flutes, Appalachian -	used in the Colonial Period.	Spirituals	
AH-5-HA-U-3	American time period (e.g.	dulcimer, fiddle, banjo, guitar,			
Students will understand that the	work songs, patriotic songs,	West African - drums, rattles,	I can list European	Patriotic Songs	
arts play a major role in the	folk music; European	thumb piano); polyrhythm in West	influence on American	Tatriotic congs	
creation and defining of cultures	influences)	African music not in Native	Music.		
and building civilizations.	milderieds)	American	Music.	Dulcimer	
and building of vinzations.	AH-5-HA-S-Mu3			Daiomio.	
	Students will describe	Periods:		Fiddle	
	distinguishing characteristics	Colonial American (e.g., work		1 100010	
	of the music of specific	songs, game songs, patriotic		Banjo	
	cultures using music	music, lullaby, folk music)			
	terminology (e.g.,	Native American includes period		Guitar	
	polyrhythms in African music	in North America before European			
	not in Native American)	settlement		Piano	
	,				
		European influences in		Drums	
		American music, similarities			
		between the music in the		Rattles	
		American colonies and the cities			
		of Europe (The influence of			
		Europe was very strong in the		*In addition to K-4 th	
		colonies due to the movement		vocabulary	
		of settlers from Europe to		_	
		America.)			

Big Idea: Purposes for Creating the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- Students create works of art and make presentations to convey a point of view. 2.22

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes						
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources	
Understandings	and Concepts	Assessment				
			I can classify music into	Ceremonial		
Grade 5 Enduring Knowledge –	Grade 5 Skills and	AH-05-3.1.1	the three purposes:			
Understandings	Concepts - Music	Students will identify how music	Ceremonial, Recreational,	Recreational		
AH-5-PCA-U-1	AH-5-PCA-S-Mu1	fulfills a variety of purposes.	and Artistic Expression.			
Students will understand that the	Students will describe and	DOK 2		Artistic Expression		
arts fulfill a variety of purposes in	compare multiple purposes					
society (e.g., to present issues	for which music is created to	Purposes of music (different roles		*In addition to K-4 th		
and ideas, to entertain, to teach	fulfill (ceremonial,	of music)		vocabulary		
or persuade, to design, plan and	recreational, artistic	Ceremonial - music created or				
beautify).	expression)	performed for rituals or				
		celebrations (e.g., patriotic music,				
AH-5-PCA-U-2	AH-5-PCA-S-Mu2	music for worship)				
Students will understand that the	Students will create new,	Recreational - music for				
arts have value and significance	listen to, choose and perform	entertainment (e.g., music for play				
for daily life. They provide	music to fulfill a variety of	such as game songs, musicfor				
personal fulfillment, whether in	specific purposes	dances and social events, music				
career settings, avocational		for physical activities, music as a				
pursuits or leisure.		hobby)				
ALL 5 DOA IL O		Artistic Expression - music				
AH-5-PCA-U-3		created with the intent to express				
Students will understand that the		or communicate one's emotions,				
arts provide forms of nonverbal		feelings, ideas, experience (e.g.,				
communication that can		music created and performed in a				
strengthen the presentation of		concert setting for an audience)				
ideas and emotions.						

Big Idea: Processes in the Arts **Academic Expectations**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students make sense of ideas and communicate ideas with the visual arts. 1.12
- 1.13
- Students make sense of ideas and communicate ideas with music. 1.14
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and

humanitiae	cuch ac	Pancillanes	literatiire	and history.	

humanities such as languages, literature, and history.								
Program of Studies:	Program of Studies: Skills	Related Core Content for	Student Target	Vocabulary	Resources			
Understandings	and Concepts	Assessment						
Grade 5 Enduring Knowledge - Understandings AH-5-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks,	Grade 5 Skills and Concepts - Music AH-5-PA-S-Mu1 Students will be actively involved in creating, notating, improvising and performing simple melodies (melodic	AH-05-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-05-4.1.2	I can create and notate short, simple melodies that demonstrate melodic shape/contour and meter. I can create and perform simple melodic or rhythmic	Improvise Pattern Ensemble Accompaniment				
performing works previously created and responding to artworks and performances. AH-5-PA-U-2	shape/contour, meter), alone and with others AH-5-PA-S-Mu2 Students will sing and play	Students will create and perform simple melodic or rhythmic accompaniments to given melodies.	accompaniments to given melodies. I can improvise answers in similar style to given rhythmic	Notation Melody *In addition to K-4 th				
Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.	simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles	AH-05-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases.	and/or melodic phrases. I can sing and play alone simple rhythmic or tonal patterns by reading music	vocabulary				
AH-5-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.	AH-5-PA-S-Mu3 Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others AH-5-PA-S-Mu4 Students will identify possible criteria for evaluating music	AH-05-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-05-4.1.5 Students will sing alone and with others a varied repertoire of music.	notation; be able to sustain own part in an ensemble. I can sing alone and with others a varied repertoire of music					
AH-5-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.	(e.g., skill of performers, originality, emotional impact, variety, interest) AH-5-PA-S-Mu5 Students will demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way							