

Music Curriculum Map 2024-2025

Grades 3-5

Shortcuts:

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

3rd Grade - Music Curriculum Map 2024-2025

Essential Questions	<p>How do musicians improve the quality of their creative work? How does sharing creative musical ideas demonstrate expressive intent? What personal purpose does sharing creative musical ideas serve? How do performers interpret musical works? When is a performance judged ready to present? How do musicians improve the quality of their performance? How do we discern the musical creators' and performers' expressive intent? What inspires and informs the creative work of musicians? How does music help us understand the lives of people of different times, places, and cultures?</p>		
Concepts	<p>Form Harmony Macrobeat/Microbeat Melodic Ostinati Melodic Patterns</p>	<p>Meter Discrimination Phrases Resting Tone Rhythm Patterns Rhythmic Ostinati</p>	<p>Tempo Tonal Patterns Tonic Pattern Unusual Meter Unusual Tonality</p>
Skills (SWBAT)	<p>Move with continuous flow Sing with others Sing alone Sing ostinati Create musical ideas</p>	<p>Audiate tonal and rhythmic patterns Recognize and label usual duple and triple meter Recognize and label major and minor tonality Read and decode iconic notation using various instruments Read and decode traditional notation using various instruments</p>	
Content	<p>Acculturation patterns Tonal patterns Rhythmic patterns Listening activities Circle games Recorders</p>	<p>Call and response songs Orff Instruments Folk Dances Learning Sequence Activities (LSAa) Science of Sound and Waves Music Technology</p>	
Assessment	<p>Student demonstrates ability to match pitch Student uses head voice while singing Student can play a steady beat on a rhythm instrument while singing or listening to music Student indicates basic elements in music with movement</p>		

4th Grade - Music Curriculum Map 2024-2025

<p>Essential Questions</p>	<p>How do musicians improve the quality of their creative work? How does sharing creative musical ideas demonstrate expressive intent? How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work? How do context and the manner in which musical work is presented influence audience response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?</p>		
<p>Concepts</p>	<p>Audiation Chord Root Melodies Downbeats Divisions Elongations Expression and Style Fermata Form</p>	<p>Harmony Improvisation Macrobeat/Microbeat Melodic Ostinati Melodic Patterns Meter Phrases Resting Tone</p>	<p>Starting Pitches Style Timbre Tonic Patterns Tonality Unusual Meter Unusual Tonality Upbeat</p>
<p>Skills (SWBAT)</p>	<p>Move with continuous flow Audiate tonal and rhythmic patterns Sing with others Recognize and label usual duple and triple meter Sing alone Recognize and label major and minor tonality Sing ostinati Read and decode iconic notation using various instruments Create musical ideas Read and decode traditional notation using various instruments</p>		
<p>Content</p>	<p>Acculturation patterns Tonal patterns Rhythmic patterns Listening activities Circle games</p>	<p>Call and response songs Orff Instruments Folk Dances Learning Sequence Activities (LSAa) Chorus</p>	
<p>Assessment</p>	<p>Student demonstrates ability to match pitch Student uses head voice while singing Student can sing one part while other students sing another part Student can play a steady beat on a rhythm instrument while singing or listening to music Student indicates basic elements in music with movement Student can identify letter names of pitches on the treble staff Student can identify and play corresponding pitches on various instruments</p>		

5th Grade - Music Curriculum Map 2024-2025

Essential Questions	<p>How do musicians improve the quality of their creative work?</p> <p>How does sharing creative musical ideas demonstrate expressive intent?</p> <p>What personal purpose does sharing creative musical ideas serve?</p> <p>How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How does music help us understand the lives of people of different times, places, and cultures?</p> <p>How does music help preserve personal and cultural insights and values?</p>		
Concepts	<p>Audiation</p> <p>Chord Root Melodies</p> <p>Downbeats</p> <p>Divisions</p> <p>Elongations</p> <p>Expression and Style</p> <p>Fermata</p> <p>Form</p>	<p>Harmony</p> <p>Improvisation</p> <p>Macrobeat/Microbeat</p> <p>Melodic Ostinati</p> <p>Melodic Patterns</p> <p>Meter</p> <p>Phrases</p> <p>Resting Tone</p>	<p>Starting Pitches</p> <p>Style</p> <p>Timbre</p> <p>Tonic Patterns</p> <p>Tonality</p> <p>Unusual Meter</p> <p>Unusual Tonality</p> <p>Upbeat</p>
Skills (SWBAT)	<p>Move with continuous flow Audiate tonal and rhythmic patterns</p> <p>Sing with others Recognize and label usual duple and triple meter</p> <p>Sing alone Recognize and label major and minor tonality</p> <p>Sing ostinati Read and decode iconic notation using various instruments</p> <p>Create musical ideas Read and decode traditional notation using various instruments</p>		
Content	<p>Acculturation patterns Call and response songs</p> <p>Tonal patterns Orff Instruments</p> <p>Rhythmic patterns Folk Dances</p> <p>Listening activities Learning Sequence Activities (LSAa)</p> <p>Circle games Chorus</p> <p>Composition Band</p> <p>Improvising Music History</p> <p>Transcribing Ukuleles</p>		
Assessment	<p>Student demonstrates ability to match pitch</p> <p>Student uses head voice while singing</p> <p>Student can sing one part while other students sing another part</p> <p>Student can play a steady beat on a rhythm instrument while singing or listening to music</p> <p>Student indicates basic elements in music with movement</p> <p>Student can identify letter names of pitches on the treble staff</p> <p>Student can identify and play corresponding pitches on various instruments</p>		