

# Music Curriculum Map 2024-2025

UPK-2nd Grade

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## UPK - Music Curriculum Map 2024-2025

<b>Essential Questions</b>	<p>How do our minds and bodies create and respond to music?          How do individuals choose music to experience?          How does music help us understand the lives of people of different times, places, and cultures?</p>	
<b>Concepts</b>	<p>Resting tone          Steady beat          High and low sounds          Loud and soft sounds          Voice Exploration              Singing voice              Speaking voice              Audiating voice</p>	<p>Musical movement (Laban efforts)          Flow (free-bound)          Weight (gentle/light-strong/heavy)          Space (indirect-direct) (self-shared)          Time (sustained —— sudden)          Self space          Shared space</p>
<b>Skills (SWBAT)</b>	<p>Move with continuous flow          Sing with others          Sing alone          Perform a steady beat</p>	
<b>Content</b>	<p>Acculturation patterns          Listening activities          Circle games          Action songs          Call and response songs          Echo songs          Instruments          Dance</p>	
<b>Assessment</b>	<p>Student demonstrates ability to match pitch          Student uses head voice while singing          Student can march or walk a steady beat while singing or listening to music          Student can play a steady beat on a rhythm instrument while singing or listening to music          Student moves safely around the room in their own self space          Student moves appropriately during a singing game or dance</p>	

## Kindergarten - Music Curriculum Map 2024-2025

<b>Essential Questions</b>	What different kinds of music are there? How do musicians make creative decisions? How do performers interpret musical works? How do we judge the quality of musical work(s) and performance(s)?	
<b>Concepts</b>	Breath coordination Rhythm Pitch matching Same and Different Sound and Silence Resting tone Chord roots Steady beat	Voice Exploration Singing voice Speaking voice Audiating voice Musical movement (Laban efforts) Flow (free-bound) Weight (gentle/light-strong/heavy) Space (indirect-direct) (self-shared) Time (sustained — sudden) Self space Shared space
<b>Skills (SWBAT)</b>	Move with continuous flow Sing with others Sing alone Sing ostinati Create musical ideas Perform a steady beat Recognize and sing a resting tone	
<b>Content</b>	Acculturation patterns Tonal and rhythmic patterns Listening activities Circle games	Action songs Call and response songs Echo songs Orff Instruments
<b>Assessment</b>	Student demonstrates ability to match pitch Student uses head voice while singing Student can march or walk a steady beat while singing or listening to music Student can play a steady beat on a rhythm instrument while singing or listening to music Student moves safely around the room in their own self space Student indicates basic elements in music with movement Student moves appropriately during a singing game or dance	

## 1st Grade - Music Curriculum Map 2024-2025

<b>Essential Questions</b>	<p>How do our minds and bodies create and respond to music?          What is music made of?          How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?          How does music help us understand the lives of people of different times, places, and cultures?</p>		
<b>Concepts</b>	<p>Audiation          Breath coordination          Chord roots          Downbeat          Dynamics          Form          Macrobeats          Microbeats</p>	<p>Melodic Direction          Melodic Ostinati          Melodic Pattern          Melody          Meter          Musical movement (Laban efforts)          Phrases          Resting tone</p>	<p>Rhythm Pattern          Same and Different          Steady beat          Tonal Patterns          Voice Exploration          Singing voice          Speaking voice          Audiating voice</p>
<b>Skills (SWBAT)</b>	<p>Sing with others                      Audiate tonal and rhythmic patterns          Sing alone                              Move with continuous flow          Sing ostinati                            Identify and sing a resting tone          Create musical ideas                  Distinguish between same and different rhythms          Perform a steady beat                Distinguish between same and different tonalities</p>		
<b>Content</b>	<p>Echo songs                              Acculturation patterns          Circle games                            Tonal and rhythmic patterns          Action songs                            Listening activities          Orff Instruments                        Call and response songs          Folk Dances                              Learning Sequence Activities (LSAa)</p>		
<b>Assessment</b>	<p>Student demonstrates ability to match pitch          Student uses head voice while singing          Student can march or walk a steady beat while singing or listening to music          Student can play a steady beat on a rhythm instrument while singing or listening to music          Student moves around the room in their own self space          Student indicates basic elements in music with movement          Student moves appropriately during a singing game or dance</p>		

## 2nd Grade - Music Curriculum Map 2024-2025

<b>Essential Questions</b>	<p>How can we create and maintain a loving and healthy music classroom?          What personal purpose does sharing creative musical ideas serve?          How does understanding the structure and context of musical works inform performance?          How do musicians improve the quality of their performance?          How does understanding the structure and context of music inform a response?          How do we judge the quality of musical work(s) and performance(s)?          How does music help us understand the lives of people of different times, places, and cultures?          How does music help preserve personal and cultural insights and values?</p>		
<b>Concepts</b>	<p>Breathing          Coordinating Breath          Dynamics          Expression          Fermata          Form          Harmony</p>	<p>High/Low          Instruments          Macrobeat/Microbeat          Melodic Pattern          Melodic Rhythm          Melody          Meter Discrimination</p>	<p>Phrases          Program Music          Resting Tone          Same and Different          Tempo          Theme</p>
<b>Skills (SWBAT)</b>	<p>Sing with others                      Audiate tonal and rhythmic patterns          Sing alone                              Recognize and label usual duple and triple meter          Sing ostinati                            Recognize and label major and minor tonality          Create musical ideas                  Read and perform iconic notation using various instruments          Perform a steady beat                Distinguish between same and different rhythms          Move with continuous flow         Distinguish between same and different tonalities</p>		
<b>Content</b>	<p>Acculturation patterns                Music from other cultures          Tonal patterns                          Call and response songs          Rhythmic patterns                    Orff Instruments          Listening activities                      Folk Dances          Circle games                            Learning Sequence Activities (LSAa)          Action songs                             Instrument Families          Echo songs                                Improvisation</p>		
<b>Assessment</b>	<p>Student demonstrates ability to match pitch          Student uses head voice while singing          Student can march or walk a steady beat while singing or listening to music          Student can play a steady beat on a rhythm instrument while singing or listening to music          Student moves around the room in their own self space          Student indicates basic elements in music with movement          Student moves appropriately during a singing game or dance</p>		