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| Academic Time period | Musical elements | Themes  | Assessment/Performance |
| September/October | -Eighth note rhythms- Pentatonic scale-Loud vs. Soft- Changes in tempo-American Folk music -History of 3 American composers | - Musical instruments | - Reading, tapping, creating, clapping & patting eighth note rhythms.-Singing folk songs using the pentatonic scale and loud and soft dynamics.-Improvising pentatonic melodies using Orff Instruments.-Listening to recordings in order to recognize Loud and Soft dynamics and tempo changes.-Recognize instruments of a symphony orchestra.-Reflect on three compositions of American composers, actively seeking for the musical elements studied in this unit. |
| November/December | -Dotted Quarter note rhythms with eight notes- Major and minor keys-Crescendo vs. Diminuendo- Continuation of American folk music-Brief history of Holiday music | - Holiday Music | - Reading, tapping, clapping & patting dotted quarter and eighth note rhythms.-Creating dotted quarter and eighth note rhythms and pentatonic melodies-Singing folk and holiday music in major and minor keys-Performing, listening, and moving to music to understand crescendo and diminuendo-Recognize 3 different world holidays, their histories, composers, and songs  |
| January/February | -6/8 meter/ Movement-Ostinatos-Staccato, Legato, Marcatto- Mexican and Brazilian folk music- History of Samba & Mariachi | - Music in Latin America | - Moving, reading, tapping, and clapping rhythms in 6/8 meter.- Performing, listening, and moving to music with ostinatos and dynamic markings staccato, legato, and marcatto- Listening and singing 3 Mexican and Brazilian songs with these included concepts-Introducing basic recorder studies.- Creating samba and mariachi rhythms-Recognize and reflect on 3 samba and mariachi instruments, composers, and songs |
| March/April | -Syncopated Rhythms (With quarter and eighth note rhythms).- Intervals (Do to Sol).-Ties and slurs.-Japanese and Chinese folk music.-History of the Great Wall of China. | - Music in China and Japan. | - Moving, reading, tapping, and clapping syncopated rhythms with quarter notes and eight notes.- Performing, listening, comparing and identifying intervals from Do to Sol.-Listening, identifying and performing ties and slurs.- Listen and sing 2 Japanese songs and 2 Chinese songs.- Teach about the most important folk instruments in China and Japan.- Read the book “The Great Wall: The story of 4,000 miles of earth and stone that turned a nation into a fortress (Wonders of the World Book) to the students and have them draw a painting about it. |
| May/June | -Review and mix of all rhythm lessons- Major triads-Review of all dynamics learned- Review of multicultural folk music-Brief review of other world music history. | - Music around the world | - Perform all of the songs learned throughout the year.- Apply the musical concepts learned throughout the year to the repertoire. (Dynamics, tempo, articulation, etc)- Listening, identifying and performing major triads.- Comparing and contrasting Brazilian, Mexican, Chinese and Japanese.- Listen and moving to Celtic and Irish Folk music.- Listen and moving to Indian Folk Music.- Performing a folk song (Mexican, Brazilian, Chinese, Japanese, etc) on recorder.- Create a composition that involves all of the musical concepts learned throughout the year (rhythms, intervals, dynamics, phrasing, folk music) |