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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) |