

<b>KINDERGARTEN</b>			
1 <sup>st</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1: Beat</b>                      Introduce kindergarten students to the music classroom and the school wide behavior management plan. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.)  <b>Beat</b>                      Discover the presence of beat in music and in the world around us.  <b>Steady Beat</b>                      Help students feel, identify, and express a steady beat through singing and moving.</p>	<p><b>Module 4: Pitch High and Low</b>                      Introduce students to the musical concept of high and low.  <b>More about High and Low</b>                      Introduce students to matching pitch.  <b>Pitches and Singing</b>                      Enhance students’ ability to understand pitch by singing, moving, and playing.</p>	<p><b>Module 7: Instruments Intro to Instrument Families</b>                      Introduce the four instrument families of the orchestra.  <b>Woodwinds and Brass</b>                      Discover the flute in the woodwind family and the trumpet in the brass family.  <b>Percussion and Strings</b>                      Discover the violin in the string family, and the drum in the percussion family.</p>	<p><b>Module 10: Duration Introduction to Long and Short Sounds</b>                      Introduce students to long and short sounds.  <b>Playing Long and Short Sounds</b>                      Reinforce students’ ability to comprehend and express long and short sounds through a variety of activities.  <b>Moving to Long and Short Sounds</b>                      Reinforce long and short sounds through movement.</p>
<p><b>Module 2: Voice Whisper, Talk, Shout, and Sing</b>                      Develop students’ ability to use their voices in different ways.  <b>Whisper, Talk, Shout, and Sing II</b>                      Reinforce students’ abilities to use their voices in different ways.  <b>My First Performance</b>                      The purpose of this lesson is to promote students’ vocal ability by singing and moving to a variety of songs.</p>	<p><b>Module 5: Melody Up and Down</b>                      Explain how melodic direction effects musical experience.  <b>Singing Up and Down</b>                      Promote students’ experience of melodic direction through listening, singing, and moving.  <b>Sing it!</b>                      Develop students’ experience with melody by introducing a celebration song through listening and singing.</p>	<p><b>Module 8: Dynamics Loud and Soft</b>                      Introduce loud and soft through singing, playing, and moving to music.  <b>Singing Loud and Soft</b>                      Reinforce loud and soft dynamic levels in music.  <b>Playing Loud and Soft</b>                      Experience the fact that instruments can be played at loud or soft dynamic levels.</p>	<p><b>Module 11: Listening Found Sounds</b>                      Discover how to listen for and create musical sounds.  <b>Singing, Voice, and Timbres</b>                      Distinguish the timbre of singing voices through active listening.  <b>Woodwinds and Percussion</b>                      Recognize the sounds of the woodwind and percussion families.</p>
<p><b>Module 3: Rhythm Rhythm Introduction</b>                      Experience the connection between beat and rhythm through singing and moving.  <b>Beat or Rhythm</b>                      Discover the difference between beat and rhythm.  <b>Sing, Play, &amp; Move to Rhythm</b>                      Experience rhythm through singing, playing, and moving.</p>	<p><b>Module 6: Meter Patterns of 2</b>                      Promote students’ understanding of meter by chanting and moving to patterns of two.  <b>Patterns of 3</b>                      Promote students’ understanding of meter by singing, chanting, and moving to patterns of three.  <b>Patterns of 4</b>                      Promote students’ understanding of meter by singing and moving to patterns of four.</p>	<p><b>Module 9: Tempo All about Tempo</b>                      Introduce tempo through moving and singing.  <b>Fast or Slow?</b>                      Identify fast and slow tempos through listening, singing, and moving.  <b>Tempo Changes Around Us</b>                      Discuss how tempo affects us in all areas of life.</p>	<p><b>Module 12: Year End Review Keyword and Activity Review</b>                      Review keywords and favorite songs learned during the school year by singing, playing, and moving.  <b>Year-End Assessment and Favorite Songs Review</b>                      Assess students’ knowledge of keywords and concepts learned during the school year.  <b>Chorus Programs</b>                      Showcase students’ musical progress made during the course of the school year.</p>

**ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR K GRADE LEVEL:**

World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days and Chorus

## FIRST GRADE

1 <sup>ST</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1: Beat</b>  <b>Welcome to Music!</b>  <b>Explore</b> the basics of beat, establish rules and procedures for the music classroom including the school wide behavior management plan. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.)</p> <p><b>Steady Beat</b>            Review the concept of steady beat as it pertains to a variety of music.</p> <p><b>Strong and Weak Beats</b>            Discover strong and weak beats through singing and moving.</p>	<p><b>Module 4: Voice</b>  <b>Four Different Voices</b>            Explore different ways to use the voices and formally begin learning the pitches so and mi.</p> <p><b>My Voice is an Instrument</b>            Exploring the voice through singing and moving.</p> <p><b>Sing and Breathe</b>            Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.</p>	<p><b>Module 7: Notes and Rests</b>  <b>Sound and Rests</b>            Introduce basic notation through singing, playing, and moving.</p> <p><b>Notes and Rests</b>            Reinforce duration by singing, moving, and playing instruments.</p> <p><b>Pitches and Rhythms</b>            Reinforce the difference in notes and rests.</p>	<p><b>Module 10: Instruments</b>  <b>String Family Introduction</b>            Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.</p> <p><b>All About Percussion</b>            Discover the members of the percussion family.</p> <p><b>Classroom Percussion Instruments</b>            Reinforce the percussion family by playing unpitched classroom percussion instruments.</p>
<p><b>Module 2: Meter</b>  <b>Meters of 2 and 4</b>            Understand and experience meters of 2 and 4 through multiple activities.</p> <p><b>Meter of 3</b>            Understand and experience music in a meter of 3.</p> <p><b>Changing Meters</b>            Feel the difference in meters of 2, 3, and 4.</p>	<p><b>Module 5: Lines and Spaces</b>  <b>Intro to Lines and Spaces</b>            Visualize the relationship between so and mi on a two line staff.</p> <p><b>We're Getting into Treble Clef</b>            Reinforce the relationship of pitches on the staff and discover the treble clef.</p> <p><b>Pitches and Intervals</b>            Experience the aural and spatial relationship between so, mi and la on a two line staff.</p>	<p><b>Module 8: Tempo</b>  <b>Three Basic Tempos</b>            Experience tempo in music through singing, playing, and listening.</p> <p><b>Which Tempo is Best?</b>            Understanding the role of tempo through singing, playing, and listening.</p> <p><b>Getting Faster, Getting Slower</b>            Demonstrate various tempos through singing, playing, and moving.</p>	<p><b>Module 11: Form</b>  <b>AB Form</b>            Experience and gain an understanding of AB form.</p> <p><b>ABA Form</b>            Develop a basic understanding of ABA form.</p> <p><b>Repeat Sign Mystery</b>            Experience an introduction to the many uses of the repeat sign.</p>
<p><b>Module 3: Rhythm</b>  <b>Practicing Rhythm</b>            Experience rhythms through moving, singing, and playing instruments along with a steady beat.</p> <p><b>Sing, Play, and Move to Rhythm</b>            Expand students' ability to create and perform rhythm patterns.</p> <p><b>Austin Otto</b>            Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.</p>	<p><b>Module 6: Melody</b>  <b>Melodic Patterns and Directions</b>            Experience melodic patterns and directions through singing, playing, creating, and moving.</p> <p><b>What is a Melody?</b>            Define and experience melody through listening, singing, and playing.</p> <p><b>What is a Song?</b>            Introduce the basics of song through listening, singing, and composing.</p>	<p><b>Module 9: Dynamics</b>  <b>Loud and Soft</b>            Introduce piano and forte through singing.</p> <p><b>Getting Louder, Getting Softer</b>            Recognize the need for dynamic contrast through various activities.</p> <p><b>Dynamics Add Spice</b>            Discover the need for dynamics through listening and playing instruments.</p>	<p><b>Module 12: Year End Review</b>  <b>Keyword and Activity Review</b>            Review keywords and favorite songs learned during the school year through singing, playing, and moving.</p> <p><b>Year-End Assessment and Favorite Songs Review</b>            Assess students' knowledge of keywords and concepts learned during the school year.</p> <p><b>Chorus Programs</b>            Showcase students' musical progress made during the course of the school year.</p>

### ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR FIRST GRADE LEVEL:

World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days and Chorus

## SECOND GRADE

1 <sup>ST</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1: Beat</b>  <b>Welcome to Music!</b>                      Reinforce the basics of beat, establish rules and procedures for the music classroom including the school wide behavior management plan and concert etiquette. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.)</p> <p><b>Steady Beat</b>                      Expand students' ability to understand and perform steady beat using a variety of music.</p> <p><b>Strong and Weak Beats</b>                      Promote students' ability to identify and perform strong and weak beats.</p>	<p><b>Module 4: Singing</b>  <b>My Voice is an Instrument</b>                      Promote understanding of home tone and use of diaphragm for breathing.</p> <p><b>Singing Solfège</b>                      Introduction to the five line staff and Do-Mi-So</p> <p><b>Singing Partner Songs</b>                      Initiate singing in harmony and strengthen note reading skills.</p>	<p><b>Module 7: Notes and Rests</b>  <b>Note Durations</b>                      Introduce quarter note, half note, quarter rest, and half rest.</p> <p><b>Accent Marks</b>                      Understand the need for accent marks in music through singing, moving, and playing instruments.</p> <p><b>Writing Notes and Rests</b>                      Recognize and use notation correctly through listening.</p>	<p><b>Module 10: Composing</b>  <b>Composing Rhythm</b>                      Explore creating expressive elements to poems, speech pieces, stories, and songs.</p> <p><b>Composing Melody</b>                      Explore chanting, singing in unison, and rounds starting at different times.</p> <p><b>Composing Lyrics</b>                      Explore creating new rhythmic and melodic ideas using percussion instruments and chants.</p>
<p><b>Module 2: Meter</b>  <b>Meter Review 2/4 and 4/4</b>                      Develop students' ability to recognize and perform musical activities related to meters of 2, 3, or 4.</p> <p><b>Meter in 3/4</b>                      Experience a meter of 3 with a variety of activities.</p> <p><b>Identifying Meters</b>                      Develop students' ability to recognize and feel meters of 2, 3, and 4.</p>	<p><b>Module 5: Melody</b>  <b>Melodic Direction</b>                      Experience the movement of melodies by steps, skips, or repeated notes.</p> <p><b>Melodic Phrases</b>                      Develop a deeper understanding of phrase and melody.</p> <p><b>The Pentatonic Scale</b>                      Introduce the pentatonic scale and experience its usefulness, especially for improvising.</p>	<p><b>Module 8: Dynamics</b>  <b>Adding "issimo"</b>                      Introduce "issimo" as a part of dynamic vocabulary.</p> <p><b>Crescendo and Decrescendo</b>                      Explore the use of crescendo and decrescendo in music.</p> <p><b>Dynamics Create Interest</b>                      Reinforce the need for dynamics in music.</p>	<p><b>Module 11: Form</b>  <b>AB Form and Repeat Sign</b>                      Experience and review AB form and the repeat sign.</p> <p><b>ABA Form</b>                      Discover and gain a basic understanding of ABA form.</p> <p><b>ABACA Form</b>                      Utilize understanding of previously taught forms to gain an understanding of rondo form.</p>
<p><b>Module 3: Rhythm</b>  <b>Beat Against Rhythm 2</b>                      Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.</p> <p><b>Sing, Play, &amp; Move to Rhythm 2</b>                      Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.</p> <p><b>Ostinatos 2</b>                      Gain more experience creating, performing, and improvising over simple ostinatos.</p>	<p><b>Module 6: The Baroque Period</b>  <b>The Baroque Period</b>                      Introduce students to the Baroque Period music, art, and composers.</p> <p><b>Baroque Period Music</b>                      Introduce musical ornamentation used in Baroque music.</p> <p><b>Baroque Composers and Orchestra</b>                      Introduce students to famous Baroque composers and orchestra.</p>	<p><b>Module 9: Instruments</b>  <b>Instruments of the Orchestra</b>                      Introduce the orchestra seating chart and role of the conductor.</p> <p><b>The Brass Family</b>                      Discover the members of the Brass Family.</p> <p><b>Science of Sound</b>                      Discover the science of sound production</p>	<p><b>Module 12: Year End Review</b>  <b>Keyword and Activity Review</b>                      Review keywords and favorite songs learned during the school year through singing, playing, and moving.</p> <p><b>Year-End Assessment and Favorite Songs Review</b>                      Assess students' knowledge of keywords and concepts learned during the school year.</p> <p><b>Chorus Programs</b>                      Showcase students' musical progress made during the course of the school year.</p>

### ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR SECOND GRADE LEVEL:

World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days and Chorus

## THIRD GRADE

1 <sup>st</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1: Rhythm</b>  <b>Welcome to Music!</b>  <b>Familiarize</b> students with the music classroom, and prepare them for the year ahead including the school wide behavior management plan. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.)  <b>Meter Sign</b>            Discover meter sign through singing, playing, and creating.  <b>Ostinatos</b>            Create and improvise on various ostinatos within a song.</p>	<p><b>Module 4: Classical Period</b>  <b>The Classical Period</b>            Explore the music and composers of the Classical period through singing, moving, and playing instruments.  <b>Classical Period Music</b>            Discover and explore the pianoforte and string quartet in the Classical Period.  <b>Classical Composers &amp; Orchestra</b>            Identify important Classical composers, and learn about the Classical orchestra.</p>	<p><b>Module 7: Instruments</b>  <b>Recorder 1/Woodwinds</b>            Introduce the woodwind family, and specific skills needed to play the recorder.  <b>Recorder 2/Woodwinds</b>            Introduce playing B and A on the recorder.  <b>Recorder 3/Woodwinds</b>            Reinforce students' ability on the recorder by reviewing notes B and A.</p>	<p><b>Module 10: Chords and Harmony</b>  <b>Recorder 10/Chords &amp; Harmony</b>            Introduce the concepts of chords, harmony, major keys, and minor keys.  <b>Recorder 11/Chords &amp; Harmony</b>            Experience chords in music and learn to play C on the recorder.  <b>Recorder 12/Chords &amp; Harmony</b>            Perform songs on recorder using B, A, G, and C.</p>
<p><b>Module 2: Singing</b>  <b>Identifying Different Voices</b>  <b>Introduce the Four Different Singing Voices</b>            Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa  <b>Musical Alphabet</b>            Discover the musical alphabet, and sing a cumulative song.  <b>Rounds and Canons</b>            Explore futuristic sounds while singing a canon and round.</p>	<p><b>Module 5: Notes and Rests</b>  <b>Sixteenth Notes</b>            Introduce beamed sixteenth notes.  <b>Whole Notes and Whole Rests</b>            Introduce whole notes and whole rests and review previously learned note values.  <b>Writing Notes and Rests</b>            Listen and write rhythms consisting of various notes and rest values.</p>	<p><b>Module 8: Styles</b>  <b>Recorder 4/Blues</b>            Introduce Blues music and playing G on the recorder.  <b>Recorder 5/Blues</b>            Prepare students to play a Blues style song on recorder using B, A, and G.  <b>Recorder 6/Blues</b>            Reinforce students' ability to read notes B, A, G on the</p>	<p><b>Module 11: Form</b>  <b>Form and Introduction</b>            Engage in the review of form and the introduction of the new concept of "introduction" in music.  <b>Refrain</b>            Introduce and identify refrain in a piece of music.  <b>Combining Form Elements</b>            Understand how the elements of form combine together in a song or piece of music.</p>
<p><b>Module 3: Melody</b>  <b>Lines and Spaces</b>            Discover the lines and spaces of the treble clef staff  <b>Melodic Movement</b>            Expand knowledge of melodic movement.  <b>Pentatonic Scales</b>            Play and improvise on a pentatonic scale.</p>	<p><b>Module 6: Dynamics</b>  <b>Mezzo Forte, Mezzo Piano, &amp; Sforzando</b>            Introduce mezzo forte, mezzo piano, and sforzando.  <b>Crescendo &amp; Decrescendo Review</b>            Review Crescendo and Decrescendo through singing and playing.  <b>Identifying Dynamics</b>            Aurally recognize dynamic changes in music.</p>	<p><b>Module 9: Tempo</b>  <b>Recorder 7/Tempo</b>            Review B, A, and G on recorder while discovering new tempo vocabulary.  <b>Recorder 8/Tempo</b>            Perform on recorders as they experience the  <b>Recorder 9/Tempo</b>            Internalize steady tempo by listening and performing music requiring this ability.</p>	<p><b>Module 12: Year End Review</b>  <b>Keyword and Activity Review</b>            Review keywords and favorite songs learned during the school year through singing, playing, and moving.  <b>Year-End Assessment and Favorite Songs Review</b>            Assess students' knowledge of keywords and concepts learned during the school year.  <b>Chorus Programs</b>            Showcase students' musical progress made during the course of the school year.</p>

### ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR THIRD GRADE LEVEL:

World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days and Chorus

## FOURTH GRADE

1 <sup>st</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1:</b> <b>Welcome to Music!</b> Explore beat vs rhythm, orient students to the music classroom including the school wide behavior management plan. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.) to prepare them for a successful year</p> <p><b>Terrific Triplets</b> Introduce students to triplet rhythms and combinations using triplets.</p> <p><b>Super Sixteenth Notes</b> Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.</p>	<p><b>Module 4:</b> <b>Duration Review</b> Reinforce rhythms by playing instruments and moving.</p> <p><b>Dotted Quarter Notes</b> Introduce and play dotted quarter notes in a recorder duet.</p> <p><b>Tied Notes</b> Introduce tied notes and strengthen students' understanding of conducting patterns.</p>	<p><b>Module 7:</b> <b>Orchestral and Concert Band Instruments</b> Explore the orchestra and concert band instruments.</p> <p><b>Guitars and Fretted Instruments</b> Promote students' understanding of guitars and fretted instruments.</p> <p><b>Playing Fretted Instruments</b> Invite students to listen to, study, and play fretted instruments.</p>	<p><b>Module 10:</b> <b>The Rap Project</b> Recall the musical elements needed to compose, write, and perform a simple rap as a small group.</p> <p><b>Creating My Rap</b> Compose, write and perform a simple rap as a small group.</p> <p><b>Rhymes, Rhythm, and Rap</b> Experience composing a backing track and creating lyrics.</p>
<p><b>Module 2:</b> <b>Octaves, Descants, &amp; Patriotic Music</b> Recognize and sing low and high voices (including descants), and use them in patriotic music.</p> <p><b>Singing Triads</b> Sing Major and Minor tonic, dominant triads, and the home tone.</p> <p><b>Part Singing</b> Refine part singing skills using part songs and canons.</p>	<p><b>Module 5:</b> <b>Keeping Up With the Score</b> Reinforce students' understanding of major vs minor and reading musical notation.</p> <p><b>Getting to Know E and D</b> Introduce pitches E and D on the recorder.</p> <p><b>Giving Thanks</b> Promote students' use of notation by singing and playing instruments on a song about Thanksgiving.</p>	<p><b>Module 8:</b> <b>Major and Minor Chords</b> Explore the effects of major and minor tonalities have on music through singing and composing.</p> <p><b>Playing Chords and Harmony</b> Explore adding harmony to an existing piece of music.</p> <p><b>Playing Accompaniment Parts</b> Understanding of and appreciation for the musicianship required to serve in accompaniment roles.</p>	<p><b>Module 11:</b> <b>Dynamic Rapping</b> Experience the process of composing a rap.</p> <p><b>Rap Rehearsals</b> Help students finalize preparations for performing an original rap composition.</p> <p><b>Rap It Up (The Performance)</b> Provide performance experiences, both as a performer and audience member.</p>
<p><b>Module 3:</b> <b>Ascending and Descending Scales</b> Recognize and perform melodies based on ascending and descending scales.</p> <p><b>Major and Minor Melodies</b> Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.</p> <p><b>Melodic Ostinatos</b> Expand students' abilities to understand and perform a melodic ostinato.</p>	<p><b>Module 6:</b> <b>Articulation Review</b> Introduction to new articulation terms, and tempo review.</p> <p><b>Tricky Tempos</b> Analyze and perform a song with tempo variations.</p> <p><b>Timbre</b> Explore timbre in holiday music.</p>	<p><b>Module 9:</b> <b>Time Machine</b> Review various eras of musical styles and focus on the Romantic period.</p> <p><b>Making Music in the Romantic Period</b> Introduce Romantic period music.</p> <p><b>Telling a Story with Music</b> Introduce the concept of musical themes or motifs in order to tell a story.</p>	<p><b>Module 12:</b> <b>Keyword and Activity Review</b> Review keywords and favorite songs learned during the school year through singing, playing, and moving.</p> <p><b>Year-End Assessment and Favorite Songs Review</b> Assess students' knowledge of keywords and concepts learned during the school year.</p> <p><b>Chorus and Orchestra Programs</b> Showcase students' musical progress made during the course of the school year.</p>

**ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR FOURTH GRADE LEVEL:** World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Recorder Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days, Dance Club, Orchestra and Chorus

## FIFTH GRADE

1 <sup>st</sup> nine weeks	2 <sup>nd</sup> nine weeks	3 <sup>rd</sup> nine weeks	4 <sup>th</sup> nine weeks
<p><b>Module 1:</b> <b>Welcome to Music!</b> <b>Orient</b> students to the music classroom including the school wide behavior management plan. Discuss/model policies and procedures for emergencies (fire drills, lockdowns, severe weather, etc.) to prepare them for a successful year. <b>Meter Review</b> Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters. <b>Meter of 6/8</b> Develop students' ability to identify and perform music in 6/8 meter.</p>	<p><b>Module 4:</b> <b>Sharps and Flats</b> <b>Promote</b> students' understanding of sharps and flats in relation to half steps. <b>Major Scales and Key Signatures</b> <b>Explore</b> the relationship between half steps, whole steps, and key signatures in major scale patterns. <b>Improvising on Major Scales</b> <b>Expand</b> students' understanding of major scales through improvisation.</p>	<p><b>Module 7:</b> <b>Symphony Orchestra</b> <b>Explore</b> the instruments of the symphony orchestra with an emphasis on the brass section. <b>String Family</b> Review the string family with a focus on playing techniques. <b>Strings and Music Styles</b> <b>Explore</b> how strings are used in various music styles.</p>	<p><b>Module 10:</b> <b>Creating a Commercial Project</b> <b>Begin</b> the process of creating a commercial jingle project. <b>Our Product</b> <b>Choosing</b> a product and writing an advertisement. <b>Composing Our Live Music</b> <b>Create and perform</b> live music to enhance the effectiveness of the commercial jingle.</p>
<p><b>Module 2:</b> <b>Rhythm Review</b> <b>Introduce</b> eighth-sixteenth note rhythm combinations and Reggae music that uses such rhythms. <b>Syncopation</b> Explore aspects of syncopation such as singing, playing, and creating syncopated rhythms. <b>Dotted Note Rhythms</b> Provide a rich experience in identifying, creating, and performing dotted note rhythms and syncopation.</p>	<p><b>Module 5:</b> <b>Notation Symbol Review</b> <b>Review</b> basic music notation fundamentals and introduce D.C. al fine and D.S. al fine. <b>Use of Accidentals</b> <b>Utilize</b> accidentals by singing and playing instruments. <b>Use of Dynamics</b> <b>Experience</b> dynamics through singing, moving, and notating.</p>	<p><b>Module 8:</b> <b>The Impressionist Period</b> <b>Introduce</b> students to Impressionist art and music. <b>Impressionist Period Music</b> <b>Familiarize</b> students with the characteristics and techniques of Impressionist composers. <b>Impressionist Period Composers</b> <b>Introduce</b> students to Impressionist period composers and their music.</p>	<p><b>Module 11:</b> <b>Creating Our Jingle</b> <b>Create</b> music for a commercial jingle project. <b>Putting It All Together</b> <b>Combine</b> the elements from the four previous lessons into a rehearsed presentation. <b>The Performance</b> <b>Integrate</b> all commercial project elements from the last five lessons into a live performance.</p>
<p><b>Module 3:</b> <b>SATB Music and Bass Clef</b> <b>Develop</b> a greater awareness of SATB Choral music and explore various aspects of the ranges of the four voices. <b>Descants</b> <b>Develop</b> a better understanding of how descants are used to add harmony and color. <b>Music from Other Lands</b> <b>Develop</b> a greater awareness of the music from different parts of the world.</p>	<p><b>Module 6:</b> <b>Performance Evaluations</b> <b>Develop</b> music evaluation skills. <b>Rhythm Dictation</b> <b>Develop</b> rhythm dictation skills in meters of 3 and 4. <b>Identifying Music Styles</b> <b>Identify</b> various music styles through listening.</p>	<p><b>Module 9:</b> <b>Chords &amp; Harmony Review</b> <b>Reinforce</b> students' aural ability to distinguish between chords and chordal progressions in country music. <b>Major vs. Minor Chord</b> <b>Review</b> the sound and construction of major and minor chords through singing, writing, and playing instruments. <b>Progressions Using I, IV, and V Chords</b> <b>Experience</b> simple chord progressions using popular music.</p>	<p><b>Module 12:</b> <b>Keyword and Activity Review</b> <b>Review</b> keywords and favorite songs learned during the school year through singing, playing, and moving. <b>Year-End Assessment and Favorite Songs Review</b> Assess students' knowledge of keywords and concepts learned during the school year. <b>Band, Chorus and Orchestra Programs</b> Showcase students' musical progress made during the course of the school year.</p>

**ADDITIONAL UNITS/ACTIVITIES/EXTRA-CURRICULAR OPPORTUNITIES FOR FIFTH GRADE LEVEL:** World Music Drumming Unit, Music Technology Unit, Orff Unit, Keyboard Unit, Guitar Unit, Dance Unit, Collaborative Units with Classroom and Special Area Teachers, Arts Based In-School Performances, Special Area Non-Rotation Days, Dance Club, Band, Orchestra and Chorus