



ST. BARBARA SCHOOL

"Values for a Lifetime"

Subject: **MUSIC - This is a basic outline of our year. The timeline may change due to unforeseen events.**

| K | 1 | 2 | 3 | 4 |
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| <p><u>Aug. – Sept.</u></p> <p><u>ALL CLASSES WILL</u></p> <hr/> <p>Introduction to music terms, Including: Piano, forte, etc.</p> <p>Move to rhythm and beat</p> <p>Use rhythm instruments</p> <p>Identify different musical instruments</p> <p>Compare/Contrast: verse-chorus</p> <p>Sing seasonal songs from memory</p> | <p><u>REVIEW THE</u></p> <hr/> <p>Move to rhythm and beat</p> <p>Echo steady beat</p> <p>Identify classroom instruments visually</p> <p>Use rhythm instruments</p> <p>Compare/Contrast musical terms, including: High, low, piano, forte, etc.</p> <p>Distinguish between same and different phrases or sections in a simple song- ABA pattern</p> <p>Sing seasonal songs</p> | <p><u>PARTICIPATORY</u></p> <hr/> <p>Demonstrate a variety of beats, tempos, and rhythms in response to verbal cues</p> <p>Differentiate between rhythm and beat</p> <p>Use rhythm sticks to keep rhythm</p> <p>Write rhythms: use poetry</p> <p>Identify phrases in simple songs</p> <p>Sing seasonal songs</p> | <p><u>PARTS OF THE</u></p> <hr/> <p>Determine how music reflects different cultures; -American folk music</p> <p>Identifying song phrasing; -Sing "Johnny Appleseed"</p> <p>Replicate the beat in a musical composition; -Write additional verses, following same phrasing</p> <p>Recognize simple music forms -Sing a canon in ABCB form</p> | <p><u>CATHOLIC MASS</u></p> <hr/> <p>Identify instrument families -Identify tone color of instruments -Describe how specific instruments produce their sound</p> <p>Describe the tempo/dynamics in a simple example. -Keep a steady beat, using rhythm instruments</p> <p>Discuss appropriate audience behavior</p> <p>Sing states and capitals songs</p> |

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| <p><u>Oct.</u></p> <p>Identify the roles of artist and audience. -Compare and contrast</p> <p>Identify rhythm and beat</p> <p>Identify high and low sounds: - Demonstrate differences between singing and speaking</p> <p>Sing seasonal songs</p> <p>Describe the theme or idea of a song; “The Nutcracker” by Tchaikovsky</p> | <p><u>Oct.</u></p> <p>Identify beat in music</p> <p>Identify sounds in nature, everyday life, and music</p> <p>Identify moods expressed in music</p> <p>Sing seasonal songs</p> | <p><u>Oct.</u></p> <p>Identify beat and rhythm in seasonal songs</p> <p>Identify AABB patterns of music</p> <p>Identify sensory elements that create mood</p> <p>Compare sensory elements and expressive qualities shared among art forms; -Begin the study of the classical piece, “Carnival of Animals” by Saint – Saens -Biography -Music -Compose own poetry</p> | <p><u>Oct.</u></p> <p>Identify simple song patterns</p> <p>Identify different sensory elements that create a mood, emotion, or idea</p> <p>Sing seasonal songs</p> <p>Sing a rondo</p> <p>Compare sensory elements in a piece of music -Begin the study of a classical piece by Rossini</p> | <p><u>Oct.</u></p> <p>Study the history of classical music with the Chicago Sinfonietta</p> <p>Begin studying the composer, Beethoven: -Biography -Music -Composing -Read and listen to the story, “Beethoven Lives Upstairs”</p> |
| <p><u>Nov./Dec.</u></p> <p><u>ALL CLASSES WILL BEGIN</u></p> <p>Identify ways arts are used in celebrations</p> | <p><u>Nov./Dec.</u></p> <p><u>TO PREPARE FOR THE</u></p> <p>Identify ways arts are used in celebrations</p> | <p><u>Nov./Dec.</u></p> <p><u>CHRISTSMAS PROGRAM</u></p> <p>Give examples of how the arts are used in celebrations</p> | <p><u>Nov./Dec.</u></p> <p><u>WHICH WILL BE ON</u></p> <p>Compare the ways the arts are used in celebration</p> | <p><u>Nov./Dec.</u></p> <p><u>12/21/09</u></p> <p>Identify various ways people use the arts in celebration</p> |
| <p><u>Jan.</u></p> <p>Demonstrate the ways the body and voice are used to communicate character: -Work in small groups to prepare and perform short skits based on</p> | <p><u>Jan.</u></p> <p>Begin the study of American folk and patriotic music</p> <p>Order phrases of music</p> | <p><u>Jan.</u></p> <p>Identify classroom instrument sounds</p> <p>Use the correct technique when playing rhythm</p> | <p><u>Jan.</u></p> <p>Begin to study the recorder: Echo, read, and / or write patterns with whole, half and quarter notes and rests</p> | <p><u>Jan.</u></p> <p>Continue the study of Beethoven and his music</p> <p>Continue last year’s study of the recorder:</p> |

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| <p>“Goldilocks and the Three Bears”</p> <p>Make puppets</p> <p>Identify characteristics of music; -Name one way each art form is different from the others</p> | <p>Interpret music artistically</p> <p>Sing folk and patriotic music</p> | <p>instruments</p> <p>Begin reading rhythm notation</p> <p>Sing or play simple pitch notation using a symbol notation</p> <p>Write own rhythm notations, creating melodic and rhythmic phrases</p> <p>Perform written rhythms</p> | <p>- Learn fingerings</p> <p>-Play simple pitch notation in treble clef -Create short instrumental pieces</p> <p>Define musical terms</p> <p>Sing Math fact songs</p> | <p>-Review notes learned -Review musical terms -Review fingerings -Play simple rhythmic and melodic patterns from a written score -Learn new notes and fingerings -Demonstrate duple and triple meter -Define melody and harmony -Play music in groups and parts</p> <p>Continue the classical music study with the Chicago Sinfonietta</p> |
| <p><u>Feb.</u></p> <p>Identify song patterns ABA, improvising answers in the same style to given rhythmic and melodic phrases</p> <p>Celebrate 100 Days of School</p> <p>Recognize and perform movement to a steady beat</p> <p>Sing seasonal songs</p> | <p><u>Feb.</u></p> <p>Continue the study of American folk and patriotic music</p> <p>Celebrate 100 Days of School</p> <p>Sing seasonal songs</p> | <p><u>Feb.</u></p> <p>Continue the study of rhythm notation</p> <p>Sing seasonal songs</p> | <p><u>Feb.</u></p> <p>Continue the study of the recorder</p> <p>Sing Math fact songs</p> | <p><u>Feb.</u></p> <p>Continue the study of the recorder</p> <p>Continue to sing States and Capitals songs</p> |
| <p><u>Mar.</u></p> <p>Study rhyming lyrics</p> | <p><u>Mar.</u></p> <p>Celebrate Dr. Seuss Day by identifying different</p> | <p><u>Mar.</u></p> <p>Celebrate Dr. Seuss Day by identifying opposites and</p> | <p><u>Mar.</u></p> <p>Continue the study of the</p> | <p><u>Mar.</u></p> <p>Continue the study of the recorder</p> |

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| <p>Celebrate Dr. Seuss Day by listening to rhyming lyrics, illustrating the lyrics and listening to the 8th graders' original Dr. Seuss stories</p> <p>Sing seasonal songs</p> | <p>symbol representations and rhyming words</p> <p>Begin the classical study of Copland's "Appalachian Spring"</p> <p>Sing seasonal songs</p> | <p>rhyming words, and illustrating rhyming lyrics</p> <p>Identify orchestra/band instruments visually by studying "Peter and the Wolf" by Prokofiev</p> <p>Sing seasonal songs</p> | <p>recorder</p> <p>Celebrate Dr. Seuss Day by counting beats in rhythmic lyrics and writing and illustrating tongue twisters</p> <p>Sing seasonal songs</p> | <p>-create short songs within specific guidelines</p> <p>Using states and capitals, find rhythms in lyrics</p> <p>Celebrate Dr. Seuss Day by keeping the beat of the lyrics and writing original rhyming lyrics</p> <p>Continue the classical music study with the Chicago Sinfonietta</p> |
| <p><u>ALL CLASSES WILL</u></p> <p><u>Apr.</u></p> <p>Identify the expressive qualities of music</p> <p>Identify long and short sounds: Sing nursery rhymes</p> <p>Sing seasonal songs</p> | <p><u>PREPARE MUSIC FOR</u></p> <p><u>Apr.</u></p> <p>Practice phrasing and performing for an audience</p> <p>Identify uses of sound, movement, and space in a dramatization: -Prepare the story, "The Hungry Caterpillar" to present to the kindergarten class</p> <p>Sing seasonal songs</p> | <p><u>EASTER</u></p> <p><u>Apr.</u></p> <p>Continue the study of "Peter and the Wolf"</p> <p>Begin to practice May Crowning and First Holy Communion Music</p> | <p><u>Apr.</u></p> <p>Explain the difference between the performance and audience space</p> <p>Distinguish among spatial factors</p> <p>Demonstrate the skills of listening, observing and concentrating</p> <p>Prepare a Reader's Theater performance to be performed for another class</p> <p>Perform the Reader's Theater</p> | <p><u>Apr.</u></p> <p>Identify the elements of a scripted drama</p> <p>Explain how music and sound are used to communicate emotion and mood</p> <p>-Prepare a Reader's Theater performance to be performed for another class</p> <p>-Perform the Reader's Theater</p> <p>Continue the study of classical music with the Chicago Sinfonietta</p> |

May/June

ALL CLASSES WILL

Prepare music for Kindergarten Graduation

Listen attentively to and observe performances and art works by other grades

May/June

PREPARE MUSIC FOR

Suggest movements that would be appropriate for a particular performance.
-Perform the story of “The Very Hungry Caterpillar” for the kindergarten class.

Listen attentively to and observe performances and art works by other grades

May/June

MAY CROWNING

Explore movement combining two or more elements

Participate in a short play

Listen attentively to and observe performances and art works by other grades

Share comments in a positive manner about a performance

Identify and demonstrate the qualities of good audience behaviors

May/June

Identify orchestra/band instruments visually

Listen attentively to and observe performances by other grades.

React to performances in a respectful, supportive manner

May/June

Compare and contrast various styles of music

Music style Baseball