

August 2009 Instructional Calendar
Music

Class	August 6-7, 10-14, 17-21 “Procedures!!” & Let the Music Begin	August 24-28, 31-May 4 “Procedures!!” & Let the Music Begin/Exploring Music	QCC	Vocabulary	Essential Question
1 st	Students will work with songs which incorporate different dynamics, steady beat/no steady beat, different tempos, contrasting phrases, and melodic direction,	Students will continue to work on songs which incorporates a repeat sign	FAM(GM).1 .14 Demonstrate s growth in knowledge of music vocabulary appropriate to the level.	Rhythm, melody, form, call & response, steady beat, loud sounds, soft sounds, high sounds, low sounds.	How can we be a good listener? Is the song we hear loud or soft – why? What is form? What form does the song we are listening have?
3 rd	Students will work with songs that have; contrasting dynamics, contrasting rhythms, sixteenth notes, contrasting phrases, form, melodic direction, contrasting vocal timbres, ostinato accompaniment.	Students will continue to work with songs that have; contrasting dynamics, contrasting rhythms, sixteenth notes, contrasting phrases, form, melodic direction, contrasting vocal timbres, ostinato accompaniment.	FAM(GM).3 .3 Distinguishe s among repeating and contrasting phrases, sections, and simple formal structures.	Rhythm, melody, form, timbre, notation, texture.	What is form? What form does the song we are listening have? What is an ostinato, and how does it affect the song?
2 nd	Students will work with songs which have contrasting dynamics, new	Students will continue to work with songs which have contrasting dynamics, new	FAM(GM).2 .12 Demonstrate s growth in knowledge	Steady beat, rhythm, call & response, quarter note, two eighth notes	What is form? What form does the song

	rhythm patterns, and contrasting phrases.	rhythm patterns, and contrasting phrases.	of music vocabulary appropriate to the level		we are listening have?
K	Students will work with songs which have contrasting dynamics, to express steady beat, differentiate between high and low sounds and pitch exploration poems and songs through repetitive rote exercises.	Students will continue to work with songs which have contrasting dynamics, to express steady beat, differentiate between high and low sounds and pitch exploration poems and songs through repetitive rote exercises.	FAM(GM). K.1 Responds to music through listening, moving, singing, and playing instruments.	Steady beat, high sound, low sound, loud sound, soft sound	How can we be a good listener? Is the song we hear loud or soft – why?
4th	Students will work with songs that have; contrasting dynamics, strong & weak beats, call & response, duple meter, melodic direction, contrasting phrase sections, contrasting vocal timbres, multi-layered accompaniment.	Students will continue to work with songs that have; contrasting dynamics, strong & weak beats, call & response, duple meter, melodic direction, contrasting phrase sections, contrasting vocal timbres, multi-layered accompaniment	FAM(GM).4 .1 Responds to music through listening, moving, singing, and playing instruments.	Rhythm, melody, form, timbre, notation, call & response, duple meter, texture.	What is form? What form does the song we are listening have? What is duple meter, and how does it affect the song? How can texture effect a song?
5th	Students will work with songs which incorporates: contrasting dynamics, common meter, syncopation, call	Students will continue to work with songs which incorporates: contrasting dynamics, common meter, syncopation, call	FAM(GM).5 .1 Responds to music through listening, moving, singing, and	Rhythm, p, mp, mf, f, harmony, form, common meter, call & response	What is p, mp, mf, f and how can you tell the difference between them

	& response, pentatonic scale, contrasting vocal timbres, ostinato, harmony.	& response, pentatonic scale, contrasting vocal timbres, ostinato, harmony.	playing instruments		when you are listening to a song? What is form? What form does the song we are listening have? What is common meter, and how does it affect the song? How can texture effect a song?
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