

October 2009 Instructional Calendar  
Music

<b>Class</b>	<b>October 5-8, 12-16</b>	<b>October 19-23, 26-30</b>	<b>QCC</b>	<b>Vocabulary</b>	<b>Essential Question</b>
<b>1<sup>st</sup></b>	Students will work with songs which incorporate different form, melody, timbre, tempo, rhythm.	Students will continue to work with songs which incorporate different form, melody, timbre, tempo, rhythm.	FAM(GM).1 .14 Demonstrate s growth in knowledge of music vocabulary appropriate to the level.	High and low sounds, calling/speaking, singing, whispering, and talking voices, rhythm, dynamics, pattern, form (Verse-Refrain)	How can we show the difference between high and low sounds? What types of voices can we use, and where can we use them?
<b>3<sup>rd</sup></b>	Students will play recorders using Recorder Karate (Hot Cross Buns, Gently Sleep, Merrily We Roll Along, It's Raining, Old MacDonald.) Students will work on correct embouchure, posture, breathing, and recorder playing.	Students will continue to play recorders using Recorder Karate (Hot Cross Buns, Gently Sleep, Merrily We Roll Along, It's Raining, Old MacDonald.) Students will work on correct emboucher, posture, breathing, and recorder playing.	FAM(GM).3 .3 Distinguishe s among repeating and contrasting phrases, sections, and simple formal structures.	Quarter note, half note, posture, melody, texture, timbre, steady beat, rhythm	What is the difference between a quarter note and a half note? How do we control our recorder sound? How do we sit in our chairs when we play correctly, and what is this called?
<b>2<sup>nd</sup></b>	Students will participate in singing songs which incorporate tempo, rhythm, strong/weak beats, melody, melodic direction, timbre. As well as those included in the Music Express.	Students will continue participate in singing songs which incorporate tempo, rhythm, strong/weak beats, melody, melodic direction, timbre. As well as those included in the Music Express.	FAM(GM).2 .12 Demonstrate s growth in knowledge of music vocabulary appropriate to the level	Melody, timbre, form (call & response, same & different, AB), texture, rhythm	What happens when the music crescendo's/de crescendo's? What are the locations of "mi" and "so"? Does the notes, repeat, step, or skip?

K	Students will work with songs which incorporate timbre, tempo, rhythm, form, melody, texture.	Students will continue to work with songs which incorporate timbre, tempo, rhythm, form, melody, texture.	FAM(GM). K.1 Responds to music through listening, moving, singing, and playing instruments.	High and low sounds, soft, loud, melody, form (same/different, call & response), timbre	How can we show the difference between soft and loud sounds? How can we show the difference between high and low sounds?
4 <sup>th</sup>	Students will participate in singing songs which incorporate tempo, syncopation, 4/4 meter, form, melody, note reading, timbre, texture. As well as those included in the Music Express. Students will also play recorders using the Complete Recorder Kit 2 reviewing proper hand placement, posture, embouchure, etc.	Students will continue to participate in singing songs which incorporate tempo, syncopation, 4/4 meter, form, melody, note reading, timbre, texture. As well as those included in the Music Express. Students will also play recorders using the Complete Recorder Kit 2 reviewing proper hand placement, posture, embouchure, etc.	FAM(GM).4 .1 Responds to music through listening, moving, singing, and playing instruments.	Posture, tone, texture, eighth notes, sixteenth notes	How do we sit in our chairs when we play our recorders, and what is this called? How do we produce a good tone when we play recorders? What is the difference between eighth notes and sixteenth notes? What is the timbre of the song?
5 <sup>th</sup>	Students will participate in singing songs which incorporate rhythm, $\frac{3}{4}$ meter, dotted rhythm patterns, form (ABA), melody, timbre, texture, countermelody. As well as those	Students will continue to participate in singing songs which incorporate rhythm, $\frac{3}{4}$ meter, dotted rhythm patterns, form (ABA), melody, timbre, texture, countermelody.	FAM(GM).5 .1 Responds to music through listening, moving, singing, and playing instruments	Rhythm, melody, posture, eighth notes, sixteenth notes	How do we sit in our chairs when we play our recorders, and what is this called? How do we produce a good tone when we play our recorder?

	included in the Music Express. Students will also play recorders using the Complete Recorder Kit 2	As well as those included in the Music Express. Students will also play recorders using the Complete Recorder Kit 2 reviewing proper hand placement, posture, embouchure, etc. will also play recorders using the Complete Recorder Kit 2			What is the difference between eighth notes and sixteenth notes? What is a countermelody? What is $\frac{3}{4}$ meter?
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