

September 2009 Instructional Calendar
Music

Class	September 8-11, 14-18	September 21-25, 28-October 2	QCC	Vocabulary	Essential Question
1st	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 with songs which incorporate different dynamics, steady beat/no steady beat, different tempos, contrasting phrases, and melodic direction,.	FAM(GM).1 .14 Demonstrate s growth in knowledge of music vocabulary appropriate to the level.	Loud, soft, steady beat, no beat, rhythm, dynamics, pattern, form (Verse-Refrain)	What is the difference between loud and soft? Is the song we hear loud or soft – why? What is form? What form does the song we are listening have? What is a verse refrain song?
3rd	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.	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. As well as work with songs on the recorder learning about breathing, proper hand placement, proper posture, and notes B, A, and G	FAM(GM).3 .3 Distinguishe s among repeating and contrasting phrases, sections, and simple formal structures.	Melody, texture, timbre, steady beat, rhythm	What is form? What form does the song we are listening have? What is an ostinato, and how does it affect the song? What is texture? What is timbre? What is a melody?
2nd	Students will continue to work with songs which have contrasting	Students will continue to participate in singing songs	FAM(GM).2 .12 Demonstrate s growth in	Melody, timbre, form (call & response, same & different, AB),	What is form? What form does the song we are

	dynamics, new rhythm patterns, and contrasting phrases.	which incorporate the vocabulary terms through Unit 1 of Curriculum book.	knowledge of music vocabulary appropriate to the level	texture, rhythm	listening have? What is timbre? What is texture?
K	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.	Students will continue to participate in singing songs which incorporate the vocabulary terms through Unit 1 of Curriculum book.	FAM(GM). K.1 Responds to music through listening, moving, singing, and playing instruments.	Rhythm (long/short), melody, form (same/different, call & response), timbre	How can we be a good... listener? singer? Is the song we hear loud or soft – why?
4th	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	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. As well as work with songs on the recorder reviewing breathing, proper hand placement, proper posture, and notes	FAM(GM).4 .1 Responds to music through listening, moving, singing, and playing instruments.	Texture, form (AB, call & response), timbre, time signature (2/4) texture, rhythm,	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?

5 th	Students will continue to work with songs which incorporates: contrasting dynamics, common meter, syncopation, call & response, pentatonic scale, contrasting vocal timbres, ostinato, harmony.	Students will continue to work with songs which incorporates: contrasting dynamics, common meter, syncopation, call & response, pentatonic scale, contrasting vocal timbres, ostinato, harmony. As well as work with songs on the recorder and guitar learning about breathing, proper hand placement, proper posture, and notes.	FAM(GM).5 .1 Responds to music through listening, moving, singing, and playing instruments	Rhythm, melody, harmony, form, and expressive qualities	What is p, mp, mf, f and how can you tell the difference between them 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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