

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 1 st Grade	Timeline: See Timeline Graphic	
<p>What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?</p>		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
<p><See Attached></p>	Identify and demonstrate the difference between speaking and singing	<p>PA, O</p>
	Identify and demonstrate the difference between heartbeat and rhythm	
	Identify and demonstrate an understanding of the rhythms ta, ti-ti, and rest	
	Identify and demonstrate an understanding that ta, ti-ti and rest continue as long as one heartbeat	
	Identify and demonstrate an understanding of measure, bar, line, double bar line, repeat sign and meter of two	
	Identify and demonstrate two beat rhythm ostinati	
	Demonstrate the ability to match pitch	
	Identify and demonstrate an understanding of the melodic notes so and mi and la	
	Explore do	
	Identify and demonstrate phrases that are the same, similar and different	
	Explore simple forms (AB, ABA)	
	Identify and demonstrate the use of various expressive and performance elements	

***Supplements to the curriculum guide such as lists of additional resources, sample syllabi, suggested instructional strategies, and philosophy statements may be attached to the curriculum document and will be included as an appendix.** 1

Assessment Types: SR = Selected Response (matching, multiple choice, T/F)
 CR = Constructed Response (short answer/essay)

PA = Performance Assessment (performance or authentic tasks)
 O = Observation (interactive and non-interactive)

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 1st Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
	Explore music from other cultures (song literature, instruments, listening examples – see chart #4)	
	Demonstrates use of appropriate musical terminology	
	Demonstrates purposeful movement to a variety of musical examples	
	Demonstrate audience behavior appropriate for the context and style of music performed	
	Explore the dramatic arts (plays, musicals, operas)	
	Explore the life and music of Saint-Saens (Carnival of the Animals)	
	Experience Peter and the Wolf by Sergei Prokofiev	

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O = Observation (interactive and non-interactive)

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 2nd Grade		Timeline: See Timeline Graphic
<p>What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?</p>		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
<p><See attached></p>	Identify and demonstrate ta-a and syncopa	<p>PA, O</p>
	Explore ta-a-a and half rest, tika tika	
	Explore literature that includes single ti where ti-ti equals 2 separate ti's	
	Identify and demonstrate meter of 2	
	Explore meter of 3	
	Demonstrate the ability to sing a song from a given pitch	
	Identify and demonstrate an understanding of the melodic notes do and re	
	Identify the difference between skips, steps, leaps and repeats	
	Identify and demonstrate melodic ostinati	
	Identify and demonstrate simple forms (AB, ABA, call and response)	
	Identify and demonstrate the use of various expressive and performance elements	
	Explore music from other cultures (song literature, instruments, listening examples – see chart #4)	
	Demonstrates use of appropriate musical terminology	
	Demonstrates purposeful movement to a variety of musical examples	
	Demonstrate audience behavior appropriate for the context and style of music performed	
Explore the dramatic arts (plays, musicals, operas)		

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Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 2nd

****Identify & demonstrate does not mean each student needs to be individually assessed****

Unit Title/Number: 2nd Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
	Explore the life and music of Tchaikovsky (Nutcracker Suite)	

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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 3rd

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 3rd Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
<See attached>	Identify and demonstrate tika tika	PA, O
	Experience songs including ti tika and tika ti	
	Continue to explore meter of 3	
	Identify and demonstrate an understanding of meter of 4	
	Identify and demonstrate the pentatonic scale	
	Identify and demonstrate an understanding of the melodic notes low so and low la	
	Explore high do	
	Explore absolute pitch names in the treble clef	
	Perform ostinatos	
	Experience performing partner songs and/or rounds	
	Explore music forms mechanical elements (D.C., D.S., Fine, Coda, Verse and Refrain)	
	Explore orchestral instruments	
	Explore relationships between music and the various arts	
	Identify and demonstrate the use of various expressive and performance elements	
	Explore music from other cultures (song literature, instruments, listening examples – see chart #4)	
	Demonstrates use of appropriate musical terminology	
Demonstrates purposeful movement to a variety of musical examples		

***Supplements to the curriculum guide such as lists of additional resources, sample syllabi, suggested instructional strategies, and philosophy statements may be attached to the curriculum document and will be included as an appendix.** 5

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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 3rd

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 3rd Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
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	Demonstrate audience behavior appropriate for the context and style of music performed	
	Explore the dramatic arts (plays, musicals, operas)	
	Explore the life and music of Johann Sebastian Bach	

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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 4th

Identify & demonstrate does not mean each student needs to be individually assessed

Unit Title/Number: 4th Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
<See attached>	Identify and demonstrate titika, tikati	PA, O
	Explore tom ti & ti tom	
	Experience whole note, whole rest	
	Identify and demonstrate an understanding of high do	
	Explore fa & ti	
	Continue to explore absolute pitch names in the treble clef	
	Experience songs in major/minor	
	Perform ostinatos, rounds, and/or partner songs	
	Perform B-A-G on recorder	
	Explore E & D	
	Identify and demonstrate music forms and mechanical elements (D.C., D.S., Fine, Coda, Verse and Refrain)	
	Explore rondo, solo/chorus	
	Identify orchestral instruments	
	Experience a live orchestral concert	
	Explore band instruments	
	Explore choral voicings (SATB)	
	Explore relationships between music and the various arts	
	Identify and demonstrate the use of various expressive and performance elements	
Explore music from other cultures (song literature, instruments, listening examples – see chart #4)		

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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 4th

****Identify & demonstrate does not mean each student needs to be individually assessed****

Unit Title/Number: 4th Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
	Demonstrates use of appropriate musical terminology	
	Demonstrates purposeful movement to a variety of musical examples	
	Demonstrate audience behavior appropriate for the context and style of music performed	
	Explore the dramatic arts (plays, musicals, operas)	
	Explore the life and music of Ludwig Van Beethoven	

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PA = Performance Assessment (performance or authentic tasks)
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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 5th

****Identify & demonstrate does not mean each student needs to be individually assessed****

Unit Title/Number: 5th Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
<See attached>	Identify and demonstrate tom ti, ti tom	PA, O
	Experience tim ka, ka tim, triplet and triple-ti	
	Experience meter of 6/8	
	Identify and demonstrate ti & fa	
	Identify absolute pitch names in the treble clef	
	Identify and demonstrate half and whole steps in singing and from an instrument being played	
	Sight-read short melodies and rhythms containing known concepts	
	Sing music written in two parts	
	Play a contrasting part in an ensemble	
	Experience songs in major/minor	
	Perform B-A-G-E-D on recorder	
	Explore C, F, C', D' on recorder	
	Explore 12 bar blues	
	Experience major scale	
	Identify and demonstrate rondo, solo/chorus	
	Explore theme and variations	
	Identify band instruments	
	Identify choral voicings (soprano, alto, tenor, bass)	
	Experience a live band/choral concert	
Demonstrates use of appropriate musical terminology		
Explore relationships between music and the various arts		

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Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
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Subject: Music

ECASD Curriculum Map

Date: Spring 2006

Full Year or Semester: Full Year

Grade Level (s): 5th

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Unit Title/Number: 5th Grade		Timeline: See Timeline Graphic
What concepts do I want students to remember from this unit? (Essential Questions): 1) What does it mean to “make music”? 2) How do you and others express yourself through music? 3) How do you and others communicate through music? 4) How do you and others use expressive elements to make music? 5) How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)? 6) What makes good music?		
What are the Wisconsin Model Academic Performance Standards this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
	Identify and demonstrate the use of various expressive and performance elements	
	Explore music from other cultures (song literature, instruments, listening examples – see chart #4)	
	Demonstrates purposeful movement to a variety of musical examples	
	Demonstrate audience behavior appropriate for the context and style of music performed	
	Explore the dramatic arts (plays, musicals, operas)	
	Explore the life and music of Wolfgang Amadeus Mozart	

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