## Long Range Plans for Music 2016-2017
### Kindergarten

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back</td>
<td>Percussion Instruments</td>
</tr>
<tr>
<td>What do you hear?</td>
<td>Native American Music (Ceremonial)</td>
</tr>
<tr>
<td>What is a steady beat?</td>
<td>Rhythm (Long Sounds/short Sounds)</td>
</tr>
<tr>
<td>Can you move to the steady beat?</td>
<td>Fast and Slow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folk Dance/Colonial Music (Recreational)</td>
<td>Folk/Colonial Music (Recreational)</td>
</tr>
<tr>
<td>String Instruments</td>
<td>Veteran’s Day Music</td>
</tr>
<tr>
<td>Call and Response</td>
<td>Woodwind Instruments</td>
</tr>
<tr>
<td>Patriotic Music</td>
<td>High/Low</td>
</tr>
<tr>
<td>Quarter Notes/Rests</td>
<td>Patterns in music</td>
</tr>
<tr>
<td>How does the sound of music make us feel?</td>
<td>Introduce Eighth notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folk Music Conclusion</td>
<td>West African Music/Dance (Ceremonial)</td>
</tr>
<tr>
<td>High/Low on Music Staff</td>
<td>Percussion Review</td>
</tr>
<tr>
<td>Nutcracker Ballet (Artistic)</td>
<td>Simple Improvisation</td>
</tr>
<tr>
<td>Brass Instruments</td>
<td>Create Simple Pieces</td>
</tr>
<tr>
<td>Holidays around the world</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Grandparent’s Day Play</td>
<td>Perform for Grandparent’s Day</td>
</tr>
<tr>
<td>Introduce appropriate performance techniques</td>
<td>How did we do?</td>
</tr>
<tr>
<td>Can you perform the songs correctly?</td>
<td>Can you tell me things we could have done better?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Musical Notation</td>
<td>Compose class or individual pieces</td>
</tr>
<tr>
<td>Music from Around our world</td>
<td>Use musical notation with help</td>
</tr>
<tr>
<td>Perform in small groups using classroom instruments.</td>
<td>How does this music make us feel?</td>
</tr>
<tr>
<td>Evaluate each other on their performances</td>
<td></td>
</tr>
</tbody>
</table>
### Long Range Plans for Music

**First Grade**

#### August
- Welcome Back
- What is a steady beat?
- Can you move to the steady beat?
- Rhythm Review (Quarter Notes/rests)
- “Chicka, Chicka…” (alphabet stories)

#### September
- Percussion Instruments
- Native American Music (Ceremonial)
- Rhythm (Quarter Notes/rests, eighth notes)
- Presto/Largo
- How do instruments make sound?
- *Collab with Science (Instrument Design)
- Songs/Stories about Nature

#### October
- Folk Dance/Colonial Music (Recreational)
- String Instruments
- Call and Response
- Patriotic Music
- Quarter Notes/Rests, eighth notes
- How does the sound of music make us feel?
- Piano/Forte

#### November
- Folk/Colonial Music (Recreational)
- Veteran’s Day Music
- Woodwind Instruments
- High/Low on Music Staff
- Patterns in music (AB Form)
- Simple Improvisation
- Line notes on music staff

#### December
- Folk Music Conclusion
- Continue study of music staff
- Nutcracker Ballet (Artistic)
- Brass Instruments
- Holidays around the world
- *Work with Science on Sound (ongoing)

#### January
- West African Music/Dance (Ceremonial)
- Percussion Review
- Simple Polyrhythms
- Create Simple Pieces in groups
- Space notes on music staff
- Round

#### February
- African American Music
- Work on group pieces
- Introduce appropriate performance techniques
- Can you perform your pieces?
- Practice Writing notes on staff
- Sound/Animal Songs/Stories

#### March
- Perform groups pieces
- How did we do?
- Can you tell me things we could have done better?
- Game songs
- Practice writing simple ascending or descending notes

#### April
- Simple Musical Notation
- Music from Around our world
- Perform in small groups using classroom instruments.
- Evaluate our performances
- Fairy Tales

#### May
- Compose more complex class or individual pieces
- Use musical notation with help
- How does this music make us feel?
- Evaluate our performances
### Long Range Plans for Music

**Second Grade**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
</table>
| **August** | Welcome Back  
Show me a steady Beat  
Rhythm Review (Quarter Notes/rests)  
Presto/Largo  
Piano/Forte  
Repeats |
| **September** | Percussion Instruments (Compare and Contrast)  
Native American Music (Ceremonial)  
Rhythm (Quarter notes/rests, Eighth Notes)  
Largo, Andante, Allegro, Presto  
Why do you like the music you like? |
| **October** | Folk Dance/Colonial Music (Recreational)  
String Instruments (Compare and Contrast)  
Call and Response (Improvise Response)  
Patriotic Music  
Quarter Notes/Rests, eighth notes, Half Notes  
How does the sound of music make us feel?  
Piano/Mezzo Piano/Mezzo Forte/ Forte  
High notes/Low notes on staff |
| **November** | Folk/Colonial Music (Recreational)  
Dulcimer  
Veteran’s Day Music (Patriotic Holidays)  
Woodwind Instruments (Compare and Contrast)  
Notes on Music Staff (Lines and Spaces)  
Patterns in music (AB form)  
Crescendo/Decrescendo  
Fermata |
| **December** | Folk Music Conclusion  
Ostinato  
Nutcracker Ballet (Artistic)  
Brass Instruments  
Holidays around the world  
Steps, skips, and repeats |
| **January** | West African Music/Dance (Ceremonial)  
Percussion Review  
Simple Improvisation  
Create Simple Pieces  
Time Signature (Meter)  
Major/Minor  
Stories with morals |
| **February** | African American Music (Historical Importance)  
Simple Composition  
Perform in groups  
Introduce appropriate performance techniques  
Can you perform your songs correctly? |
| **March** | Rounds  
Legato/Staccato  
Game songs  
Review Purposes for Music  
Dotted Rhythms |
| **April** | Musical Notation  
Music from Around our world  
Perform in small groups using classroom instruments.  
Evaluate each other on their performances |
| **May** | Compose class or individual pieces  
Use musical notation with help  
How does our music make us feel? |
## Long Range Plans for Music
### Third Grade

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<thead>
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<tbody>
<tr>
<td>Welcome Back</td>
<td>Percussion Instruments (Compare and Contrast)</td>
</tr>
<tr>
<td>Play Rhythms in a steady beat</td>
<td>Native American Music (Ceremonial)</td>
</tr>
<tr>
<td>Rhythm Review (Quarter notes, rests, eighth notes, half notes)</td>
<td>Rhythm (Quarter notes/rests, Eighth Notes/Half Notes)</td>
</tr>
<tr>
<td>Presto/Andante/Allegro/Largo</td>
<td>Largo, Andante, Allegro, Presto</td>
</tr>
<tr>
<td>Piano/Forte</td>
<td>Why do you like the music you like?</td>
</tr>
<tr>
<td>Repeats</td>
<td></td>
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</tbody>
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<td>String Instruments (Compare and Contrast)</td>
<td>Dulcimer</td>
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<tr>
<td>Call and Response (Improvise Response)</td>
<td>Veteran’s Day Music</td>
</tr>
<tr>
<td>Patriotic Music</td>
<td>Work on Holiday Program</td>
</tr>
<tr>
<td>Quarter Notes/Rests, eighth notes, Half Notes, Whole Notes</td>
<td>Evaluate performance</td>
</tr>
<tr>
<td>Work on Holiday Program</td>
<td>Phrasing</td>
</tr>
<tr>
<td>Notes on the staff</td>
<td>Harmony</td>
</tr>
<tr>
<td></td>
<td>Concert Etiquette</td>
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<table>
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<tr>
<th>December</th>
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<tbody>
<tr>
<td>Holiday Play practice</td>
<td>West African Music/Dance (Ceremonial)</td>
</tr>
<tr>
<td>Performance techniques</td>
<td>Percussion (How do they work?)</td>
</tr>
<tr>
<td>Play Rehearsal</td>
<td>Create Music and Dance Pieces</td>
</tr>
<tr>
<td>Concert Etiquette</td>
<td>Reflect on Pieces</td>
</tr>
<tr>
<td>Perform pre-written Musical Ideas</td>
<td>Time Signature (Meter)</td>
</tr>
<tr>
<td></td>
<td>Major/Minor</td>
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<tr>
<th>February</th>
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</thead>
<tbody>
<tr>
<td>African American Music</td>
<td>Rounds/Canon</td>
</tr>
<tr>
<td>Improvisation</td>
<td>Legato/Staccato</td>
</tr>
<tr>
<td>Create pieces with some musical elements in mind.</td>
<td>Game songs</td>
</tr>
<tr>
<td>Introduction to Sight Reading</td>
<td>Review Purposes for Music</td>
</tr>
<tr>
<td>Style of Music</td>
<td>Dotted Rhythms</td>
</tr>
<tr>
<td>Form (AB/ABA)</td>
<td>Perform music in appropriate style</td>
</tr>
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<th>April</th>
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<tbody>
<tr>
<td>Musical Notation (Standard)</td>
<td>Compose class or individual pieces</td>
</tr>
<tr>
<td>Music from Around our world</td>
<td>Use musical notation with help</td>
</tr>
<tr>
<td>Perform own music small groups using classroom instruments.</td>
<td>How does our music make us feel?</td>
</tr>
<tr>
<td>Evaluate each other on their performances</td>
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</tr>
</tbody>
</table>
### Long Range Plans for Music

#### Fourth Grade

**August**
- Welcome Back
- Play Rhythms in a steady beat
- Rhythm Review (Quarter notes, rests, eighth notes, half notes)
- Presto/Andante/Allegro/Largo
- Piano/Mezzo Piano/Mezzo Forte/Forte
- Repeats
- *Energy with Science

**September**
- Percussion Instruments (Compare and Contrast)
- Native American Music (Ceremonial)
- Rhythm, Timbre, Form (AB/ABA)
- Tempo, Dynamics (Discussion of how they are used)
- Why do you like the music you like?
- *Energy with Science

**October**
- Folk Dance/Colonial Music (Recreational)
- String Instruments (Compare and Contrast)
- Call and Response (Improvise Response)
- Patriotic Music (What is it for?)
- Quarter Notes/Rests, eighth notes, Half Notes, Whole Notes
- Using notes to make melodies
- How does music fit into history?

**November**
- Folk/Colonial Music (Recreational)
- Dulcimer
- Veteran’s Day Music
- How does music help us to celebrate?
- Evaluate Veteran’s day performance
- Phrasing
- Harmony/melody (Major/Minor)
- Basic Composition

**December**
- Performance techniques
- Perform pre-written Musical Ideas
- Holidays around the world
- How do musicians make decisions?
- How do they decide when they are ready for performance?

**February**
- African American Music
- Improvisation/Jazz/Blues
- Create pieces with some musical elements in mind.
- Introduction to Sight Reading
- Style of Music
- Start working on Play

**March**
- Rounds/Canon
- Legato/Staccato
- Game songs
- Review Purposes for Music
- Dotted Rhythms
- Perform music in appropriate style
- Practice aural notation
- Play Practice

**April**
- Musical Notation (Standard)
- Music from Around our world
- Perform own music small groups using classroom instruments.
- Evaluate each other on their performances
- Play Performance

**May**
- Compose class or individual pieces
- Use musical notation with help
- How does our music make us feel?
# Long Range Plans for Music

## Fifth Grade

### August
- Welcome Back
- Play Simple Rhythms in a group
- Rhythm Review (Quarter notes, rests, eighth notes, half notes, whole notes)
- Presto/Andante/Allegro/Largo
- Piano/Mezzo Piano/Mezzo Forte/Forte
- Repeats

### September
- Percussion Instruments (Compare and Contrast)
- Native American Music (Ceremonial)
- Rhythms, Timbre, Form (AB/ABA/Rondo)
- Tempo, Dynamics (Discussion of how they are used)
- Why do you like the music you like?

### October
- Folk Dance/Colonial Music (Recreational)
- String Instruments (Compare and Contrast)
- Call and Response (Improvise Response)
- Patriotic Music (What is it for?)
- Quarter Notes/Rests, eighth notes, Half Notes, Whole Notes
- Using notes to make melodies
- How does music fit into history?

### November
- Folk/Colonial Music (Recreational)
- Dulcimer
- Veteran’s Day Music
- How does music help us to celebrate?
- Evaluate Veteran’s day performance
- Phrasing
- Harmony/melody (Major/Minor)
- Basic Composition

### December
- Performance techniques
- Perform pre-written Musical Ideas
- Holidays around the world
- How do musicians make decisions?
- How do they decide when they are ready for performance?

### January
- West African Music/Dance (Ceremonial)
- Percussion (How do they work?)
- Create Music and Dance Pieces
- Reflect on Pieces
- Time Signature (Meter)
- How do we record music?
- Start Play Practice

### February
- African American Music
- Improvisation/Jazz/Blues/gospel
- Create pieces with some musical elements in mind.
- Introduction to Sight Reading
- Style of Music
- Play

### March
- Rounds/Canon
- Legato/Staccato
- Game songs
- Review Purposes for Music
- Dotted Rhythms
- Perform music in appropriate style
- Practice aural notation
- Play Performance

### April
- Musical Notation (Standard)
- Music from Around our world
- Perform own music small groups using classroom instruments.
- Evaluate each other on their performances

### May
- Compose class or individual pieces
- Use musical notation with help
- How does our music make us feel?
- Reflect on year, how do I want music to be a part of my life?