

Unit	Topic	Session	Essential Questions	Standards: CCSS	Content: What will students know?	Skills: What will students be able to do?	Textbook/Materials/Resources	Technology / Equipment	Activities/ Experiences	Assessment			
Literacy	Reading assessment and review	1, 2, 3, 4	How is music organized?	MU:Pr4.2	Duration of quarter notes; counting; keeping steady rhythm; solfege (3 notes)	Read and perform quarter notes and rests in 4/4; notes via solfege	Smart Music			Performance Rubric			
Literacy	Rhythm and note reading	5, 6, 7, 8, 9, 10	How do we keep a steady beat?	MU:Pr4.2	Keeping steady rhythm; solfege (5 notes); duration of half notes	Add half notes and rests; notes via solfege	Smart Music			Performance Rubric			
Literacy	Rhythm and note reading	11, 12, 13, 14, 15, 16, 17, 18	How can beats be divided?	MU:Pr4.2	Keeping steady rhythm; duration of eighth notes; solfege (5 notes)	Add eighth notes; notes via solfege	Smart Music			Performance Rubric			
Literacy	Rhythm and note reading	19, 20, 21, 22	How does the performer choose a tempo, and how does the ensemble keep it?	MU:Pr4.2	Counting off a group; duration of dotted half notes; solfege (all notes)	Add dotted half; notes via solfege	Smart Music			Performance Rubric			
Literacy	Rhythm and note reading	23, 24, 25, 26	How can I read music at sight?	MU:Pr4.2	Counting off a group; solfege from sight	Read and perform notes 1 octave in C; read and perform quarter, half, whole, and eighth notes	Smart Music			Performance Rubric			
Literacy	Rhythm and note reading	27, 28, 29, 30	How can I read music at sight?	MU:Pr4.2	Sight reading	Read and perform notes 1 octave in C; read and perform quarter, half, whole, and eighth notes	Smart Music			Performance Rubric			
Vocal	Posture	5, 6, 7, 8	What is the best way to stand or sit while singing?	MU: Pr4.2	How to stand or sit while singing	Sit and stand with proper posture while singing				Performance rubric			
Vocal	Breathing	9, 10, 11, 12	How does my breathing affect my singing?	MU: Pr4.2	How to breathe properly	Sing with proper breath support				Performance rubric			
Vocal	Performance skills	25, 26, 27, 28	How can I sing like a performer?	MU: Pr4.2	How performers behave while singing	Use proper posture, breath support, and emotion while singing				Performance rubric			
Critique	Basic music vocabulary	1, 2, 3, 4, 5, 6	What kinds of music do we experience? How do we categorize it?	MU:Cn11.0	What genres of music the class enjoys	How to identify the present genres	Spotify			Informal verbal assessment			
Critique	Basic music vocabulary	7, 8, 9, 10, 11, 12	What are the best words to use to talk about music?	MU:Cn11.0	Proper and respectful vocabulary for describing music	How to describe different aspects of a variety of musics	Spotify			Informal verbal assessment; culminating written vocab quiz			

Critique	Verbal critique	13, 14, 15, 16, 17, 18, 19, 20	Why do you like the music that you like?	MU:Re7.1	Aspects of a thorough critique	How to describe and defend a piece of music	Spotify		Presenting favorite/ least favorite songs	Presentation rubric				
Critique	Critique vocabulary	21, 22, 23, 24	How and why does music make people feel a certain way?	MU:Re7.2					Journaling	Journal rubric				
Critique	Written critique	25, 26, 27, 28	How do we know if a music or a performance is "good"?	MU:Re8.1	What makes a performer better or worse than others	Use proper vocabulary to describe a variety of music, and respect of other musicians	Youtube		Journaling	Journal rubric				
Critique	Written critique	29, 30, 31, 32	How does performance affect our opinion of music?	MU:Re9.1	How performance skills affect our opinion of music	Use proper vocabulary to describe a variety of music, and respect of other musicians	Youtube		Journaling	Journal rubric				
World Music	Intro to the Music of Africa (choosing one culture)	3, 4, 5, 6	How have different cultures used music historically? What are the unique elements that stand out about this music?	1.1.8.B.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/ text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture	Writing prompts; composition and/or lyric writing				
World Music	Cuba	7, 8, 9, 10	How have different cultures used music historically? What are the unique elements that stand out about this music?	1.1.8.B.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/ text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture	Writing prompts; composition and/or lyric writing				
World Music	Puerto Rico	11, 12, 13, 14	How have different cultures used music historically? What are the unique elements that stand out about this music?	1.1.8.B.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/ text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture	Writing prompts; composition and/or lyric writing				
World Music	Brazil	15, 16, 17, 18	How have different cultures used music historically? What are the unique elements that stand out about this music?	1.1.8.B.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/ text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture	Writing prompts; composition and/or lyric writing				

World Music	Europe	19, 20, 21, 22	How have different cultures used music historically? What are the unique elements that stand out about this music?	1.1.8.B.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture	Writing prompts; composition and/or lyric writing			
World Music	Traditional American	23, 24, 25, 26	How have different cultures used music historically?	1.1.8.B.2, 1.4.8.A.1	Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary	Discuss music with correct terms; identify this culture's music utility applies to their life	Online resources/text	Computer	Listen and respond; Visual cultural representation; Creating music inspired by this culture. Oboe demonstration?	Writing prompts; composition and/or lyric writing			
Recorder Karate	Intro to Recorder	5, 6, 7, 8	How do you hold a recorder and create proper tone?	1.1.8.B.1	Why posture matters; how to identify good/bad posture and good/bad tone; Notes B, A, G	Sit and hold the recorder properly in both playing and rest positions; make a smooth sound	Recorder	Recorder	Rest and playing positions; peer review; learn notes B, A, G	Peer reviewing; playing in small groups/ solo			
Recorder Karate	Yellow Belt	9, 10, 11, 12	What is a time signature? What is different about playing together and playing alone?	1.3.8.B.1	The Time Signature, tempo marking, form and breathing of Yellow Belt	Perform the notes and rhythms of Yellow Belt with proper breathing, posture, and tone	Katietraxler.com	Recorder and internet	Lecture (with visuals) on time signature; review playing/posture/note reading basics; Whole/part/whole and teacher/both/student techniques	Performance Rubric			
Recorder Karate	Red Belt	13, 14, 15, 16	What is an eighth note? How do lyrics help you to learn melodies?	1.3.8.B.1	Duration and counting of eighth notes; new notes as needed	Perform the notes and rhythms of Red Belt with proper breathing, posture, and tone; Sing the notes and rhythms of Red Belt	Katietraxler.com	Recorder and internet	Lecture (with visuals) on eighth notes; Whole/part/whole and teacher/both/student techniques	Performance Rubric			
Recorder Karate	Purple Belt	17, 18, 19, 20	What are dynamics, and how do they add to the music?	1.3.8.B.1	New notes as needed; how to read and change dynamic levels while maintaining a good sound	Perform the notes and rhythms of Purple Belt with attention to dynamics and form.	Katietraxler.com	Recorder and internet	Whole/part/whole and teacher/both/student techniques	Performance Rubric			
Recorder Karate	Green Belt	21, 22, 23, 24	What are tempo markings? How does tempo affect the piece?	1.3.8.B.1	The Time Signature, tempo marking, form, dynamic marking and breathing of Green Belt	Perform the notes and rhythms of Purple Belt with attention to dynamics and form.	Katietraxler.com	Recorder and internet	Whole/part/whole and teacher/both/student techniques	Performance Rubric			

Recorder Karate	Solo performanc e skills	25, 26, 27, 28	What goal do you think is attainable for your final performance piece? What is proper behavior for a concert?	1.1.8.B.1	How to set and achieve a goal; how to behave during a concert	Student will make progress to reach their final goal of the belt they selected and perform to their peers; demonstrate proper behavior while others are playing	Katietraxler.com	Recorder	Mini recitals	Performance Rubric				
Recorder Karate	Final performanc es	29, 30, 31, 32	How do I behave as an audience member, and prepare as a performer?	1.1.8.B.1	How to set and achieve a goal; how to behave during a concert	Student will make progress to reach their final goal of the belt they selected and perform to their peers; demonstrate proper behavior while others are playing	Katietraxler.com	Recorder	Mini recitals	Performance Rubric				