

Unit	Topic	Sessions	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	Notation bootcamp	1, 2, 3, 4, 5, 6	How can we visually organize music?	MU:Pr4.2	Note durations and pitches	Read and perform notes (1 octave) in the key of C with proper rhythms	Exercises in sight-reading	Staff paper		Worksheets; informal performance
Literacy	Sightreading	7, 8, 9, 10, 11, 12	How can we quickly read new music?	MU:Pr4.2	Strategies for easy reading	Read and perform notes and rhythms correctly upon sight, using solfege	Exercises in sight-reading	Staff paper		Performance rubric
Literacy	Form	19, 20, 21, 22, 23, 24	How is music organized?	MU:Cr1.1	How composers use form to organize music	Identify simple AB or ABA forms; Create simple melodies and texts that follow AB or ABA forms or blues forms	Folk songs	Staff paper	Mini - composition project	Worksheets; composition rubric
Vocal	Solfege, posture	1, 2, 3, 4	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			Solfege work	Performance rubric
Vocal	Folk songs, variety of languages	5, 6, 7, 8, 9, 10	How can we sing together for the best possible sound?	MU:Pr6.1	How to blend, project, and enunciate for best performance	Perform with evidence of blend and with clear words in a variety of languages			Choral	Performance rubric
Vocal	2- part singing	11, 12, 13, 14, 15, 16, 17, 18	How does harmony affect performance?	MU:Pr6.1	How to aurally find and maintain a harmony line	Perform as a melody or harmony singer	Fifteen Two-part exercises		Choral	Performance rubric

Vocal	Performance programming	19, 20, 21, 22, 23, 24, 25, 26	How do we know what is appropriate to sing, and when it is ready to perform?	MU:Pr5.1, MU:Pr4.1	How to appropriate create a concert program	Use teacher-provided guidelines to assess the students' work as a chorus; create a program for a final performance			Class works together to decide what songs they will perform and why	Performance rubric
Vocal	Performance etiquette	27, 28, 29, 30	What is proper behavior for a performer and audience member?	MU:Pr6.1	How to behave as a performer and as an audience member	Perform proper audience behavior and performer behavior			Dress rehearsal	Performance rubric
Vocal	Performance	31, 32	How can we show our best work?	MU:Pr6.1	How to show best work	Use all vocal and performance skills addressed in class			Perform for school	Performance rubric
History/ Culture	Music for personal use	1, 2, 3, 4, 5, 6	How does music affect my life?	MU:Cn11.0	How to identify and describe music that affects them personally	Share, using proper music vocab, how and what music has an impact on their life		Spotify	Listening & Journaling	Journaling rubric
History/ Culture	Music and emotion	7, 8, 9, 10, 11, 12	How does music affect how I feel?	MU:Re8.1	What aspects of music create emotional responses	Identify and describe which aspects of music elicit emotional responses		Spotify	Listening & Journaling	Journaling rubric
History/ Culture	Music in advertising	13, 14, 15, 16, 17, 18	How is music used in advertising?	MU:Cn11.0	How music impacts advertising	Identify memorable "jingles" and deduce what makes them memorable or impactful		Spotify, YouTube	Listening & Journaling	Journaling rubric
History/ Culture	Music in cultures	19, 20, 21, 22, 23, 24	How does music affect culture, and how does culture affect music?	MU:Cn11.0	How music impacts culture, and how culture influences culture	Discuss cultural phenomenon that have affected music, or music that has become a cultural phenomemnon		Spotify	Listening & Journaling	Journaling rubric

History/ Culture	Appreciating others' music	25, 26, 27, 28	How can I appreciate new music, or music that I don't like?	MU:Re8.1	What makes music good, beyond personal preference	Describe what elements of music outside their interests are of quality		Spotify	Listening & Journaling	Journaling rubric
Recorder Karate	Review/ 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	Syncopation	9, 10, 11, 12	How can we read rhythms that do not fall on the downbeat?	1.3.8.B.1	How to read syncopated rhythms	Perform syncopated rhythms	Katietraxler.com	Recorder and internet	Lecture (with visuals) on time signature; review playing/posture/ note reading basics; Whole/part/whole and teacher/student techniques	Performance Rubric

Recorder Karate	"Road map"	13, 14, 15, 16	What are the "short cuts" for writing out song form?	1.3.8.B.1	Types of form notation	Perform melodies using notation such as DS al Coda, etc	Katietraxler.com	Recorder and internet	Lecture (with visuals) on eighth notes; Whole/part/whole and teacher/bot h/student techniques	Performanc e Rubric
Recorder Karate	New rhythms	17, 18, 19, 20	What other rhythms are possible?	1.3.8.B.1	Dotted quarter/eighth, multiple tied notes	Perform new rhythms	Katietraxler.com	Recorder and internet	Whole/part/whole and teacher/bot h/student techniques	Performanc e Rubric
Recorder Karate	New rhythms	21, 22, 23, 24	What other rhythms are possible?	1.3.8.B.1	Dotted eighth/sixteenth, multiple barred eighth notes	Perform new rhythms	Katietraxler.com	Recorder and internet	Whole/part/whole and teacher/bot h/student techniques	Performanc e Rubric
Recorder Karate	Accidentals, Major/minor keys, key signatures	25, 26, 27, 28	How do we organize pitches like we organize rhythms?	1.1.8.B.1	How to identify the key signature	Perform with key singatures; identify major vs minor	Katietraxler.com	Recorder	Mini recitals	Performanc e Rubric
Recorder Karate	Swing style	29, 30, 31, 32	What makes jazz sound like jazz?	1.1.8.B.1	What swing style sounds like	Perform in a swing style	Katietraxler.com	Recorder	Mini recitals	Performanc e Rubric