

# “180 Days Around the World”

## Curriculum Map

Music K-3 Lucretia Marcigliano Campus (BSI, TAOTS, 370)

SY 2011-2012

### **1) Voice and Singing Skills**

- A) Students will increase the length of sounds they can make
- B) Students will increase their vocal range
  - i) Upwards and downwards
- C) Students will begin matching sounds in a limited range
- D) Students will echo back sounds and pitches
- E) Students will be able to sing songs from diverse cultures

### **2) Beat**

- A) Students will be able to show a steady beat through movement and instruments
- B) Students will be able to keep a beat to a song for a limited time
- C) Students will be able to find the beat to a song on their own
- D) Students will be able to recognize the beat in a song

### **3) Rhythm**

- A) Students will be introduced to quarter notes and quarter rests
- B) Students will continue using iconic images to help for deeper comprehension
- C) Students will be able to echo back rhythms
- D) Students will be able to read rhythms in iconic and traditional notation

### **4) Melody**

- A) Students will be introduced to high and low sounds
- B) Students will be able to demonstrate both through movement and using instruments
- C) Students will play accompaniments with high and low sounds
- D) Students will use iconic images to help for deeper comprehension

### **5) Listening Skills**

- A) Students will listen to various styles of music
  - i) Classical, jazz, multicultural, children's, folk, traditional, popular
- B) Students will watch real-life performances to make music more meaningful

### **6) Composing/Arranging**

- A) Students will compose songs/arrangements using instruments
- B) Students will use iconic notation as well as traditional notation
- C) Students will perform their own songs and arrangements

### **7) Multicultural Opportunities**

- A) The theme for the year is “180 Days Around the World”
- B) Students will be introduced to songs from a wide variety of cultures
- C) Students will use music as a bridge to learn about different culture
- D) Students will be provided with cultural workshops from the outside community
- E) Each unit will end with a performance

## Curriculum Outline

### 1) Unit 1 – Mexico

- A) “*La Bamba*”
- B) Maraca’s/Guiros construction
- C) Steady beat focus
- D) Singing assessment
- E) Parade/carnival
- F) Beat Assessment

### 2) Unit 2 – Jamaica

- A) “*Day O*”
- B) Steel drums construction
- C) Steady beat and simple rhythm
- D) Note/rest introduction
- E) Steel drum performance
- F) Singing assessment
- G) Rhythm Assessment

### 3) Unit 3 - China

- A) Continued rhythm
- B) Chinese New Year Parade (January 23<sup>rd</sup>)
- C) Singing assessment
- D) Rhythm Assessment

### 4) Unit 4 – Africa (Gambia)

- A) “*Dawda Sanneh*”
- B) Shekere construction
- C) Introduction to high/low
- D) Singing assessment
- E) Melody Assessment

### 5) Unit 5 – Russia

- A) “*About the Grasshopper*”
- B) Introduction to high and low sounds (melody)
- C) Continued note/rest reading (rhythm)
- D) Singing assessment
- E) Melody Assessment

6) Unit 6 – India

- A) “*Nila, Nila, Odi Vaa*”
- B) Continued rhythm
- C) Continued melody
- D) Singing assessment
- E) Melody Assessment

7) Unit 7 – Turkey

- A) Sing Turkish folk songs Adana Ya Gidelim (south central Anatolia) and Damat Oluyor (Lezginka Region)
- B) Dance Turkish folk dance Damat Oluyor (Groom Dance, Lezginka Region)
- C) Introduction to Oud and Ney and comparison between Eastern and Western music
- D) Interactive performance with live musicians focus on different geographic regions and time periods.

## **Vocabulary Words**

**Beat** – pulse that is felt in music

**Quarter Note** – a long sound (1/4 of the pizza pie)

**Quarter Rest** – a long silence (1/4 empty of the pizza pie)

**Echo** – repetition of a word or sound

**Accompaniment** – musical background along with a melody

**Rhythm** – combination of long and short sounds

**Melody** – a line of sounds moving upwards and downwards

### **Singing Assessment Rubric**

	<b>Not Yet (1)</b>	<b>Meets Objective Sometimes (2)</b>	<b>Meets Objective Most of Time(3)</b>	<b>Exceeds Objective(4)</b>
<b>Length</b>	-Does not echo back with assistance -Does not imitate sounds with assistance	-Able to match back small imitation sounds -Has only slightly increased voice length	-Able to demonstrate a long voice with assistance -Able to hold a longer length of voice	-Able to demonstrate a long voice without assistance -Able to breath in, and increase the length of voice
<b>Range</b>	-Does not echo back with assistance -Has not increased range with assistance	-Able to slightly echo back with assistance -Has increased vocal range slightly	-Able to go high and low with assistance -Has increased vocal range with assistance	-Able to make voice go high and low without assistance -Has increased vocal range without assistance
<b>Pitch Matching</b>	-Does not match pitches -Sings on one pitch	-Able to slightly match pitches -Intonation is slightly off	-Able to match pitches with assistance	-Able to match pitches without assistance
<b>Tone</b>	-Does not sing in a clear voice -Runs out of air frequently	-Sings in a slightly clear voice with assistance -Needs assistance breathing	-Able to sing in a clear voice with assistance	-Able to sing in a clear voice without assistance

### **Beat Assessment Rubric**

	<b>Not Yet (1)</b>	<b>Meets Objective Sometimes (2)</b>	<b>Meets Objective Most of Time(3)</b>	<b>Exceeds Objective(4)</b>
<b>Steady Beat</b>	-Does not keep a steady beat -Not able to imitate with assistance, modeling, or visuals	-Able to slightly keep a steady beat with assistance -Keeps beat for limited time with assistance	-Able to keep a steady beat with assistance/visual -Able to keep a steady beat going for a long time with assistance	-Able to keep a steady beat without assistance or visual -Able to keep beat going on own for long time
<b>Beat Recognition</b>	-Not able to find the beat in a song -Not able to use movement or instruments to show the beat	-Able to find a beat through movement or instruments for limited time -Finds the beat but changes the tempo	-Able to find the beat in a song with assistance -Able to demonstrate through movement or instruments after	-Is able to find the beat in a song on their own and demonstrate through movement or instruments
<b>Beat Reading</b>	-Not able to read beat with assistance, modeling, or visuals	-Able to read music, but not keeping a steady beat -Can read slightly with assistance	-Able to recognize and read steady beat of music with assistance	-Able to recognize with music is a steady beat on own and demonstrate without assistance

### **Rhythm Assessment Rubric**

	<b>Not Yet (1)</b>	<b>Meets Objective Sometimes (2)</b>	<b>Meets Objective Most of Time(3)</b>	<b>Exceeds Objective(4)</b>
<b>Iconic notation</b>	-Is not able to recognize image meaning -Does not demonstrate correct rhythm with assistance	-Able to demonstrate rhythm through movement or instruments with several errors	-Able to demonstrate rhythm through movement or instruments with some assistance	-Able to demonstrate rhythm through movement or instrument without assistance
<b>Traditional notation</b>	-Is not able to recognize image meaning -Does not demonstrate correct rhythm with assistance	-Able to demonstrate rhythm through movement or instruments with several errors	-Able to demonstrate rhythm through movement or instruments with some assistance	-Able to demonstrate rhythm through movement or instrument without assistance
<b>Rhythm reading</b>	-Does not recognize, and demonstrate correct rhythm with assistance -60% accuracy or lower	-Able to recognize, and demonstrate correct rhythm with 70% accuracy -Needs assistance	-Able to recognize, and demonstrate correct rhythm with 85% accuracy -Needs some small assistance	-Able to recognize, and demonstrate correct rhythm with 100% accuracy without assistance

### **Melody Assessment Rubric**

	<b>Not Yet (1)</b>	<b>Meets Objective Sometimes (2)</b>	<b>Meets Objective Most of Time(3)</b>	<b>Exceeds Objective(4)</b>
<b>High &amp; low</b>	-Not able to recognize high and low sounds with assistance	-Able to sometimes recognize high and low sounds through movement and instruments with assistance	-Able to recognize high and low sounds through movement and instruments with some assistance	-Able to recognize and demonstrate high and low sounds through movement and instruments without assistance
<b>Up &amp; down</b>	-Does not recognize when sounds move up and down, with assistance	-Able to sometimes recognize when sounds move up and down with assistance	- Able to recognize when sounds move up and down through movement and instruments with some assistance	-Able to recognize when sounds move up and down through movement and instruments without assistance
<b>Melodic reading</b>	-Not able to read and demonstrate melodic accompaniments with assistance	-Able to sometimes read and demonstrate melodic accompaniments through iconic and traditional notation with assistance	-Able to read and demonstrate melodic accompaniments through iconic and traditional notation with some assistance	-Able to read and demonstrate melodic accompaniments through iconic and traditional notation without assistance