

Music Curriculum Map: K-2, 3-5



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Sample K-2, Music Curriculum Maps- Adapted Sequence

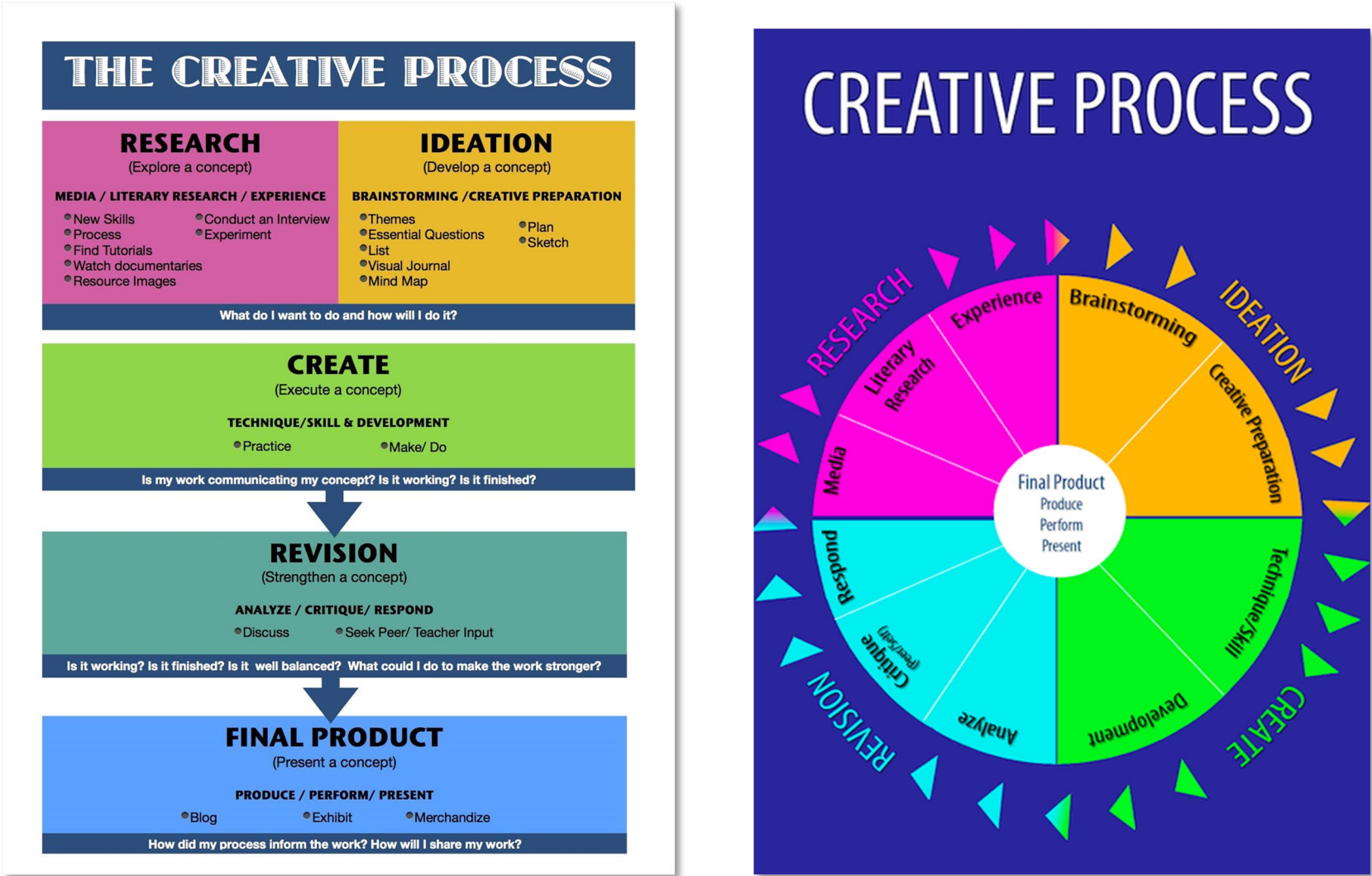
National Core Music Standards: <https://www.nationalartsstandards.org>

MONTH	FOCUS CONCEPTS	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PERFORM	SEL	K-2 MAEIA ASSESSMENTS
SEPT- OCT	SINGING	MU:Pr6 – Convey meaning through the presentation of artistic work. MU:Pr5 – Develop and refine artistic technique and work for presentation.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Singing is a way for a person to express themselves. Everyone can sing and singing can be enjoyed throughout one's life alone or with others.	Create: Nature, animal sounds with your voice	Respond-Listen: Carnival of the animals, simple themes Connect: lullabies, fingerplays	Sing: Speaking/Singing voice; vocal exploration with nature sounds, books, puppets Move: explore self-space, levels, facings, Move it CD #3; free movement, go and stop Play: Body Percussion	SEL: self-awareness, self-management	M.E101 Singing a Song 2nd grade M.E111 Singing a song in two parts
NOV- DEC	MOVE PLAYING	MU:Pr4 – Select, analyze, and interpret artistic work for presentation. MU:Re7 – Perceive and analyze artistic work. MU:Pr6 – Convey meaning through the presentation of artistic work.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Create: Movement	Respond-Listen: The Nutcracker Connect: Thankfulness; Holidays	Sing: Thankful songs, simple songs in solo Winter and Holiday songs, simple songs in solo Move: moving to steady beat; Moving to recorded music Play: Hand Percussion; Steady Beat	self-awareness social awareness	K-1 M.E109 Following the Melodic Contour Through Movement K-2 M.E132 Moving to the Macrobeat in Duple and Triple K-2 M.E104 Performing a Steady Beat on Instruments

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		MU:Pr5 – Develop and refine artistic technique and work for presentation	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					
JAN-FEB	LITERACY	MU:Cr1 – Generate and conceptualize artistic ideas and work. MU:Cr3 – Refine and complete artistic work.	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' presentation of creative work is the culmination of a process of creation and communication	Create: simple songs	Respond-Listen: Peter and the Wolf In the Hall of the Mountain King Connect: Folk tales, animals, instruments of the orchestra sound production (wood, shaker, metal)	Sing: DRM, MSL patterns simple songs in solo Move: Movement improv, steady beat Play: Hand Percussion	self-awareness social awareness relationship skills	2nd M.T101 AB & ABA Form Identification and Composition M.T102 Create and Sing Do-Mi-Sol Patterns
MARCH-APRIL	CREATE	MU:Cr1 – Generate and conceptualize artistic ideas and work. MU:Cr3 – Refine and complete artistic work. MU:Pr5 – Develop and refine artistic technique and work for presentation	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Create: simple songs	Respond-Listen: Eine Kleine Nachtmusik Connect: spring songs, books	Sing: DRM, MSL patterns simple songs in solo Move: Improv based on weather, snow, circle games and dances Play: mallet technique, pentatonic, hands together	self-management responsible decision-making	K-1 M.E107 Create a Different Melodic Pattern K-2 M.E130 Create a Melodic Phrase

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MAY-JUNE	<p>RESPOND-LISTEN</p> <p>CONNECT</p>	<p>MU:Re8 – Interpret intent and meaning in artistic work.</p> <p>MU:Re8 – Interpret intent and meaning in artistic work.</p> <p>MU:Cn10 – Synthesize and relate knowledge and personal experiences to make art.</p>		<p>Create: simple songs</p>	<p>Respond-Listen: Review Carnival of the Animals</p> <p>Connect: spring songs, books, different cultures</p>	<p>Sing: DRM, MSL patterns simple songs in solo</p> <p>Move: structured dance- circle games and dances</p> <p>Play: Percussion</p>		<p>K-1 Same and Different</p> <p>2nd M.E110 Comparing and Contrasting Two Pieces of Music</p> <p>1st & 2nd M.E106 Identifying Key Features of Familiar Genres</p>

ADDITIONAL RESOURCES FOR ALL MODELS:



SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES: <https://casel.org/core-competencies/>

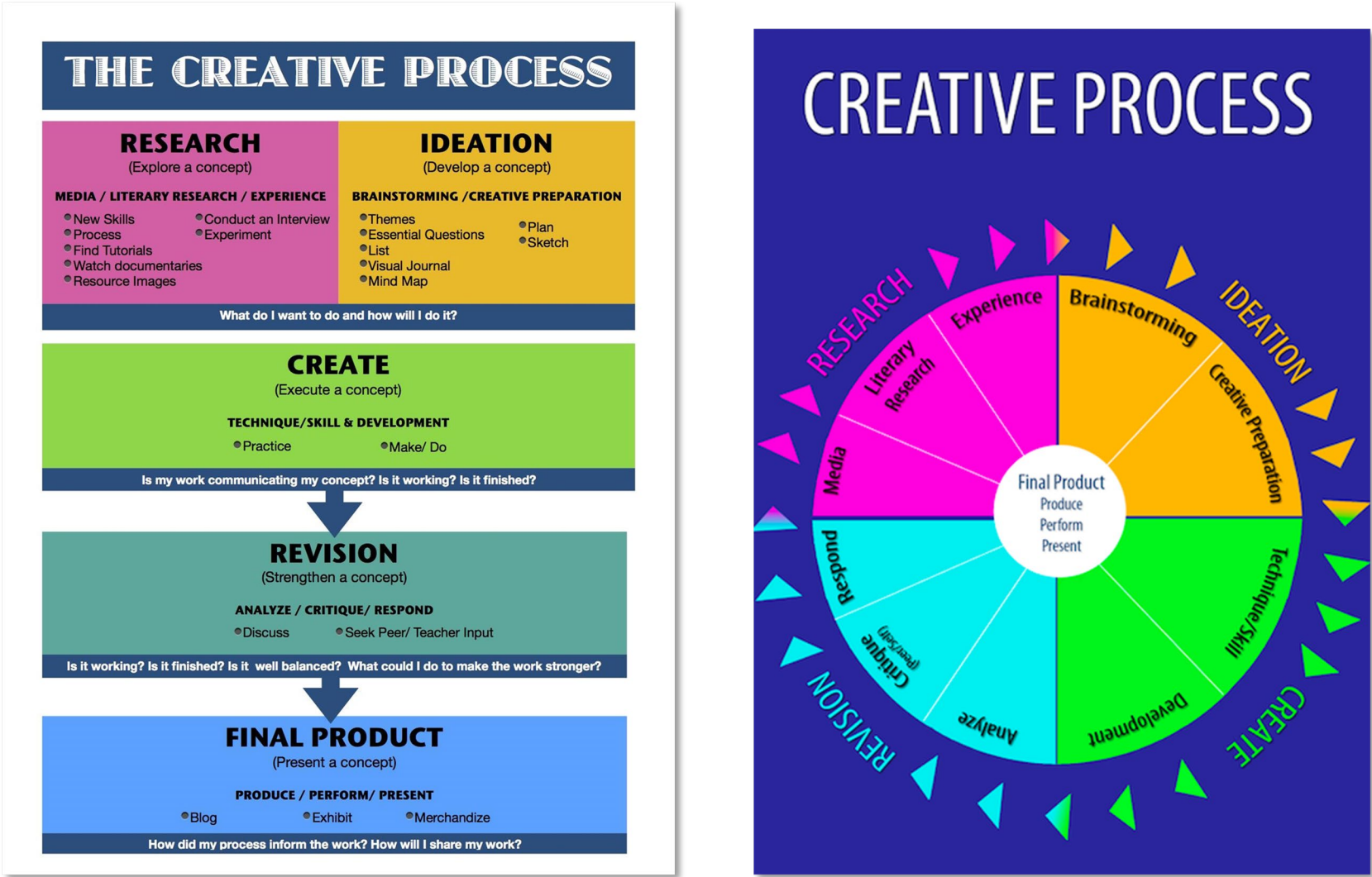
Sample 3-5 Music Curriculum Map

National Core Music Standards: <https://www.nationalartsstandards.org>

MONTH	FOCUS CONCEPTS	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PERFORM	SEL	3-5 MAEIA ASSESSMENTS
SEPT-OCT	SINGING	MU:Pr6 – Convey meaning through the presentation of artistic work. MU:Pr5 – Develop and refine artistic technique and work for presentation.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Singing is a way for a person to express themselves. Everyone can sing and singing can be enjoyed throughout one's life alone or with others	Create: words, lyrics, poems, Literacy unit patterns	Respond-Listen: Instruments of the Orchestra, musical terms Connect: US culture, Patriotic songs	Sing: review head voice, body position, US folk songs, DRMFS LTD rounds Play: Review mallet technique Move: Self space, levels, facings, free movement improv, Move It's	SEL: self-awareness, self-management	M.E204 Singing a Song
NOV-DEC	MOVE PLAYING	MU:Re7 – Perceive and analyze artistic work. MU:Pr6 – Convey meaning through the presentation of artistic work. MU:Pr5 – Develop and refine artistic technique and work for presentation	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Create: appropriate movement	Respond-Listen: Themes Connect: Holiday Songs and Dances	Sing: Holiday Songs, rounds, partner songs Play: Mallet tech, hands together and alternating, shifting borduns, crossover Move: Structured movement & dance, Nutcracker movement	self-management social awareness	M.E132 Moving to the Macrobeat in Duple and Triple M.E201 Instrumental Performance M.T204 Singing and playing instrumental

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JAN-FEB	LITERACY	MU:Cr4 - select, analyze and interpret artistic work for presentation.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire	Create: Literacy patterns	Respond-Listen: Opera Connect: Composer study	Sing: More Folk songs, rounds, One Bottle of Pop Play: Mallet tech, hands together and alternating, shifting borduns, crossover Move: Circle Dances, play parties	social awareness self-awareness	M.E207 Rhythm Reading M.E208 Tonal Reading
MARCH-APRIL	CREATE	MU:Cr1 – Generate and conceptualize artistic ideas and work. MU:Cr2 - Organize and develop artistic ideas and work. MU:Cr3 – Refine and complete artistic work. MU:Pr5 – Develop and refine artistic technique and work for presentation	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Create: recorder tunes	Respond-Listen: Required themes and compositions Connect: Bluegrass, required compositions and themes	Sing: singing games Play: recorders and percussion Move: Dances in long ways sets, play parties	self-management responsible decision-making	M.E210 Composing a Melody M.T201 Composition Melody and soundscape 5th Grade M.T203 Create and Notate a Multi-layered composition
MAY-JUNE	RESPOND-LISTEN	MU:Cn11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. MU:Re7 – Perceive and analyze artistic work.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Create: Storybook adaptations	Respond-Listen: Elevator speech on favorite composition Connect: Favorite Activities	Sing: singing games Play: recorders and percussion Move: Dances in long ways sets, play parties	social awareness	M.T207 Music Listening Response M.T203 Create and notate a multi layered composition

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