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|  | **Performing/Creating** | | **Responding:American, POPULAR, World MUSIC** | **Responding: CLASSICAL music** |
| **AUGUST** | Steady Beat | | Engine Engine: <http://www.bethsnotesplus.com/2011/11/engine-engine-number-nine.html>  Yankee Doodle: http://www.bethsnotesplus.com/2013/02/yankee-doodle.html | (Steady Beat) Ants go Marching In – Gilmore  Battle of Pavane - Susato  (steady beat) |
| **SEPTEMBER** | Pitch Matching  Dynamics (p and f) | | Boom chicka boom: <https://makingmusicfun.net/htm/f_mmf_music_library/boom-chicka-boom-lesson.htm>  Lucy Locket - #6 in Sail Away | (Dynamics) Surprise Symphony - Haydn    Beethoven’s 9th Symphony  (Pitch matching Ode to Joy, and dynamics) |
| **OCTOBER** | | Music Notation (duple rhythmic building blocks) quarters and eighths | Yankee Doodle: notating the rhythm as notated by symbols as representation.  Hot Cross Buns: notating rhythm with symbols again. | (Notation) Shenandoah – traditional  Beethoven’s 5th Symphony  (notating simple minor third melody) |
| **NOVEMBER** | | Instrument Sounds: timbre  Andante and Allegro | Instrument sounds: students respond to different instrument sounds by written and spoken dialogue.  Pizza, Pizza No. 7 in Sail away with differing accompaniments.  Frog in the meadow No. 8 in Sail Away with differing accompaniments. | (Andante and Allegro) Rhapsody in Blue – Gershwin  Symphonie Fantastique – Berlioz  (instrument sounds/ timbre) |
| **DECEMBER/**  **JANUARY** | Body percussion accompaniment  Locomotor/ Non-Locomotor movements | | Yankee Doodle: <http://www.bethsnotesplus.com/2013/02/yankee-doodle.html>  Go Round the Mountain No. 9 in Sail Away | (Body Percussion) Bring Me Little Water, Silvy – Moira Smiley and Voco  Beethoven’s 3rd (Eroica) |
| **FEBRUARY** | Word Rhythms  Exploring strong beat in 2s and 3s | | African Music  Bluebird Through My Window  Steal Liza Jane | (2s and 3s) America – West Side Story – Leonard Bernstein  Carmen (word rhythms) |
| **MARCH** | So- Mi  ABA (Same Different) | | "Millennial Whoop"- Katy Perry, Owl City, etc  <https://www.youtube.com/watch?v=MN23lFKfpck>  Apple Tree | (ABA) Jupiter – Holst  Beethoven’s 5th (So mi melody) |
| **APRIL** | Dance Steps  La | | American Folk Music  It’s raining it’s pouring  Acka Backa | (La) Invention in A minor – Bach  Waltz in C sharp Minor – Chopin  (dance) |
| **MAY** | Bordun accomp (steady beat) | | Vietnamese Clock:  <http://www.classicsforkids.com/teachers/lessonplans/pdfs/kodaly/kodalyk-2.pdf> (page 8) | (Bordun) The Vagabond – RV Williams |

For each category, provide a description of the month, the repertoire, and the connections you will provide to the curriculum. 3-5 sentences for each.

Science: In November we will analyze instrument timbres, and I want to relate that to the difference in metal vs wood vs plastic. We will compare the sound difference between metal on metal, plastic on metal, plastic on wood, etc as students describe what they are hearing. This will connect with the students knowledge of materials and the make up of them.

Social studies: February will be the start of a study of African music, and this will be linked with the cultures of the music being studied. Students rarely get to learn about African culture, so this will be a great opportunity for that to happen and supplement that need. Hopefully I can connect with the social studies teacher to duel up on culture and make it a significant unit.

Language Arts (Reading, Writing, Speaking, Research): In late November, in continuance with the exploration of instrument timbres, students will write about what they hear in response to the instrument sounds. I will play an instrument, and students will write responses on how the music makes them feel, or a character or animal it reminds them of. The instruments will be differing enough and students will both provide a picture and a written explanation.

Health/P.E.: April will be a time of focused dance for students, particularly dancing American folk music. Students will dance a lot and learn some specific dance moves, but mostly this is a time for students to focus on activity day to day. The movement linked to rhythm will help students in their focus in PE and to establish rhythm in their physical movements.

Math: I will connect this to September’s lesson on dynamics. I will show the forte is loud and needs “more sound” by showing a large amount of something, such as a jar that is full of candy, and will show piano is “less sound” with a jar that is mostly empty. Students can relate that to differentiating amounts in their math classes and connect the dots when it comes to how much sound they are supposed to produce for certain dynamics.