

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

*Level: Elementary School*  
*Subject-Grade: MUSIC 5*  
*Updated: July 2007*

**Bold & ( ) = Assessed**  
*Italics = Supporting*  
*e.g. = Example only*

<b>Timeline</b>	<b>CORE CONTENT STANDARD(SKILLS) AND DOK</b>	<b>Demonstrators</b>
<p><b>Weeks 1 - 9</b>  <b>ELEMENTS</b>  <u>Rhythm</u>-bar lines, time signature, measure, rhythmic durations (quarter, half, whole, eighth rests and notes)  <u>Tempo</u>  <u>Dynamics</u></p>	<p><b>AH-05-1.1.1</b>  <b>Students will identify or describe elements of music in a variety of music. DOK 3</b>  <b>Elements of music:</b>  <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure  <u>Tempo</u> - steady beat, slower or faster  <u>Dynamics</u> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)  <i>AH-05-4.1.2</i>  <i>Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i>  <i>AH-05-4.1.3</i>  <i>Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i>  <i>AH-05-4.1.4</i>  <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i>  <i>AH-05-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p style="text-align: center;"><b><u>Academic Expectations &amp; Program of Studies</u></b></p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.  <b>2.23</b> Students analyze their own and others' artistic products and performances using accepted standards.  <b>AH-5-SA-S-Mu1</b>          Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology  <b>AH-5-SA-S-Mu2</b>          Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others  <b>AH-5-SA-S-Mu3</b>          Students will listen to and explore how changing different elements results in different musical effects  <b>AH-5-SA-U-1</b>          Students will understand that the elements of music, dance and drama are intentionally applied in creating and performing.  <b>AH-5-SA-U-3</b>          Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.  <b>AH-5-PA-S-Mu2</b>          Students will sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles  <b>AH-5-PA-S-Mu3</b>          Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  <b>AH-5-IAA-S-1</b>          Students will define common terms used in various arts (e.g., tempo in dance and music)  <b>AH-5-IAA-S-4</b>          Students will describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</p>

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<p><b>Weeks 10 - 18</b> <b>ELEMENTS</b> <u>Melody</u>-shape, direction (up, down, step, skip, same, high, low pitch) treble clef <u>Harmony</u>-unison, parts, major/minor <u>Form</u></p> <p><b>PURPOSES OF MUSIC</b></p> <p><b>CULTURE</b> Native American</p>	<p><b>AH-05-1.1.1</b> Students will identify or describe elements of music in a variety of music. DOK 3 <b>Elements of music:</b> <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches) <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs</p> <p><b>AH-05-2.1.1</b> Students will identify how music has been a part of cultures and periods throughout history. DOK 2 <b>Cultures:</b> Native American, Traditional Appalachian West African Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</p> <p><b>AH-05-3.1.1</b> Students will identify how music fulfills a variety of purposes. DOK 2 <b>Purposes of music (different roles of music)</b> <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <u>Artistic Expression</u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p> <p><i>AH-05-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p><b>1.14</b> Students make sense of ideas and communicate ideas with music. <b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>AH-5-SA-S-Mu1</b> Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology <b>AH-5-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others <b>AH-5-HA-S-Mu1</b> Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures <b>AH-5-HA-S-Mu3</b> Students will describe distinguishing characteristics of the music of specific cultures using music terminology (e.g., polyrhythms in African music not in Native American) <b>AH-5-PCA-S-Mu1</b> Students will describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression) <b>AH-5-PCA-S-Mu2</b> Students will create new, listen to, choose and perform music to fulfill a variety of specific purposes <b>AH-5-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). <b>AH-5-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure. <b>AH-5-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions. <b>AH-5-PA-U-1</b> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p>
<p><b>Weeks 19 -28</b> <b>ELEMENTS</b></p> <p><b>PURPOSES OF MUSIC</b></p>	<p><b>AH-05-1.1.1</b> Students will identify or describe elements of music in a variety of music. DOK 3 <b>Elements of music:</b> <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic</p>	<p><b>1.14</b> Students make sense of ideas and communicate ideas with music. <b>1.15</b> Students make sense of and communicate ideas with movement. <b>2.23</b> Students analyze their own and others' artistic products</p>

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<p><b>CULTURE</b> West African Appalachian</p> <p><b>TIME PERIOD</b> Colonial Period</p>	<p>durations (whole, half, quarter, eighth notes and rests), measure  <u>Tempo</u> - steady beat, slower or faster  <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches)  <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony)  <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices)  <u>Dynamics</u> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)  <b>AH-05-2.1.1</b>  Students will identify how music has been a part of cultures and periods throughout history. <b>DOK 2</b>  <b>Cultures:</b>  Native American,  Traditional Appalachian  West African  <b>Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</b>  <b>Periods:</b>  Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music)  Native American includes period in North America before European settlement  <b>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b>  <b>AH-05-3.1.1</b>  Students will identify how music fulfills a variety of purposes. <b>DOK 2</b>  <b>Purposes of music (different roles of music)</b>  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</p>	<p>and performances using accepted standards.</p> <p><b>2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>AH-5-SA-S-Mu1</b>  Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-5-SA-S-Mu2</b>  Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p><b>AH-5-SA-S-Mu3</b>  Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-5-HA-S-Mu1</b>  Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures</p> <p><b>AH-5-HA-S-Mu2</b>  Students will associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)</p> <p><b>AH-5-HA-S-Mu3</b>  Students will describe distinguishing characteristics of the music of specific cultures using music terminology (e.g., polyrhythms in African music not in Native American)</p> <p><b>AH-5-HA-U-1</b>  Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b>  Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b>  Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>AH-5-PCA-S-Mu1</b>  Students will describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)</p> <p><b>AH-5-PCA-S-Mu2</b>  Students will create new, listen to, choose and perform music to fulfill a</p>

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	<p><b>Artistic Expression</b> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p> <p><i>AH-05-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p>variety of specific purposes</p> <p><b>AH-5-PCA-U-1</b>  Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b>  Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b>  Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-PA-U-1</b>  Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p><b>AH-5-PA-U-2</b>  Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b>  Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-S-Mu3</b>  Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-5-PA-S-Mu4</b>  Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-Mu5</b>  Students will demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-5-IAA-S-1</b>  Students will define common terms used in various arts (e.g., tempo in dance and music)</p> <p><b>AH-5-IAA-S-2</b>  Students will explain communication of common themes or ideas across different art forms</p> <p><b>AH-5-IAA-S-3</b>  Students will identify and explain connections between and among different art forms from the same culture or from the same time period</p> <p><b>AH-5-IAA-S-5</b>  Students will communicate common meaning through creating and performing in the four art forms</p>

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<p><b>Weeks 29 - 31</b></p> <p><b>ELEMENTS</b></p> <p><b>Melody</b>- treble clef, pitch notation (notes from middle C to F at top of the staff)</p> <p><b>Timbre</b>-recognize different qualities of musical sounds, instrument families, sound production, human voice (high voices, low voices)</p> <p><b>STYLES OF MUSIC</b></p>	<p><b>AH-05-1.1.1</b>  <b>Students will identify or describe elements of music in a variety of music. DOK 3</b>  <b>Elements of music:</b>  <b>Melody - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches)</b>  <b>Timbre (tone color) - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices)</b></p> <p><i>AH-05-1.1.2</i>  <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p> <p><i>AH-05-4.1.1</i>  <i>Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i></p> <p><i>AH-05-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p><b>AH-5-IAA-U-1</b>  Students will understand that the arts are basic forms of human communication.</p> <p><b>AH-5-IAA-U-2</b>  Students will understand that music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.</p> <p><b>AH-5-IAA-U-3</b>  Students will understand that the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <p><b>AH-5-IAA-U-4</b>  Students will understand that the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>AH-5-SA-S-Mu1</b>  Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-5-SA-S-Mu2</b>  Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p><b>AH-5-SA-S-Mu3</b>  Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-5-SA-S-Mu4</b>  Students will recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>AH-5-SA-U-4</b>  Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> <p><b>AH-5-PA-S-Mu1</b>  Students will be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others</p> <p><b>AH-5-PA-U-4</b>  Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>

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