

Core Content/Program of Studies Curriculum Map
Bourbon County Schools

Level: Elementary School
Subject-Grade: Music 2-3
Updated: July 2007

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

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 1 - 9</p> <p>ELEMENTS</p> <p><u>Rhythm</u>-bar lines, measures, whole notes, half notes, quarter notes (aurally and visually)</p> <p><u>Tempo</u>-beat, fast, slow, slower, faster (aurally)</p> <p><u>Dynamics</u>-soft, loud (aurally)</p> <p>PURPOSE-different roles of music</p> <p>CULTURE Appalachian</p>	<p><i>AH-EP-1.1.1</i> Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i> <i><u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually)</i> <i><u>Tempo</u> - steady beat, slower, faster (aurally)</i> <i><u>Dynamics</u> - soft, loud (aurally)</i></p> <p><i>AH-EP-2.1.1</i> Students will identify music from the following cultures and periods.</p> <p><i>Cultures:</i> <i>Native American, Traditional Appalachian, West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p> <p><i>AH-EP-3.1.1</i> Students will experience music created for a variety of purposes.</p> <p><i><u>Purpose</u> (different roles of music)</i> <i><u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</i> <i><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)</i> <i><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</i></p>	<p><u>Academic Expectations & Program of Studies</u></p> <p>1.14 Students make sense of ideas and communicate ideas with music.</p> <p>2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>2.25 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>2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>AH-P-SA-S-Mu1 Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-P-SA-S-Mu2 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>AH-P-SA-S-Mu3 Students will listen to and explore how changing different elements results in different musical effects</p> <p>AH-P-SA-U-1 <i>Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</i></p> <p>AH-P-HA-U-1 <i>Students will understand that the arts are powerful tools for understanding human experiences both past and present.</i></p> <p>AH-P-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-P-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>AH-P-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society</p>

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<p>Weeks 10 - 18</p> <p>ELEMENTS</p> <p>Melody-direction, lines and spaces, treble clef</p> <p>Form-call and response form, ABA form (aurally)</p> <p>Timbre-sounds of instruments</p> <p>CULTURE</p> <p>Native American</p>	<p><i>a concert setting for an audience)</i></p> <p><i>AH-EP-4.1.4</i></p> <p><i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>AH-EP-4.1.5</i></p> <p>Students will sing alone and with others a varied repertoire of music.</p> <p><i>AH-EP-1.1.1</i></p> <p>Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i></p> <p><i>Melody -notes, lines and spaces on treble clef staff (visually)</i></p> <p><i>Form - call and response form, AB form and ABA form (aurally)</i></p> <p><i>Timbre (tone color) - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)</i></p> <p><i>AH-EP-2.1.1</i></p> <p>Students will identify music from the following cultures and periods.</p> <p><i>Cultures:</i></p> <p><i>Native American, Traditional Appalachian, West African</i></p> <p><i>Periods:</i></p> <p><i>Colonial American</i></p> <p><i>AH-EP-4.1.5</i></p> <p>Students will sing alone and with others a varied</p>	<p>(e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p>AH-P-PCA-U-2</p> <p>Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-P-PCA-U-3</p> <p>Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p>AH-P-PCA-S-Mu1</p> <p>Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p>AH-P-PCA-S-Mu2</p> <p>Students will listen to and perform music created to fulfill a variety of specific purposes</p> <p>1.14 Students make sense of ideas and communicate ideas with music.</p> <p>2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>AH-P-SA-S-Mu1</p> <p>Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-P-SA-S-Mu2</p> <p>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>AH-P-SA-S-Mu3</p> <p>Students will listen to and explore how changing different elements results in different musical effects</p> <p>AH-P-SA-U-1</p> <p><i>Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</i></p> <p>AH-P-HA-U-1</p> <p><i>Students will understand that the arts are powerful tools for understanding human experiences both past and present.</i></p> <p>AH-P-HA-U-2</p> <p>Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-P-HA-U-3</p> <p>Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>AH-P-PCA-U-1</p>

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<p>Weeks 19 - 28</p> <p>ELEMENTS</p> <p>Melody-treble staff notes (visually)</p> <p>Harmony-rounds, simple 2-part songs</p> <p>CULTURE</p> <p>West African</p> <p>TIME PERIOD</p> <p>Colonial</p>	<p>repertoire of music.</p> <p><i>AH-EP-1.1.1</i></p> <p>Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i></p> <p><i>Melody</i> -notes, lines and spaces on treble clef staff (visually)</p> <p><i>Harmony</i> – rounds and simple 2-part songs (aurally), songs are major or minor (aurally)</p> <p><i>AH-EP-2.1.1</i></p> <p>Students will identify music from the following cultures and periods.</p> <p><i>Cultures:</i></p> <p><i>Native American, Traditional Appalachian, West African</i></p> <p><i>Periods:</i></p> <p><i>Colonial American</i></p> <p><i>AH-EP-4.1.4</i></p> <p>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</p>	<p>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>AH-P-PCA-U-2</p> <p>Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-P-PCA-S-Mu1</p> <p>Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p>AH-P-PCA-S-Mu2</p> <p>Students will listen to and perform music created to fulfill a variety of specific purposes</p> <p>1.14 Students make sense of ideas and communicate ideas with music.</p> <p>2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>AH-P-SA-S-Mu1</p> <p>Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-P-SA-S-Mu2</p> <p>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>AH-P-SA-S-Mu3</p> <p>Students will listen to and explore how changing different elements results in different musical effects</p> <p>AH-P-SA-U-1</p> <p>Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-HA-U-1</p> <p>Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p>AH-P-HA-U-2</p> <p>Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-P-HA-U-3</p> <p>Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>AH-P-PCA-U-1</p> <p>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>

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<p>Weeks 29 - 31</p> <p>ELEMENTS</p> <p>Timbre-instrument families (aurally and visually) human voices (aurally)</p> <p>PURPOSE-different roles of music</p> <p>STYLES OF MUSIC</p>	<p><i>AH-EP-1.1.1</i></p> <p>Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i></p> <p><i>Timbre (tone color) - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)</i></p> <p><i>AH-EP-1.1.2</i></p> <p>Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p>AH-P-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-P-PCA-S-Mu1 Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p>AH-P-PCA-S-Mu2 Students will listen to and perform music created to fulfill a variety of specific purposes</p> <p>1.14 Students make sense of ideas and communicate ideas with music.</p> <p>2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>AH-P-SA-S-Mu1 Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-P-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p>AH-P-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-P-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>AH-P-PCA-U-1 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>AH-P-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-P-PCA-S-Mu1 Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p>AH-P-PCA-S-Mu2 Students will listen to and perform music created to fulfill a variety of specific purposes</p>

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