

St. Anthony of Padua School

Music Curriculum Map 2018-2019 School Year Mrs. Garcia

Timeline	Unit/Theme	Objectives/Standards	Assessment	CA State Standards
<p>3 Weeks Aug 27-Sept 14 (1 hour a week)</p>	<p>Music Introduction</p>	<ol style="list-style-type: none"> 1. Students can identify rules and procedures. 2. Students can recall basic music theory and singing skills. 3. Students can collaborate and work together toward a common goal. 4. Students can sing common Church/Christian songs. 	<ol style="list-style-type: none"> 1. Music games 2. Collaboration Activities 3. Ice Breakers 4. Musical Warm-ups 5. Mass Music 	<p>MU 1.1: Read, write, and perform melodic notation for simple songs in major keys, using solfege.</p> <p>MU 2.2: Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <p>MU 3.3: Sing and play music from diverse cultures and time periods.</p>
<p>6 Weeks Sept 17-Oct 26 (1 hour a week)</p>	<p>Music Theory/History</p>	<ol style="list-style-type: none"> 1. Students can break down music terminology. 2. Student can perform different melodies using solfege. 3. Students can identify and perform different rhythms and patterns. 4. Students can examine different orchestral instruments and voices and identify their different sounds. 5. Students can identify how sound is produced through instruments. 	<ol style="list-style-type: none"> 1. Composer of the Month 2. Musical Era/Style of Month 3. Music of the Decades Challenge 4. Theory Worksheet and Quiz 5. Artist/Song of the Month and Quiz 6. Mass Music 	<p>MU 1.2: Read, write, and perform diatonic scales.</p> <p>MU 1.3: Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <p>MU 1.4: Describe music according to its elements, using the terminology of music.</p> <p>MU 1.5: Classify how a variety of instruments from</p>

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<p>6 Weeks Oct 29-Dec 14 (1 hour a week)</p>	<p>Christmas Show</p>	<p>6. Students can identify simple musical forms (ex. AABA, AABB, round).</p> <p>1. Students can perform music from the Christmas Show.</p> <p>2. Students can collaborate to form a successful theatrical performance.</p> <p>3. Students can produce a report on Christmas Music and traditions in different cultures.</p>	<p>1. Attitude/Work during rehearsal process.</p> <p>2. Performance the night of the show.</p> <p>3. Cultural Christmas Report</p>	<p>diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <p>MU 1.6: Recognize and describe aural examples of musical forms, including rondo.</p> <p>MU 3.1: Explain the relationship between music and events in history.</p> <p>MU 3.2: Identify music from diverse cultures and time periods.</p> <p>MU 3.3: Sing and play music from diverse cultures and time periods.</p> <p>MU 3.4: Compare musical styles from two or more cultures.</p>
<p>6 Weeks Jan 3-Feb 15 (1 hour a week)</p>	<p>Music History</p>	<p>1. Students can break down music terminology.</p> <p>2. Students can perform different harmonies and notes.</p> <p>3. Students can examine different musical era, composers, styles, and songs.</p>	<p>1. Composer of the Month</p> <p>2. Musical Era/Style of Month</p> <p>3. Music of the Decades Challenge</p> <p>4. Artist/Song of the Month and Quiz</p> <p>5. Mass Music</p>	<p>MU 2.1: Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <p>MU 3.1: Explain the relationship between music and events in history.</p> <p>MU 3.4: Compare musical styles from two or more cultures.</p>

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<p>3 Weeks Feb 18-March 8 (1 hour a week)</p>	<p>Music Instruments</p>	<ol style="list-style-type: none"> 1. Students can identify and play a variety of instruments. 2. Students can sing a variety of songs. 	<ol style="list-style-type: none"> 1. Instrument Book 2. Musical Songs 	<p>MU 3.5: Recognize the influence of various cultures on music in California.</p> <p>MU 5.1: Identify and interpret expressive characteristics in works of art and music.</p> <p>MU 2.2: Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.</p> <p>MU 2.3: Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p>
<p>12 Weeks March 11-May 31 (1 hour a week)</p>	<p>Musical Theatre</p>	<ol style="list-style-type: none"> 1. Students can express identity of characters through acting, dance, and singing. 2. Students can perform using prior knowledge of stage direction, theatre terms and backstage direction. 3. Students can collaborate to create a strong show. 	<ol style="list-style-type: none"> 1. Participation during rehearsals 2. Part singing with recordings 3. Memorization of music and lines 4. Dress Rehearsals and Performance 5. Review and evaluation videos and audio 	<p>MU 4.2: Describe the characteristics that make a performance a work of art.</p> <p>MU 5.2: Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>MU 5.3: Relate dance movements to express musical elements.</p>

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1 Week June 3-7 (1 hour a week)	Finale	<ol style="list-style-type: none"> 1. Students can evaluate their work on the musical. 2. Students can perform shows successfully in front of a live audience. 	<ol style="list-style-type: none"> 1. Evaluation paper 2. Survey 3. Discussion 	<p>MU 4.1: Use specific criteria when judging the relative quality of musical performances.</p> <p>MU 5.4: Evaluate improvement in personal musical performances after practice or rehearsal.</p>

Notes: Throughout all units, students will be learning additional songs for singing during the student led Friday Mass. Students will always be learning important methods on how to sing well and different aspects of music throughout the year. Standards above are which we will be focusing on each unit.