



Grand Island Central School District Curriculum Map **General Music k-12**

Units of Study (Spiraling) *	NYS Standards	Common Core Standards	Vocabulary* • Content • Process	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources • Texts • Tech Integration
Performing, Singing and Instruments	NYS Standard #1	ELA 1 1b, 2a, 3a ELA 6 1a Math 1 3a Math 3 2a	Rhythm Melody Timbre Form Dynamics Harmony Tempo Staff Note Treble Clef Bass Clef Time Signature Rest Score	1. Why is music such an integral part of the human experience? 2. Does a performance have to be public to be meaningful? 3. What criteria do we use to evaluate a performance? 4. What makes a significant and meaningful performance? 5. What defines a great musician? 6. What does quality work look and/or sound like? 7. How do I use the tools I have to produce the sound I want? 8. What am I focusing on and how do I know if I am making progress? 9. How do I navigate this piece of music?	Singing Playing an instrument Improvising	Teacher assessment And observation Formal and informal	Assorted sheet music Basal series Smartboard lessons Keyboards Rhythm instruments Web Resources Assorted CD'S And DVD's
Creating (movement, Improvising, composing	NYS Standard #1	ELA 4 1a, 3b ELA 6 1a Math 1 2a		1. What inspires someone to create a piece of music? 2. What inspires me? What is the best way to show this idea? 3. How do I use the tools I have to produce the sound I want? 4. When do I stay within the established rules, guidelines and conventions? (9-12) 5. How do I apply what I already know and how do I explore new styles to broaden myself? 6. Why do people have different interpretations of the same piece?	Improvising composing	Teacher assessment And observation Formal and informal	Itunes Youtube Assorted children's books Assorted magazines Assorted biography books
Musical elements and Notation	NYS Standard #2	ELA 6 1a,2a Math 2 4a Math 3 1a		1. How is sound organized to make music? 2. How does the structure of a musical piece create its order and clarity?	Reading music Notating music	Teacher assessment And observation	Assorted software

		Math 5 3b		3. How is melody created? 4. Is there good harmony and bad harmony? 5. What does harmony add to music? 6. Can you have rhythm without beat? 7. Why does each voice and instrument have its own timbre? 8. What are the ingredients of music?		Formal and informal	Laptop/Ipad
History/Culture/ Style	NYS Standard #3 and #4	ELA 2 1a,2a ELA 5 2a		1. How does music communicate? 2. In what ways have people used music to express their values and describe their experiences? 3. How do music and history influence each other? 4. How does culture affect music?	Understanding music in relation to history and culture	Teacher assessment And observation Formal and informal	
Listening	NYS Standard #3 and #4	ELA 5 2a Math 4 1a		1. How does one musical style influence another? 2. How is personal preference for music developed? 3. What determines a style of music? 4. Why should we respect music if we don't like the way it sounds? 5. Is there good and bad music? 6. How does music elicit emotion? 7. What defines a great musician?	Listening to, analyzing and describing music Evaluating music and music performances	Teacher assessment And observation Formal and informal	

- See 'NYSSMA Sequential Guide for Music Instruction...Classroom/General Music 2012' for unit/grade level specifics.
<http://www.nyssma.org/wp-content/uploads/2013/06/sgmi-classroom-gm.pdf>