

August 2021

# Music Curriculum



**Edgar School  
District**

# EDGAR SCHOOL DISTRICT CURRICULUM MAP

<p><b>SUBJECT:</b> General Music</p> <p><b>GRADE:</b> Kindergarten</p> <p><b>TEACHER:</b> Mrs. Haffernan</p>	<p><b>COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:</b></p>	
<p><b>COURSE DESCRIPTION:</b></p> <p>Music is an essential component of every child's education and all Edgar Elementary School students participate in musical learning in General Music. Students at Edgar Elementary school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Elementary's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical accomplishments. Songs are oriented toward the seasons, holidays, curricular alignment and school projects. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.</p> <p style="text-align: center;">In music we CREATE ----- *IMAGINE*PLAN &amp; MAKE*EVALUATE &amp; REFINE*PRESENT ----- In music we PERFORM *SELECT*ANALYZE*INTERPRET*REHEARSE, EVALUATE &amp; REFINE*PRESENT ----- In music we RESPOND *SELECT*ANALYZE*INTERPRET*EVALUATE ----- In music we CONNECT *PERSONALIZE*BROADEN</p>	<p><b>BEAT/RHYTHM</b> Ta and Titi Rest Rest beat</p> <p><b>PITCH/MELODY/HARMONY</b> Voice- Speak, sing, whisper, shout High/Low Echo song So-mi</p> <p><b>EXPRESSION</b> Fast/slow Loud/soft FORM</p> <p>Same/different</p> <p><b>INSTRUMENTS OF THE ORCHESTRA</b> Instrument families Classroom instruments</p> <p><b>LISTENING</b> Peter &amp; the Wolf</p> <p><b>CREATING</b> Create sound effects</p> <p><b>MOVEMENT</b> Define open space Imitation- action songs Singing games Same and different sections</p>	<p><b>LET'S PLAY!</b> Classroom instruments</p> <p><b>JUST SING FOR THE SEASONS!</b> Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King, Jr., Spirituals, Black History Month, Valentine's Day, Earth Day, Campfire</p> <p><b>MUSIC IN PERFORMANCE:</b> <b>HOLIDAY CONCERT</b> Performing Performance etiquette</p> <p><b>MUSIC IN PERFORMANCE: SPRING CONCERT</b> Performing Performance etiquette</p> <p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b> <b>MUSICALS</b></p>

# EDGAR SCHOOL DISTRICT CURRICULUM MAP

**SUBJECT:** General Music  
**GRADE:** First Grade  
**TEACHER:** Mrs. Hafferman

**COURSE DESCRIPTION:**

Music is an essential component of every child's education and all Edgar Elementary School students participate in musical learning in General Music. Students at Edgar Elementary school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Elementary's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical accomplishments. Songs are oriented toward the seasons, holidays, curricular alignment and school projects. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.

- In music we CREATE
- \*IMAGINE\*PLAN & MAKE\*EVALUATE & REFINE\*PRESENT
- 
- In music we PERFORM
- \*SELECT\*ANALYZE\*INTERPRET\*REHEARSE, EVALUATE & REFINE\*PRESENT
- 
- In music we RESPOND
- \*SELECT\*ANALYZE\*INTERPRET\*EVALUATE
- 
- In music we CONNECT
- \*PERSONALIZE\*BROADEN

**COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

FIRST GRADE SCOPE & SEQUENCE		
<p><b>BEAT/RHYTHM</b> Ta and Titi Rest Meter in 2 Meter in 3 Conducting</p>	<p><b>FORM</b> Call &amp; Response AB &amp; ABA Verse &amp; chorus Repeat signs Patterns</p>	
<p><b>PITCH/MELODY/HARMONY</b> Imitative sounds High/low Same/different Step, skip, repeated notes Line and Space counting So-Mi</p>	<p><b>INSTRUMENTS OF THE ORCHESTRA</b> Instrument families Classroom instruments</p>	
<p><b>EXPRESSION</b> Accent Staccato Tempo Fast/slow Presto Largo Loud/soft Piano (p) Forte (f)</p>	<p><b>LISTENING</b> Peter &amp; the Wolf Rhythm sticks, eggs, jingle bells, hand drums, boomwhackers, wood block, maracas, triangle, tambourine</p>	

**EDGAR SCHOOL DISTRICT  
CURRICULUM MAP**

	<p><b>CREATING</b> Rhythm notation Improvise rhythms Echo and improvise simple answers to teachers musical questions</p>	<p><b>MUSIC IN PERFORMANCE: HOLIDAY CONCERT</b> Performing, Performance etiquette, evaluation</p>
	<p><b>MOVEMENT</b> Beat and no beat</p>	<p><b>MUSIC IN PERFORMANCE: SPRING CONCERT</b> Performing, Performance etiquette, evaluation</p>
	<p><b>LET'S PLAY!</b> Classroom instruments</p>	<p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b> Appreciation, Connect, Respond</p>
	<p><b>JUST SING FOR THE SEASONS!</b> Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King Jr., Spirituals, Black History Month, Valentines Day, Earth Day, Campfire</p>	<p><b>MUSICALS</b> Appreciation, Connect, Respond</p>

## EDGAR SCHOOL DISTRICT CURRICULUM MAP

SUBJECT: General Music

GRADE: Second Grade

TEACHER: Mrs. Hafferman

### COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

COURSE DESCRIPTION:	
<p>Music is an essential component of every child's education and all Edgar Elementary School students participate in musical learning in General Music. Students at Edgar Elementary school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Elementary's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical accomplishments. Songs are oriented toward the seasons, holidays, curricular alignment and school projects. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.</p>	
<p>In music we CREATE ----- *IMAGINE*PLAN &amp; MAKE*EVALUATE &amp; REFINE*PRESENT ----- In music we PERFORM *SELECT*ANALYZE*INTERPRET*REHEARSE, EVALUATE &amp; REFINE*PRESENT ----- In music we RESPOND *SELECT*ANALYZE*INTERPRET*EVALUATE ----- In music we CONNECT *PERSONALIZE*BROADEN</p>	<p>BEAT/RHYTHM Quarter note Quarter rest Two eighth notes Half note Half rest Whole note Whole rest Two tied quarter notes Stressed and unstressed beats 4/4 meter Conducting Barline Double bar line Measure</p>
<p>PITCH/MELODY/HARMONY Treble clef Bass clef Grand staff Contour (descending and ascending) Line and space letter names (A, B, C, D, E, F, G) So-Mi, La</p>	<p>EXPRESSION Staccato Legato Fermata Tempo Pianissimo (pp) Fortissimo (ff)</p>
<p>FORM AB &amp; ABA</p>	

**EDGAR SCHOOL DISTRICT  
CURRICULUM MAP**

<p align="center"><b>INSTRUMENTS OF THE ORCHESTRA</b></p> <p>Instrument families String family</p>	<p align="center"><b>JUST SING FOR THE SEASONS!</b></p> <p>Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King Jr., Spirituals, Black History Month, Valentine's Day, Earth Day, Campfire</p>
<p><b>LISTENING</b></p> <p>Carnival of the Animals Claves, guiro, sandblocks, cowbell, bongo drum Identify instruments by name Timbre of sounds</p>	<p><b>MUSIC IN PERFORMANCE:</b></p> <p><b>HOLIDAY CONCERT</b></p> <p><b>MUSIC IN PERFORMANCE:</b></p> <p><b>SPRING CONCERT</b></p> <p>Performing, Performance etiquette, evaluation Posture Supported singing</p>
<p><b>CREATING</b></p> <p>Improvise rhythmic phrases Create rhythmic phrases Compose simple 8-beat rhythmic patterns using quarter notes, eighth notes, and quarter rests Write lyrics to familiar melodies</p>	<p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b></p> <p>Appreciation, Connect, Respond</p>
<p><b>MOVEMENT</b></p> <p>Object passing Choreography Circle dance</p>	<p><b>MUSICALS</b></p> <p>Appreciation, Connect, Respond Mary Poppins</p>
<p><b>LET'S PLAY!</b></p> <p>Classroom Instruments Drumming</p>	

## EDGAR SCHOOL DISTRICT CURRICULUM MAP

**SUBJECT:** General Music  
**GRADE:** Third Grade  
**TEACHER:** Mrs. Hafferman

### COURSE OVERVIEW/LISTING ALL UNITS BEING COVERED:

**COURSE DESCRIPTION:**

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- \*PERSONALIZE\*BROADEN

### THIRD GRADE SCOPE & SEQUENCE

<p><b>BEAT/RHYTHM</b></p> <p>Four sixteenth notes              Eighth note              Single eighth note              Eighth rest              Dotted quarter              Dotted half note              Time signature              6/8 meter              3/8 meter              Conducting</p>	<p><b>FORM</b></p> <p>Round (2 &amp; 3 parts)              Phrase structure              Verse &amp; Refrain              Dal Segno              Da Capo</p>
<p><b>PITCH/MELODY/HARMONY</b></p> <p>Musical line (movement)              Step, Leap, Repeat              Melody              Line and space letter names:              EGBDF/FACE              Treble clef              Do-Re-Mi</p>	<p><b>INSTRUMENTS OF THE ORCHESTRA</b></p> <p>Instrument families              Brass family</p>
<p><b>EXPRESSION</b></p> <p>Dolce              A tempo              Mezzo piano (mp)              Mezzo forte (mf)</p>	<p><b>LISTENING</b></p> <p>Music Around The World              Tone block, cymbals, finger cymbals, cabasa, recorder              Timbre of sounds</p>

**EDGAR SCHOOL DISTRICT  
CURRICULUM MAP**

	<p><b>CREATING</b></p> <p>Rhythmic responses Melodic patterns Pentatonic composition Improvise call and response with teacher of partner Compose rhythmic ostinato using quarter, eighth, half, sixteenth notes and rests Improvise short motives on recorder Improvise variations of Hot Cross Buns on recorder</p>	<p><b>MUSIC IN PERFORMANCE:</b></p> <p><b>HOLIDAY CONCERT</b> <b>MUSIC IN PERFORMANCE:</b> <b>SPRING CONCERT</b> Performance etiquette Audience etiquette Performance review Identify criteria for performance Practice identifying criteria and giving praise and suggestions for improvement of group performance</p>
	<p><b>MOVEMENT</b></p> <p>Choreographed dances Line dances</p>	<p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b> Appreciation, Connect, Respond</p>
	<p><b>LET'S PLAY!</b></p> <p>Bucket drumming Recorder- BAG</p>	<p><b>MUSICALS</b> Appreciation, Connect, Respond Chitty Chitty Bang! Bang! OR Wizard of Oz</p>
	<p><b>JUST SING FOR THE SEASONS!</b></p> <p>Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King Jr., Spirituals, Black History Month, Valentines Day, Earth Day, Campfire</p>	



# EDGAR SCHOOL DISTRICT CURRICULUM MAP

**SUBJECT:** General Music  
**GRADE:** Fourth Grade  
**TEACHER:** Mrs. Hafferman

**COURSE DESCRIPTION:**

Music is an essential component of every child's education and all Edgar Elementary School students participate in musical learning in General Music. Students at Edgar Elementary school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Elementary's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical accomplishments. Songs are oriented toward the seasons, holidays, curricular alignment and school projects. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.

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**COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

FOURTH GRADE SCOPE & SEQUENCE	
<b>BEAT/RHYTHM</b> Syncopated rhythm (ti-ta-ti) Triplet	<b>FORM</b> First ending Second ending
<b>PITCH/MELODY/HARMONY</b> Ledger lines Whole step/half step Accidentals Chords Harmony Round (2, 3, 4 parts) Partner Songs Do-Re-Mi Mi-So-La Do-Re-Mi-So-La Do-Re-Mi-Fa-So	<b>INSTRUMENTS OF THE ORCHESTRA</b> Instrument families Percussion family
<b>EXPRESSION</b> Allegro Andante Moderato Crescendo Decrescendo Accent	<b>LISTENING</b> The Nutcracker Suite Mr. Bach Comes To Call Rainstick, windchimes, slapstick, ratchet

**EDGAR SCHOOL DISTRICT  
CURRICULUM MAP**

	<p><b>CREATING</b> Ostinato Rhythmic Ostinato Improvise longer phrases Improvise call and response Improvise simple accompaniments with classroom instruments Compose rhythmic accompaniment using quarter, eighth, half, sixteenth notes and rests Improvise a descant for a familiar melody</p>	<p><b>JUST SING FOR THE SEASONS!</b> Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King Jr., Spirituals, Black History Month, Valentine's Day, Earth Day, Campfire</p>
	<p><b>MOVEMENT</b> Choreographed dances</p>	<p><b>MUSIC IN PERFORMANCE:</b> <b>HOLIDAY CONCERT</b> <b>MUSIC IN PERFORMANCE:</b> <b>SPRING CONCERT</b> Performance etiquette Audience etiquette Performance review Identify criteria for performance Practice identifying criteria and giving praise and suggestions for improvement of group performance</p>
	<p><b>LET'S PLAY!</b> Bucket drumming Recorder- BAGECD</p>	<p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b> Appreciation, Connect, Respond</p>
		<p><b>MUSICALS</b> Appreciation, Connect, Respond Annie</p>

# EDGAR SCHOOL DISTRICT CURRICULUM MAP

**SUBJECT:** General Music  
**GRADE:** Fifth Grade  
**TEACHER:** Mrs. Hafferman

**COURSE DESCRIPTION:**

Music is an essential component of every child's education and all Edgar Elementary School students participate in musical learning in General Music. Students at Edgar Elementary school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Elementary's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical accomplishments. Songs are oriented toward the seasons, holidays, curricular alignment and school projects. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.

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- In music we PERFORM
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- In music we RESPOND
- \*SELECT\*ANALYZE\*INTERPRET\*EVALUATE
- In music we CONNECT
- \*PERSONALIZE\*BROADEN

**COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

FIFTH GRADE SCOPE & SEQUENCE	
<b>BEAT/RHYTHM</b> Dotted rhythms Syncopating Triplet Sixteenth eighth notes and patterns	<b>FORM</b> Rondo Theme & Variations Introduction & coda Interlude
<b>PITCH/MELODY/HARMONY</b> In-tune singing and blending of vocal timbres Response to conductor cues Descant Do-Re-Mi Mi-So-La Do-Re-Mi-So-La Do-Re-Mi-Fa-So	<b>INSTRUMENTS OF THE ORCHESTRA</b> Instrument families Woodwind family
<b>EXPRESSION</b> Adagio Ritardando (rit.) Accelerando (accel.) Forte piano (fp) Sffz Diminuendo (dim.)	<b>LISTENING</b> Beethoven Lives Upstairs Vibraslap, temple blocks, steelpan

**EDGAR SCHOOL DISTRICT  
CURRICULUM MAP**

	<p><b>CREATING</b> Lead call &amp; response Improvise simple accompaniments with classroom instruments and found sounds Compose and notate rhythmic compositions using quarter, eighth, half, sixteenth notes and rests Compose original melody within specified guidelines</p>	<p><b>MUSIC IN PERFORMANCE:</b> HOLIDAY CONCERT <b>MUSIC IN PERFORMANCE:</b> SPRING CONCERT Performance etiquette Audience etiquette Analyze professional performance using appropriate music vocabulary Devise criteria for evaluating performances, improvisations, and compositions. Apply knowledge of critique to assess. Respond verbally and in writing to a specific aspect using grade level vocabulary</p>
	<p><b>MOVEMENT</b> Choreographed dances</p>	<p><b>MUSIC APPRECIATION: IT'S A MUSICAL WORLD</b> Appreciation, Connect, Respond</p>
	<p><b>LET'S PLAY!</b> Bucket drumming Recorder- BAGECD Ukulele- Chords C, Am</p>	<p><b>MUSICALS</b> Appreciation, Connect, Respond Sound of Music</p>
	<p><b>JUST SING FOR THE SEASONS!</b> Halloween, Patriotic, Thanksgiving, Holiday, Martin Luther King Jr., Spirituals, Black History Month, Valentine's Day, Earth Day, Campfire</p>	

# EDGAR SCHOOL DISTRICT CURRICULUM MAP

<p><b>SUBJECT:</b> General Music/Choir</p> <p><b>GRADE:</b> 6th Grade</p> <p><b>TEACHER:</b> Mrs. Hafferman</p>	<p><b>COURSE DESCRIPTION:</b></p> <p>Music is an essential component of every child's education and all Edgar Middle School students participate in musical learning through Choir/General Music. Students at Edgar Middle school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Middle School's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.</p> <p>A variety of secular, sacred, masterpiece, Broadway/musical/revue, folk, spiritual, pop, patriotic, and holiday music will be chosen for each choir each year. Connections to history and culture will be discussed about each piece as well as musical elements.</p> <p style="text-align: center;">In music we <b>CREATE</b></p> <p style="text-align: center;">*IMAGINE*PLAN &amp; MAKE*EVALUATE &amp; REFINE*PRESENT</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>PERFORM</b></p> <p style="text-align: center;">*SELECT*ANALYZE*INTERPRET*REHEARSE, EVALUATE &amp; REFINE*PRESENT</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>RESPOND</b></p> <p style="text-align: center;">*SELECT*ANALYZE*INTERPRET*EVALUATE</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>CONNECT</b></p> <p style="text-align: center;">*PERSONALIZE*BROADEN</p>																																
	<p><b>COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><input type="checkbox"/> Music Skills:</td> <td>Vocal Production/Choral Sound</td> </tr> <tr> <td><input type="checkbox"/> Music Skills:</td> <td>Rhythm, melody, expression, form, listening</td> </tr> <tr> <td><input type="checkbox"/> Music In Performance:</td> <td>Music of the United States: Folk</td> </tr> <tr> <td><input type="checkbox"/> Music In Performance:</td> <td>Music of the United States: Patriotic</td> </tr> <tr> <td><input type="checkbox"/> Music In Performance:</td> <td>Sing for the Holidays</td> </tr> <tr> <td><input type="checkbox"/> Music In Performance:</td> <td>Spring Concert Music</td> </tr> <tr> <td><input type="checkbox"/> Music Literacy:</td> <td>Reading a Score/Sight-Reading</td> </tr> <tr> <td><input type="checkbox"/> Music Literacy:</td> <td>Music Symbols &amp; Vocabulary</td> </tr> <tr> <td><input type="checkbox"/> Music Literacy:</td> <td>Hear It, Read It, Write It</td> </tr> <tr> <td><input type="checkbox"/> Music Literacy:</td> <td>Creating Music/Song Maker</td> </tr> <tr> <td><input type="checkbox"/> Music In History:</td> <td>Music of the 50's</td> </tr> <tr> <td><input type="checkbox"/> Music In History:</td> <td>Music of the 60's</td> </tr> <tr> <td><input type="checkbox"/> Music Appreciation:</td> <td>Music &amp; the Brain</td> </tr> <tr> <td><input type="checkbox"/> Music Appreciation:</td> <td>It's A Musical World</td> </tr> <tr> <td><input type="checkbox"/> Music Appreciation:</td> <td>Music in the Movies, Videos, TV</td> </tr> <tr> <td><input type="checkbox"/> Musicals:</td> <td>Singin' In The Rain, Music Man</td> </tr> </table>	<input type="checkbox"/> Music Skills:	Vocal Production/Choral Sound	<input type="checkbox"/> Music Skills:	Rhythm, melody, expression, form, listening	<input type="checkbox"/> Music In Performance:	Music of the United States: Folk	<input type="checkbox"/> Music In Performance:	Music of the United States: Patriotic	<input type="checkbox"/> Music In Performance:	Sing for the Holidays	<input type="checkbox"/> Music In Performance:	Spring Concert Music	<input type="checkbox"/> Music Literacy:	Reading a Score/Sight-Reading	<input type="checkbox"/> Music Literacy:	Music Symbols & Vocabulary	<input type="checkbox"/> Music Literacy:	Hear It, Read It, Write It	<input type="checkbox"/> Music Literacy:	Creating Music/Song Maker	<input type="checkbox"/> Music In History:	Music of the 50's	<input type="checkbox"/> Music In History:	Music of the 60's	<input type="checkbox"/> Music Appreciation:	Music & the Brain	<input type="checkbox"/> Music Appreciation:	It's A Musical World	<input type="checkbox"/> Music Appreciation:	Music in the Movies, Videos, TV	<input type="checkbox"/> Musicals:	Singin' In The Rain, Music Man
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EDGAR SCHOOL DISTRICT  
CURRICULUM MAP

<p><b>SUBJECT:</b> General Music/Choir</p> <p><b>GRADE:</b> 7th/8th Grade</p> <p><b>TEACHER:</b> Mrs. Hafferman</p>	
<p><b>COURSE DESCRIPTION:</b></p> <p>Music is an essential component of every child's education and all Edgar Middle School students have the opportunity to participate in musical learning through Choir. Students at Edgar Middle school will have the opportunity to enjoy music, to dance, to sing, to create, and to play music with all students. Edgar Middle School's music program is performance based. The program is directly linked to school celebrations. A winter concert, a spring concert, and other performances are just a few of the ways we share our students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading, and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led listening activities. Opportunities to enhance teamwork, cooperation, community, and self-esteem are provided through the large-group collaborations and the art of working together to achieve a common music goal.</p> <p>A variety of secular, sacred, masterpiece, Broadway/musical/revue, folk, spiritual, pop, patriotic, and holiday music will be chosen for each choir each year. Connections to history and culture will be discussed about each piece as well as musical elements.</p> <p style="text-align: center;">In music we CREATE</p> <p style="text-align: center;">*IMAGINE*PLAN &amp; MAKE*EVALUATE &amp; REFINE*PRESENT</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we PERFORM</p> <p style="text-align: center;">*SELECT*ANALYZE*INTERPRET*REHEARSE, EVALUATE &amp; REFINE*PRESENT</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we RESPOND</p> <p style="text-align: center;">*SELECT*ANALYZE*INTERPRET*EVALUATE</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we CONNECT</p> <p style="text-align: center;">*PERSONALIZE*BROADEN</p>	<p><b>COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music Skills: Vocal Production/Choral Sound</li> <li><input type="checkbox"/> Music Skills: Rhythm, melody, expression, form, listening</li> <li><input type="checkbox"/> Music In Performance: Music of the United States: Spirituals &amp; Gospel Music</li> <li><input type="checkbox"/> Music In Performance: Music of the United States: Broadway Music</li> <li><input type="checkbox"/> Music In Performance: Sing for the Holidays</li> <li><input type="checkbox"/> Music In Performance: Spring/Large Group Festival Concert Music</li> <li><input type="checkbox"/> Music In Performance: Solo &amp; Ensemble</li> <li><input type="checkbox"/> Music Literacy: Reading a Score/Sight-Reading</li> <li><input type="checkbox"/> Music Literacy: Music Symbols &amp; Vocabulary</li> <li><input type="checkbox"/> Music Literacy: Hear It, Read It, Write It</li> <li><input type="checkbox"/> Music In History: Music of the 70's</li> <li><input type="checkbox"/> Music In History: Music of the 80's</li> <li><input type="checkbox"/> Music In History: It's A Musical World</li> <li><input type="checkbox"/> Music Appreciation: Music in the Movies, Videos, TV</li> <li><input type="checkbox"/> Music Appreciation: Seven Brides for Seven Brothers, Musicals: Newsies, Shrek the Musical, Aladdin, The Lion King- 2 a year</li> </ul>

EDGAR SCHOOL DISTRICT  
CURRICULUM MAP

<p><b>SUBJECT:</b> Concert Choir <b>GRADE:</b> 9th-12th Grade <b>TEACHER:</b> Mrs. Hafferman</p>	
<p><b>COURSE DESCRIPTION:</b> The Concert Choir is open to all high school students. Concert Choir is designed to further develop the singing voice and reading ability of each student, as well as to increase their understanding of basic music theory and various musical styles. Edgar High School's Concert Choir is performance based. The Concert Choir performs two or three concerts per year, participates in the State of Wisconsin district festival and performs for commencement. Members of the Concert Choir also participate in district Solo &amp; Ensemble Festival and may progress to the State Solo &amp; Ensemble Festival. It is our goal to develop students' musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading and harmony through the medium of rehearsal. Many different musical styles, genres, and cultures are represented in teacher led singing and listening activities. Opportunities to enhance team work, cooperation, community, and self-esteem are provided through these large-group collaborations and the art of working together to achieve a common music goal.</p> <p>A variety of secular, sacred, masterpiece, Broadway/musical/revue, folk, spiritual, pop, patriotic, and holiday music will be chosen for each choir each year. Connections to history and culture will be discussed about each piece as well as musical elements.</p> <p style="padding-left: 40px;">In music we CREATE *IMAGINE*PLAN &amp; MAKE*EVALUATE &amp; REFINE*PRESENT ----- In music we PERFORM *SELECT*ANALYZE*INTERPRET*REHEARSE, EVALUATE &amp; REFINE*PRESENT ----- In music we RESPOND *SELECT*ANALYZE*INTERPRET*EVALUATE ----- In music we CONNECT *PERSONALIZE*BROADEN</p>	<p><b>COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music Skills: Vocal Production/Choral Sound</li> <li><input type="checkbox"/> Music Skills: Rhythm, melody, expression, form, listening</li> <li><input type="checkbox"/> Music In Performance: Music of the United States: Spirituals &amp; Gospel Music</li> <li><input type="checkbox"/> Music In Performance: Music of the United States: Broadway Music</li> <li><input type="checkbox"/> Music In Performance: Sing for the Holidays</li> <li><input type="checkbox"/> Music In Performance: Spring Concert/Large Group Festival Music</li> <li><input type="checkbox"/> Music In Performance: Pops Concert Music</li> <li><input type="checkbox"/> Music In Performance: Solo &amp; Ensemble</li> <li><input type="checkbox"/> Music Literacy: Reading a Score/Sight-Reading</li> <li><input type="checkbox"/> Music Literacy: Music Symbols &amp; Vocabulary</li> <li><input type="checkbox"/> Music Literacy: Hear It, Read It, Write It</li> <li><input type="checkbox"/> Music In History: Music Genres: Pop, Rock n Roll, Jazz, Rap</li> <li><input type="checkbox"/> Music Appreciation: It's A Musical World</li> <li><input type="checkbox"/> Music Appreciation: Music in the Movies, Videos, TV</li> <li><input type="checkbox"/> Musicals: Hamilton,</li> </ul>

EDGAR SCHOOL DISTRICT  
CURRICULUM MAP

<p><b>SUBJECT:</b> Music Appreciation <b>GRADE:</b> 9th-12th Grade <b>TEACHER:</b> Mrs. Hafferman</p>											
<p><b>COURSE DESCRIPTION:</b> Music Appreciation is open to all high school students enrolled in Concert Choir. This course is designed to further develop the singing voice and reading ability of each student, as well as to increase their understanding of basic music theory and various musical styles. The course is designed to acquaint students with the elements of music, music history, genres of music, Solo &amp; Ensemble lessons, watch musicals and analyze music in film. This course will also explore relationships between music and social movements. We will read texts, listen to musical examples, engage in classroom discussion, and incorporate learning instruments. The class is designed to further the depth of knowledge of the music we are working on in the Concert Choir.</p> <p>A variety of secular, sacred, masterpiece, Broadway/musical/revue, folk, spiritual, pop, patriotic, and holiday music will be chosen for each choir each year. Connections to history and culture will be discussed about each piece as well as musical elements.</p> <p style="text-align: center;">In music we <b>CREATE</b></p> <p style="text-align: center;"><b>*IMAGINE* PLAN &amp; MAKE* EVALUATE &amp; REFINE* PRESENT</b></p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>PERFORM</b></p> <p style="text-align: center;"><b>*SELECT* ANALYZE* INTERPRET* REHEARSE, EVALUATE &amp; REFINE* PRESENT</b></p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>RESPOND</b></p> <p style="text-align: center;"><b>*SELECT* ANALYZE* INTERPRET* EVALUATE</b></p> <p style="text-align: center;">-----</p> <p style="text-align: center;">In music we <b>CONNECT</b></p> <p style="text-align: center;"><b>*PERSONALIZE* BROADEN</b></p>	<p><b>COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Music Skills:  <input type="checkbox"/> Music Skills:                      listening                 </td> <td style="width: 50%; vertical-align: top;">                     Vocal Production/Choral Sound                      Rhythm, melody, expression, form,                 </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Music In Performance:  <input type="checkbox"/> Music In Performance:                      Music                 </td> <td style="vertical-align: top;">                     Sing for the Holidays                      Spring Concert/Large Group Festival                 </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Music In Performance:  <input type="checkbox"/> Music In Performance:                      Music                 </td> <td style="vertical-align: top;">                     Pops Concert Music                      Solo &amp; Ensemble                 </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Music Literacy:  <input type="checkbox"/> Music Literacy:  <input type="checkbox"/> Music Literacy:  <input type="checkbox"/> Music Literacy:                 </td> <td style="vertical-align: top;">                     Reading a Score/Sight-Reading                      Music Symbols &amp; Vocabulary                      Hear It, Read It, Write It                 </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Music In History:  <input type="checkbox"/> Music Appreciation:  <input type="checkbox"/> Music Appreciation:  <input type="checkbox"/> Musicals:                 </td> <td style="vertical-align: top;">                     Music Genres: Pop, Rock n Roll, Jazz, Rap                      It's A Musical World                      Music in the Movies, Videos, TV                 </td> </tr> </table>	<input type="checkbox"/> Music Skills: <input type="checkbox"/> Music Skills: listening	Vocal Production/Choral Sound Rhythm, melody, expression, form,	<input type="checkbox"/> Music In Performance: <input type="checkbox"/> Music In Performance: Music	Sing for the Holidays Spring Concert/Large Group Festival	<input type="checkbox"/> Music In Performance: <input type="checkbox"/> Music In Performance: Music	Pops Concert Music Solo & Ensemble	<input type="checkbox"/> Music Literacy: <input type="checkbox"/> Music Literacy: <input type="checkbox"/> Music Literacy: <input type="checkbox"/> Music Literacy:	Reading a Score/Sight-Reading Music Symbols & Vocabulary Hear It, Read It, Write It	<input type="checkbox"/> Music In History: <input type="checkbox"/> Music Appreciation: <input type="checkbox"/> Music Appreciation: <input type="checkbox"/> Musicals:	Music Genres: Pop, Rock n Roll, Jazz, Rap It's A Musical World Music in the Movies, Videos, TV
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## **Introduction to band**

Introduction of all instruments through live performance and video examples. Students will have the opportunity to explore all instruments offered in the band setting.

## **Beginning Band**

Beginning band is the foundation of any instrumental music program. This course will teach proper hand position, instrument care, and sounds for this age. Students will identify quarter, half, and whole notes. Students will count, clap and tap. Our goal is to have an acceptable tone by the end of the school year.

COURSE OVERVIEW LISTING ALL UNITS BEING COVERED: Introduction, Instrument basics, Assembly, hand position, breath support, tone production, pulse, disassembly, and cleaning. Music theory, Whole notes, half notes, quarter notes, note names, repeat signs; treble clef, bass clef, Classroom procedures, When to play, how to enter and leave the room, basic behavior expectations.

## **6<sup>th</sup> Grade Band**

### **COURSE DESCRIPTION:**

This course will teach and reinforce proper hand position, posture, air support, and music theory appropriate for the age. Students will identify eighth, quarter, half, whole notes and rests. Our goal is to have an appropriate tone, articulation, discipline, and knowledge of theory by the end of the school year.

### **COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

Review all materials from previous year.

Tone, listening skills, facility, we are looking for improvement through repetition.

Balance and blend. Introduce 8<sup>th</sup> notes, Legato, staccato, DC and DS (map).

Complete Bk1 and perform "School Spirit", "Oh Canada", "1812 Overture".

Various sheet music selected by the director to reinforce concepts taught in lesson book and warmup. Concert preparation.

## **MS BAND**

This course will teach and reinforce proper hand position, posture, air support, discipline, and teach music theory appropriate for this age. Students will identify sixteenth, eighth, quarter, half, whole notes and rest. Students will perform expressively. Students will be able to critique their own performances and others in a reasonable and intelligent manner. Our goal is to have appropriate tone, articulation, knowledge of theory, and develop discipline by the end of the school year. Students will have opportunities to perform in various groups throughout the year including solo and ensemble, large group festival, marching band, concert

### **COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

Review, play with good posture, hand position, and breath support.

Musical terms and musical styles, Read music grade level 1.5-2.0

Sight read grade level 1.0, Performances include concerts, solo and ensemble, large group festival, and marching.

## **High School Band**

High School Band exists to give students the opportunity to experience the music of many cultures and genres. Performance opportunities are abundant ranging from pep band (UW Band day, Bucks game), marching band, solo and ensemble, Marawood Conference Festival, spring and winter concerts, large group festival, and jazz band. Opportunities to attend live performances such as the UW Marching Band Spring Concert and jazz festivals will be available.

### **COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:**

Throughout the course of the year, a wide range of music, styles, time periods and performances will be studied and experienced. The course will teach and reinforce proper hand position, posture, air support, discipline, and music theory appropriate for the age. Students will identify various notation and musical styles. Students will have opportunities to perform in various groups throughout the year.

## Jazz Ensemble

Jazz Ensemble will meet before school on Tuesdays and Thursdays.

Students will be required to perform at various competitive and noncompetitive jazz festivals throughout the state. Students will be expected to attend rehearsals on time and attend all performances.

Performances include Stevens Point Jazz Festival, Eau Claire Jazz Festival, District Solo and Ensemble, State Solo and Ensemble (if we qualify) and the Wausau Area Jazz Festival.

### COURSE OVERVIEW LISTING ALL UNITS BEING COVERED:

Scale development and exploration

Jazz styles which include, Swing, Rock, Ballad, and Funk

Students will be expected to play with balance, good tone, intonation, and correct styles. Practicing outside of class to improve is a possibility for some students