Teacher: Leap	Course: Music Grade Level(s): K		
	"Had a Little Rooster" Series First Steps in Music John M. Feierabend		
Content/Big Ideas	1. Music Literacy 2. Knowledge about Music 3. Performing Music		
Essential Questions (Topic Books)	1. How is melody created? 2. How is sound organized to make music 3. Can you have rhythm without beat?		
Concepts	1. Music is organized sound. 2. The main idea of most musical compositions is expressed through the melody. 3. Producing a series of sounds of repeated or varied duration creates rhythm		
Competencies	• Match pitch vocally • Match rhythm		
Standards	MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour). MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives). MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music MU:Pr6.1.Ka With guidance, perform music with expression MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/perform ers' expressive intent. MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life		
Activities & Assessments	Vocal Warm Up, Orff Exercises, Kodaly Exercises, Echo Songs, Simple Songs, Arioso, Movement Exploration, Movement for Form/Expression, Beat Motions, SongTales		

Teacher: Leap	Course: Music Grade Level(s): 1
	"There's a Hole in the Bucket" Series First Steps in Music John M. Feierabend
Content/Big Ideas	1. Music Literacy 2. Knowledge about Music 3. Performing Music
Essential Questions (Topic Books)	1. How is melody created? 2. How is sound organized to make music 3. Can you have rhythm without beat?
Concepts	1. Music is organized sound. 2. The main idea of most musical compositions is expressed through the melody. 3. Producing a series of sounds of repeated or varied duration creates rhythm
Competencies	• Match pitch vocally • Match rhythm
Standards	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU:Cr1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Activities & Assessments	Vocal Warm Up, Orff Exercises, Kodaly Exercises, Echo Songs, Simple Songs, Arioso, Movement Exploration, Movement for Form/Expression, Beat Motions, SongTales

Teacher: Leap	Course: Music Grade Level(s): 2-6
	Music Literacy
Content/Big Ideas	1. Music Literacy 2. Knowledge about Music
Essential Questions (Topic Books)	1. How is sound organized to make music? 2. How does the structure of a musical piece create its order and clarity? 3. How do musicians generate creative ideas?
Concepts	1. Music is organized sound. 2. The main idea of most musical compositions is expressed through the melody. 3. Producing a series of sounds of repeated or varied duration creates rhythm 4. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Competencies	• Label notes on the treble clef • Label notes on the bass clef • Label note durations • Compose simple melodies
Standards	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
Activities & Assessments	Various musical games, lecture, presentations/videos, assisted composition assignments, digital composition, quizes

Teacher: Leap	Course: Music Grade Level(s): 3-6
	Music of Other Cultures
Content/Big Ideas	1. Music Literacy 2. Knowledge about Music 3. Music and its cultural significance varies among cultures
Essential Questions (Topic Books)	1. How does the structure of a musical piece create its order and How do context and the manner in which musical work is presented influence audience response? 2. How do individuals choose music to experience? 3. How do we discern the musical creators' and performers' expressive intent?
Concepts	1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 2. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Competencies	• Make comparisons between various cultures and their music • Make comparisons between music of different nations
Standards	MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent. MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
Activities & Assessments	Various musical games, lecture, presentations/videos, Multicultural music, digital lessons, multicultural dance, virtual field trips

Teacher: Leap	Course: Music Grade Level(s): 2-6
	Performance/Ensemble
Content/Big Ideas	1. Musicians practice to prepare for individual performances. 2. Musicians practice together to prepare for group performances (ensemble).
Essential Questions	1. How do performers select repertoire? 2. How does understanding the structure and context of musical works inform performance? 3. How do performers interpret musical works? 4. How do musicians improve the quality of their performance? 5. When is a performance judged ready to present? 6. How do context and the manner in which musical work is presented influence audience response?
Concepts	1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 2. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 3. Performers make interpretive decisions based on their understanding of context and expressive intent. 4. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Competencies	• Students will sing and perform on instruments using musical material appropriate to grade level.
Standards	MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance. MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.
Activities & Assessments	Various musical games, Songs, presentations/videos, Multicultural music, digital lessons, multicultural dance, virtual field trips, drums, other instruments