Date	NM State Standards	Core Knowledge Connections	Silver Burdett Music
	 Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art. A. K-4 BENCHMARK 1A: Sing and play instruments with appropriate techniques while maintaining a steady beat. Sing, alone and with others, with correct pitch, rhythm, timbre, diction, posture and range. Play alone and with others on instruments (pitched and unpitched) with good rhythmic and ensemble skills. Sing and/or play two-part rounds, partner songs, simple descants, unison songs, and simple accompaniments. Develop sight reading skills using simple melodic and rhythmic patterns. 	1A: Revisit songs learned in Grades K-5. Sing folk songs from historic periods as they relate to History lessons.	1A:Unit 1 Lesson 6 "Melodic Roundup" Unit 2 Lesson 8 "A Singing Tonic" Unit 2 Lesson 9 "Migrate to Minor" Unit 2 Lesson 12 "Partners for Peace" Unit 3 Lesson 8 "Scales a la Mode" Unit 3 Lesson 9 "Make it Modal" Unit 4 Lesson 4 "A Famous Form" Unit 4 Lesson 7 "Building Intervals" Unit 5 Lesson 1 "Speed Up/Slow Down" Unit 5 Lesson 6 "Melodic Distances" Unit 5 Lesson 7 "Distance = Intervals" Unit 6 Lesson 8
	 B. K-4 BENCHMARK 1B: Identify timbre (tone quality) of various families of instruments. 1. Distinguish the sounds produced by woodwind, brass, percussion, string, and keyboard instruments. 	1B: Johann Sebastian Bach "Brandenburg Concertos"	"Round a Meldody" 1B: <u>Unit 3 Lesson 11</u> "Sounds of Strings" <u>Unit 6 Lesson 10</u> "Choir Sounds"
	 C. K-4 BENCHMARK 1C: Acquire beat and rhythmic competency skills. 1. Demonstrate rhythmic independence by combining beat and 	1C: Frederic Chopin "Piano Sonata No. 2 in B-flat Minor" (funeral march)	1C: <u>Unit 1 Lesson 3</u> "Listen to the Le-Le Bird" <u>Unit 2 Lesson 2</u> "Signs of Time"

	 rhythm patterns in solo/ensemble situations / movement. 2. Explore simple meter groupings (aurally, visually in notation and through conducting patterns). D. K-4 BENCHMARK 1D: Identify basic musical notation and symbols. 1. Make music by reading notation and musical symbols. 2. Notate simple melodic and rhythmic patterns using standard musical notation. 	1D: Robert Schumann "Piano Concerto in A Minor" – minor scales	Unit 3 Lesson 2 "Playing for Time" Unit 4 Lesson 2 "Meter – The Foundation of Music" Unit 4 Lesson 3 "A Springtime Meter" Unit 5 Lesson 2 "Syncopated Rhythms" 1D: Unit 1 Lesson 1 "Express Yourself" Unit 2 Lesson 3 "Ballad Rhythms" Unit 3 Lesson 3 "Joyful Rhythms" Unit 5 Lesson 8 "Rows of Tones" Unit 6 Lesson 4 "Adjust the Meters"
11.	 Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas. A. K-4 BENCHMARK 2A: Understand how music expresses ideas. 1. Identify ways in which music can express, non-verbally, various emotions or events. 2. Create and perform pieces using graphic/iconic notation and standard musical notation to express an idea or concept. 3. Use correct musical terminology in discussing and responding to music. 	2A: Ludwig von Beethoven "Piano Sonata No. 4" (Moonlight Sonata) Frederic Chopin "Revolutionary Etude in C Minor"	2A: Unit 2 Lesson 6 "Glorious Gospel" <u>Unit 3 Lesson 1</u> "Dynamics Bring Music to Life" <u>Unit 4 Lesson 6</u> "Fugue Form" <u>Unit 4 Lesson 8</u> "Moving Motives" <u>Unit 5 Lesson 3</u> "Double the Speed" <u>Unit 6 Lesson 2</u> "Adjust the Accents"
.	 Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas. A. K-4 BENCHMARK 3A: Identify terms common to the various art forms. 	3A: Missoula Children's Theater	3A: <u>Unit 1 Lesson 8</u> "Musical Shapes" <u>Unit 4 Lesson 9</u>

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	ommunicate an understanding of the music elements as they late to basic elements of other arts disciplines.		"Sequence It" <u>Unit 6 Lesson 9</u> "Take a Chance"
other a	ENCHMARK 3B: Develop musical accompaniments related to art forms or content areas. ead, write, and perform musical accompaniments.	3B: George Frederick Handel "The Messiah"	3B: <u>Unit 2 Lesson 1</u> "Soft to Loud" <u>Unit 3 Introduction</u> "Expressing History through Music" <u>Unit 4 Lesson 11</u> "Reggae Harmonies"
other a 1. Dis dis ak cu ma	ENCHMARK 3C: Identify how music can support and enhance disciplines. scuss and demonstrate relationships of music to other sciplines: (i.e. reading—the ongoing, horizontal flow of words kin to the movement of music; social studies – how music of a ulture helps to define and understand that culture; athematics—the rhythm of music is expressed numerically; cience—the movement of sound as a physical phenomenon.)	3C: Johann Sebastian Bach Cantatas: BWV 80 BWV140 BWV147	Keggae Harmonies Unit 6 Lesson 6 "An Evening Dance" 3C: Unit 1 Lesson 7 "Reach for the Sky" Unit 4 Lesson 12 "Guitar Textures" Unit 6 Lesson 1 "Flowing Tempos" Unit 6 Lesson 7 "Lumberjack Intervals"
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1. Ap tim 2. Im	ENCHMARK 4B: Understand how music is created. oply learned musical elements (i.e. rhythm, melody, form, nbre, tempo, dynamics, etc.) to compose a simple melody. nprovise rhythmic and melodic phrase endings, ostinato atterns, and ariations on familiar themes.	4B: Mediacast Vidoes of Composers' biographies	4B: <u>Unit 1 Lesson 11</u> "Pleasing Polyphony" <u>Unit 2 Lesson 7</u> "Go with the Melody" <u>Unit 3 Lesson 12</u> "Melody/Countermelody" <u>Unit 5 Lesson 4</u> "Theme and Variations"

V.	 Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works. A. K-4 BENCHMARK 5A: Identify simple music forms when presented aurally. 1. Identify theme and variation and verse/refrain. B. K-4 BENCHMARK 5B: Identify the sounds of more familiar instruments as well as treble and bass voices. 1. Identify four orchestral families (strings, woodwinds, brass, percussion). 2. Identify at least two individual instruments from each orchestral family by sight and sound. 3. Identify vocal and instrumental ensembles (i.e. duet, choir, symphony orchestra, band, etc.) C. K-4 BENCHMARK 5C: Use appropriate terminology to discuss responses and reactions to particular musical works. 1. Using appropriate musical terminology, compare/contrast various styles and genre of music. 	 5A: Johann Sebastian Bach "The Well-tempered Clavier" 5B: Wolfgang Amadeus Mozart "Symphony No. 40" Franz Joseph Haydn "String Quartet Opus 76 No. 3" (Emperor) 5C: Wolfgang Amadeus Mozart "Piano Concerto No. 21" 	5A: Unit 1 Lesson 4 "Building a Song" Unit 1 Lesson 5 "Musical Building Blocks" Unit 2 Lesson 4 "A Favorite Form" Unit 2 Lesson 5 "Playing with Form" Unit 3 Lesson 6 "Sing a Standard" 5B: Unit 1 Lesson 9 "Vocal Timbres" Unit 2 Lesson 10 "Shades of Sound" Unit 2 Lesson 10 "Shades of Sound" Unit 2 Lesson 11 "Musical Colors" Unit 4 Lesson 10 "Hear the Band" Unit 5 Lesson 9 "Different Cultures and Timbres" 5C: Unit 2 Introduction "Rock and Roll is Here to Stay" Unit 3 Lesson 7 "In Rare Form" Unit 3 Lesson 10 "Melodic Motives" Unit 4 Introduction "Jazz – Hot Swing and Big Band" Unit 5 Lesson 1
VI.	 Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts. A. K-4 BENCHMARK 6A: Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM. 	6A: Ludwig von Beethoven "Piano Concerto No. 21	"Take Your Time" 6A: <u>Unit 1 Lesson 10</u> "Sounds of Harmony" <u>Unit 5 Lesson 10</u> "Spanish Textures"

1. 1. Study and perform music from various cultures with an emphasis on historical and cultural connections. Unit 5 Lesson 12 2. Study and perform music representative of the cultures found in New Mexico. The second				1	
2. Study and perform music representative of the cultures found in New Mexico. Unit 6 Lesson 3 3. Identify specific musical characteristics unique to a country or cultural style of music. VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression. A. K4 BENCHMARK 7A: Understand how various instruments have evolved. TA: Baroque and Classical Periods – languages and understand how various instruments have evolved. TA: Baroque and Classical Periods – languages and instruments have evolved. 2. Discuss similarities and differences among folk instruments across cultures. 3. Discuss how the development of electronic instruments has influenced contemporary music. TB: Frederic Chopin "New Native American Drumming" 8. K-4 BENCHMARK 7B: Use appropriate music technology. TB: Frederic Chopin "Minute Waltz" play various versions TB: Unit 1 Lesson 12 9. Understand how music curriculum. "Minute Waltz" play various versions TB: Unit 1 Lesson 12 "Obtinate Ostinatos" 9. WIII. Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions. A. K4 BENCHMARK 84: Model appropriate audience behavior at live Concert performances. BA: 6" Grade All-District Honor Choir Concert efformances. 1. Understand and exhibit proper concert etiquette. Model respectul behavior, understandig the dynamics of what BA: 6" Grade All-District Honor Choir Choir Choir Choir C		1.			<u>Unit 5 Lesson 12</u> "Calvoso Texture"
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 expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions. A. K-4 BENCHMARK 8A: Model appropriate audience behavior at live concert performances. 1. Understand and exhibit proper concert etiquette. 2. Model respectful behavior, understanding the dynamics of what 					"Bernstein's Textures"
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 A. K-4 BENCHMARK 8A: Model appropriate audience behavior at live concert performances. 1. Understand and exhibit proper concert etiquette. 2. Model respectful behavior, understanding the dynamics of what 8A: Southwest Symphony Concerts, Opera Unlimited, Traveling Lantern Theater 					
 A. K-4 BENCHMARK 6A: <i>Model appropriate audience behavior at live concert performances.</i> 1. Understand and exhibit proper concert etiquette. 2. Model respectful behavior, understanding the dynamics of what 				84. Southwest Symphony	84: 6 th Grade All-District Hopor Choir
 Understand and exhibit proper concert etiquette. Model respectful behavior, understanding the dynamics of what 					OA. O GIAGE AII-DISTICT HONOI CHOIL
 Understand and exhibit proper concert etiquette. Model respectful behavior, understanding the dynamics of what 					
2. Model respectful behavior, understanding the dynamics of what					
it takes to be a performer.		2.			
			it takes to be a performer.		

	 K-4 BENCHMARK 8B: Participate in appropriate school programs. Prepare and perform age-appropriate material at school and community-based programs. K-4 BENCHMARK 8C: Share and develop cultural experiences. Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations. 	 8B: 6th Grade Honor Band 8C: Christmas Caroling, American Education Week Performances 	 8B: <u>Units 7-11</u> Theme-based Lessons for Performance; Power of Performance Musicals 8C: <u>Unit 12 Lessons 1-13</u> "Holidays and Celebrations"
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