



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	Kindergarten	Unit Duration:	30 classes
Grade Level Focus:	Discovering music through voice, movement, steady beat, contrasting sounds, and playful creation.		

Board Approval Date: August 2026

Content			
Standards:	9.1.M.K.A1: Know and use basic elements and principles of music and movement. 9.1.M.K.B1: Respond to different types of music and dance through participation and discussion. 9.1.M.K.E1: Use imagination and creativity to express self through music and dance. 9.1.M.K.J1: Use a variety of technologies for producing or performing works of art. 9.1.D.K.B1: Recreate a dramatic play experience for an audience. 9.1.D.K.E1: Use imagination and creativity to express self through dramatic play. 9.1.V.K.B1: Combine a variety of materials to create a work of art. 9.1.V.K.E1: Use imagination and creativity to express self through visual arts. 9.2.K.D1: Explain that instruments or art forms represent cultural perspectives. 9.3.K.F1: Recognize and name a variety of art forms. 9.3.K.G1: Formulate and share an opinion about one's own work and that of others. 9.4.K.B1: Demonstrate an emotional response to viewing or creating various works of art.	Essential Question(s):	How do we know when we hear music? How can we use our bodies and voices to make music? How can sounds be alike and different? How does music tell our bodies how to move? How do words become rhythms? How do patterns help us remember and perform music? How can music help tell a story? How do people use music to celebrate and connect?

Learning Targets:	<i>I can</i> perform loud and soft sounds with control. <i>I can</i> describe one way two sounds are different. <i>I can</i> echo a short rhythm. <i>I can</i> clap the rhythm of names and familiar words. <i>I can</i> recognize a repeated musical pattern.	<i>I can</i> create and share a short sound pattern. <i>I can</i> sing and move to help tell a story. <i>I can</i> choose a sound for a character or event. <i>I can</i> listen and respond safely to music. <i>I can</i> use my singing, speaking, whispering, and calling voice.	<i>I can</i> find and keep a steady beat. <i>I can</i> start and stop with the group. <i>I can</i> show high and low sounds with my voice and body. <i>I can</i> move to fast and slow music. <i>I can</i> share how music makes me feel.	<i>I can</i> perform with my class and show audience manners.
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Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Explore four voices; echo short songs; find singing voice;	Keep a steady beat; long/short sound patterns;	High/low; melodic direction;	Same/different; loud/soft; fast/slow;	Create short sound patterns and story sounds;	Describe feelings; music in stories and celebrations;

Vocabulary								
music	sounds	silence	voice	sing	speak	listen	beat	rhyme
high	low	fast	slow	loud	soft	same	different	repeat
tempo	dynamics	rhythm	pattern	echo	long	ta	rest	song
story	character	mood	movement	instrument	perform	audience		

Curriculum Resources & Materials								
Open floor space		picture/icon cards		hand drum or gathering drum			rhythmic sticks or tapping alternatives	
short contrasting recordings		scarves/ribbons		visual opposite cards			piano/keyboard or barred instruments	
animal and environmental sound prompts		audio playback		picture-word cards			small hand percussion; assorted percussion	
pocket chart or magnetic board		nursery rhymes and chants		storybooks with sound possibilities			costume pieces or puppets	
drawing supplies		culturally representative recordings						

Pacing Guide				Assessment/Check for Understanding
Unit #	Unit Title	Activities/Lessons		
1	Music is Everywhere	Suggested activities: name-game and echo songs, sound-versus-silence movement statues; steady-beat walk, pat, tap, and pass games; classroom sound hunt and sound map; read simple beat-icon cards;		teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	High, Low, Fast, Slow	Suggested activities: vocal sirens and pitch-path tracing; move with scarves to contrasting tempos; sort sound cards by opposites; conduct loud/soft class soundscapes; play high/low response games with barred instruments		
3	Rhythm, Rhyme, and Pattern	Suggested activities: clap names and picture-word rhythms; echo clapping and rhythm-stick conversations; arrange two-and four-beat accompaniment; create a class rhythm train		
4	Stories, Songs, and Celebrations	Suggested activities: add instruments to a familiar story; create character movements and sound effects; learn songs from classroom/community celebrations; draw the mood of a listening selection; informal class sharing or family performances		



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Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	1st Grade	Unit Duration:	30 classes
Grade Level Focus:	Building beat and rhythm independence while exploring melodic direction, expressive choices, form, and ensemble habits.		
Board Approval Date:			August 2026

Content			
Standards:	9.1.M.1.A1: Know and use basic elements and principles of music and movement.	Essential Question(s):	What is the difference between beat and rhythm?
	9.1.M.1.B1: Perform different forms of music and dance.		How do musicians stay together?
	9.1.M.1.E1: Use imagination and creativity to perform music and dance.		How does a melody move?
	9.1.D.1.B1: Recreate a familiar story individually or cooperatively for an audience.		How can our voices show pitch accurately?
	9.1.D.1.E1: Use imagination and creativity to express self through dramatic play.		How do patterns organize music?
	9.1.V.1.B1: Create works of art and identify art materials, techniques, and processes.		How can we hear and show the parts of a song?
	9.1.V.1.J1: Use a variety of technologies for producing works of art.		How do musicians make music expressive?
	9.2.1.D1: Identify the historical and cultural context of works of art.		How can music communicate a feeling or idea?
	9.3.1.F1: Categorize and classify works of art.		
	9.3.1.G1: Compare and contrast the characteristics of works of art.		
	9.4.1.B1: Demonstrate and discuss feelings about various works of art.		

Learning Targets:	I can keep a steady beat while I sing.	I can echo short sol-mi patterns.	I can perform a repeated rhythm or movement pattern.	I can perform and respond as a respectful audience member.
	I can perform rhythms with quarter notes, paired eighth notes, and quarter rests.	I can match pitch in a comfortable singing range.	I can arrange musical ideas into a simple form.	
	I can tell the difference between beat and rhythm.	I can represent a melody with pictures or body levels.	I can identify the mood of a piece and explain my musical clue.	
	I can watch and follow a leader.	I can identify same and different musical sections.	I can understand how tempo and dynamics can change or add to a performance.	
	I can show whether a melody moves up, down, or stays the same.	I can show AB and ABA form through movement.	I can choose sounds that match a story or image.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Match pitch; sol-mi echoes, sing as a group;	Differentiate beat/rhythm; quarter, paired eighth, quarter rest;	Up/down/same; sol-mi; visual contour;	AB/ABA; mood; controlled dynamics/tempo;	Arrange A/B ideas and choose expressive qualities;	Use musical clues to describe mood;

Vocabulary								
steady beat	rhythm	quarter note	paired eighth notes	quarter rest	measure	echo	ensemble	rhyme
melody	pitch	high	low	up	down	same	different	repeat
sol	mi	singing voice	form	phrase	pattern	repeat	A section	song
B section	ostinato	expression	mood	tempo	dynamics	loud	soft	fast
slow	performer	audience						

Curriculum Resources & Materials								
rhythm cards	hand drums and rhythm sticks	body movements	metronome or drum loop					
familiar chants	pitch icons	floor spots	solfege cards					
piano/keyboard	simple folk and playground songs	colored cards	form maps					
percussion instruments	scarves	music recordings	mood/image cards					
egg shakers	xylophones	listening journal pages	varied instrumental and vocal recordings					

Pacing Guide			
Unit #	Unit Title	Activities/Lessons	Assessment/Check for Understanding
1	Beat Keepers	Suggested activities: beat-versus-rhythm song games; four-beat-rhythm-card reading; body-percussion echo chains; pass-the-beat circle challenges; layer a beat ostinato under a chant	teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody Movers	Suggested activities: sol-mi echo songs; human pitch ladder; trace melodic contours while listening; place icons for high/low patterns; question and answer singing games	
3	Musical Blueprints	Suggested activities: movement maps for AB/ABA listening; color-code phrases in a song; create alternating body-percussion sections; perform an ostinato with a song; arrange class-created A and B sections	

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4	Music Shows Feeling	Suggested activities: mood picture listening responses; perform one chant in contrasting ways; create a soundscape for weather or a story; practice conductor signals; prepare a short sharing performance	



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Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	2nd Grade	Unit Duration:	30 classes
Grade Level Focus:	Reading and performing increasingly complex rhythm and melody, recognizing form and timbre, and creating short organized compositions.		
Board Approval Date:			August 2026

Content			
Standards:	9.1.M.2.A1: Know and use basic elements and principles of music and movement.	Essential Question(s):	How does notation help musicians share rhythm?
	9.1.M.2.B1: Create and perform different forms of music and dance.		How can we perform rhythm accurately together?
	9.1.M.2.E1: Use imagination and creativity to design and perform music and dance.		How do pitches combine to make melody?
	9.1.M.2.J1: Use a variety of technologies for producing or performing works of art.		How can notation show melodic direction?
	9.1.D.2.B1: Create and perform plays and productions.		Why do instruments sound different?
	9.1.D.2.E1: Identify the difference between a play designed to teach the facts and one designed to communicate a story, emotion, or theme.		How does form help listeners follow music?
	9.1.V.2. B1: Create works of art inspired by the styles and materials of other artists.		How do composers turn ideas into music?
	9.1.V.2.J1: Use a variety of technologies for producing works of art.		How does feedback help a musical work improve?
	9.2.2.D1: Describe the historical and cultural context of works of art.		
Learning Targets:	I can read and perform four-and eight-beat rhythm patterns.	I can identify steps, skips, and repeated notes.	I can identify and move to AB, ABA, and simple rondo form.
	I can show the correct number of beats in a measure.	I can place familiar pitches on a simple staff representation.	I can explain one musical choice I made.
	I can compose a short rhythm using known notes and rests.	I can create and perform a short melodic answer.	I can improvise a musical answer to a question.
	I can maintain my part while others perform a different part.	I can identify instruments groups and their family.	I can compose a short piece with a clear beginning, middle, and ending.
Strands:	I can sing sol-mi-la and do patterns with accurate pitch.	I can describe timbre using appropriate words.	I can revise my work after helpful feedback.

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Sing sol-mi-la-do patterns and phrases;	Add half note/rest; build measures; read 4-8 beat patterns;	Staff foundations; steps/skips/repeats; sol-mi-la-do;	AB/ABA/rondo; timbre and instrument families;	Improvise answers; compose beginning-middle-end;	Compare timbres, instruments, and musical choices;

Vocabulary								
notation	quarter note	paired eighth notes	half note	quarter rest	half rest	bar line	beat	rhyme
measure	time signature	staff	line	space	pitch	melody	different	repeat
sol	mi	la	do	step	skip	repeat	rest	song
timbre	instrument family	strings	woodwind	brass	percussion	voice	AB	ABA
rondo	refrain	compose	improvise	revise	perform	criteria	feedback	beginning
middle	ending	notation						

Curriculum Resources & Materials			
rhythm manipulatives	whiteboards	hand percussion	notation paper
document camera or display	floor staff or rope lines	pitch cards	barred instruments
hand-sign chart	piano/keyboard	instrument photos	representative recordings
classroom instruments	form cards	age-appropriate resources	composition planning sheets
notation tools or icons	assorted pitch/unpitched instruments	recording device	simple feedback checklist

Pacing Guide			
Unit #	Unit Title	Activities/Lessons	Assessment/Check for Understanding
1	Rhythm Readers	Suggested activities: rhythm card decoding; measure building manipulatives; rhythm relay and error detection; two part body percussion; compose and trade eight beat rhythms	teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody Makers	Suggested activities: hand sign echo patterns; floor staff games; decode melodic contour cards; sing and play question/answer phrases	
3	Sound Families and Form	Suggested activities: instrument family listening mystery; make a classroom instrument classification chart; rondo movement activity; assign timbres to sections of a song; virtual or live instrument demonstration	

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4	Compose, Revise, Share	Suggested activities: rhythmic question and answer improvisation; small-group sound story composition; use a simple planning template; peer feedback with two stars and a wish; classroom composition showcase	



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Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	3rd Grade	Unit Duration:	30 classes
Grade Level Focus:	Developing music literacy, ensemble independence, cultural understanding, improvisation, and intentional composition.		

Board Approval Date: August 2026

Content			
Standards:	9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.	Essential Question(s):	How do musicians perform independent rhythmic parts?
	9.1.3.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		How does meter organize musical time?
	9.1.3.C: Recognize and use fundamental vocabulary within each of the arts forms.		How do pitch patterns create melodies?
	9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.		How can two or more parts work together?
	9.1.3.F: Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).		How does music reflect the people, place, and purpose of a community?
	9.1.3.J: Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.		How can we learn about music respectfully?
	9.2.3.A: Explain the historical, cultural and social context of an individual work in the arts.		How do composers develop and organize musical ideas?
	9.2.3.D: Analyze a work of art from its historical and cultural perspective.		How can performers communicate a composer's intent?
	9.2.3.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)		
	9.2.3.K: Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).		
	9.3.3.A: Recognize critical processes used in the examination of works in the arts and humanities.		
	9.3.3.B: Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).		
	9.3.3.D: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.		
	9.3.3.G: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).		

Learning Targets:	I can read and perform grade-appropriate rhythms in duple and triple meter.	I can sing or play pentatonic patterns.	I can perform selected music respectfully and with context.	I can revise, rehearse, perform, and explain a composition.
	I can maintain an ostinato while another part is performed.	I can perform a drone, bordun, or round with the group.	I can identify connections between music, history, and daily life.	
	I can identify strong and weak beats.	I can describe how harmony supports a melody.	I can improvise within agreed musical limits.	
	I can create a layered rhythmic piece.	I can describe the purpose of music in a community.	I can develop a motif through repetition or contrast.	
	I can read and perform simple melodies on the treble staff.	I can compare music from two cultures using musical evidence.	I can organize ideas in AB, ABA, or rondo form.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Sing pentatonic melodies, rounds, and partner songs;	Meter; common time; cut time; ostinato;	Treble clef; pentatonic patterns; quarter note/rest; eighth note/rest; half note/rest; whole note/rest;	Motif, phrase, contrast, transition; intentional expression;	Develop motifs; compose within forms; revise from criteria;	Compare music across communities with context and respect;

Vocabulary								
meter	common time	cut time	whole note/rest	half note/rest	quarter note/rest	eighth notes/rest	rests	rhyme
syncopation	ostinato	treble clef	staff	pitch names	melody	phrase	do-re-mi-sol-la	harmony
drone	revise	round	culture	community	tradition	function	style	genre
folk music	ceremony	work song	lullaby	motif	phrase	form	improvise	compose
compose	contrast	artist statement	transition	notation				

Curriculum Resources & Materials								
meter and rhythm cards Metronome or loops piano/keyboard			hand percussion barred instruments or recorders rounds and partner songs		buckets or drums staff boards world map		notation paper pitch-name cards authentic recordings and videos	



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library/media resources staff or graphic notation paper		culturally appropriate instruments barred and percussion instruments		listening comparison organizer audio/video recorder		composition rubric digital composition tool	
Pacing Guide							
Unit #	Unit Title	Activities/Lessons				Assessment/Check for Understanding	
1	Rhythm in Layers	Suggested activities: meter movement and conducting patterns; rhythm ensemble stations; layer speech, body percussion, and instruments; rhythm dictation with manipulatives; small group ostinato composition				teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.	
2	Melody and Harmony Foundations	Suggested activities: treble-staff note games; pentatonic improvisation; play melody over a bordun; sing partner songs or rounds; create a short melodic phrase with a matching accompaniment					
3	Music Across Communities	Suggested activities: listening inquiry with maps and images; compare lullabies, work songs, dances, or celebrations; guest musician or recorded interview; research an instrument's community role; context-rich performance and reflection					
4	Composer's Workshop	Suggested activities: motif transformation cards; pentatonic improvisation circles; small-group composition in a selected form; peer conferencing using criteria; record final performance and artist statement					



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Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	4th Grade	Unit Duration:	30 classes
Grade Level Focus:	Applying literacy and expressive skills to more independent ensemble performance, analysis, cultural context, and original music.		
Board Approval Date:			August 2026

Standards:	9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities.	Essential Question(s):	How do meter and rhythmic choices create musical style?
	9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		What skills help an ensemble perform complex rhythms accurately?
	9.1.5.C: Know and use fundamental vocabulary within each of the arts forms.		How do melody and harmony work together?
	9.1.5.D: Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.		How do individual responsibilities create a successful ensemble?
	9.1.5.E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		How can music express identity and respond to events?
	9.1.5.F: Describe works of others through performance or exhibition in two art forms.		How do musical traditions change over time and place?
	9.1.5.G: Identify the function and benefits of rehearsal and practice sessions.		How do musicians move from an idea to a polished performance?
	9.1.5.J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.		How do reflection and feedback strengthen musicianship?
	9.2.5.H: Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.		
	9.2.5.J: Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).		
	9.2.5.K: Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).		
	9.3.5.B: Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).		
	9.3.5.D: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.		
	9.3.5.G: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse)		
	9.4.5.D: Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).		

Learning Targets:	I can read and perform increasingly complex rhythms in common meters.	I can improvise using a pentatonic scale.	I can support a musical interpretation with evidence.	I can present a polished performance and reflect on my growth.
	I can identify and conduct duple, triple, and quadruple meter.	I can perform a melody, harmony, bass, or percussion role in an ensemble.	I can discuss and perform music with cultural respect.	
	I can explain how accent and syncopation affect a groove.	I can adjust balance, blend, tempo, and dynamics after listening.	I can plan a piece that communicates an idea or purpose.	
	I can rehearse a rhythmic part and make corrections independently.	I can explain how context influences music.	I can notate or record my musical ideas so others can perform them.	
	I can read and perform a grade-appropriate melody.	I can compare versions of a song and identify what changed.	I can give and use specific musical feedback.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Perform melodies/parts with tone, accuracy, balance, expression	Common meters; syncopation, groove	Read melodic lines; scales, major/minor, chords, ensemble roles	Analyze and apply from, interpretation, balance, blend and style	Compose/arrange, notate/record, rehearse, revise, and present a final piece	Analyze music, identify, change, versions, influence, and historical context

Vocabulary								
meter	time signature	duple	triple	quadruple	sixteenth notes	listen	dotted half note	syncopation
accent	groove	key	scale	pentatonic	major	minor	melody	harmony
chord	ostinato	balance	blend	identity	tradition	innovation	influence	genre
style	historical context	primary source	arrangement	appropriation	intent	criteria	composition	rehearsal
revision	interpretation	expression	performance	reflection				



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Curriculum Resources & Materials

rhythm grids	buckets/drums or hand percussion	Metronome/loops	Notation software or paper
ensemble rehearsal checklist	melodic classroom instruments	chord/scale visuals	ensemble scores or lead sheets
tuner/keyboard reference	recording and playback device	curated recordings	maps and timelines
short biographies and primary resources	listening analysis organizer	library/database with vetted content	planning guide and rubric
full classroom instrument inventory	notation/recording tools	performance space	recorders

Pacing Guide

Unit #	Unit Title	Activities/Lessons	Assessment/Check for Understanding
1	Rhythm, Meter, Groove	Suggested activities: rhythm grid warm-ups; conducting and meter identification; bucket-drumming or percussion ensemble; syncopation listening hunt; compose and layer complementary grooves	teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody, Harmony, and Ensemble	Suggested activities: pentatonic scale exploration; recorder, keyboard, ukulele, or barred instrument melody work; layer melody, chord tones, bass, and rhythm; major/minor listening comparisons; student-led rehearsal checkpoints	
3	Music, Identify, and Change	Suggested activities: trace one song or style across time; compare original and arranged versions; analyze lyrics and recordings as age-appropriate primary resources; create a context card for a selected work; structured discussion about respectful use and credit	
4	Create and Perform	Suggested activities: choose a composition or arrangement pathway; draft with rhythmic, melodic, and formal requirements; peer critique and rehearsal conference; create program note or artist statement; live or recorded showcase	