

St. Anthony of Padua School

Music Curriculum Map 2026-2027 School Year Mrs. Garcia

Timeline	Unit/SLE	Objectives/Standards	Assessment	CA State Standards
3 Weeks Aug 24-Sept 11 (1 hour a week)	Music Introduction F.2. Actively seeks opportunities to serve others T.M.1. Mind – Makes responsible, moral decisions in his/her social life T.B.1. Body – Incorporates physical exercise into his/her daily life T.S.1. Spirit – Incorporates prayer and self-reflection into his/her daily life	- Students can identify rules and procedures. - Students can recall basic music theory and singing skills. - Students can collaborate and work together toward a common goal. - Students can sing common Church/Christian songs.	- Music games - Collaboration Activities - Ice Breakers - Musical Warm-ups - Mass Music	MU 1.1: Read, write, and perform melodic notation for simple songs in major keys, using solfege. MU 2.2: Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others. MU 3.3: Sing and play music from diverse cultures and time periods.
6 Weeks Sept 14 -Oct 23 (1 hour a week)	Music Theory/History F.1. Is knowledgeable of the traditions and practices of the Catholic Faith A.2. Is proficient in Common Core State Standards S.1. Seeks to gain knowledge and understanding of all cultures, with particular focus on providing context for contemporary history and current events	- Students can break down music terminology. - Student can perform different melodies using solfege. - Students can identify and perform different rhythms and patterns. - Students can examine different orchestral instruments and voices and identify their different sounds. - Students can identify how sound is produced through instruments.	- Composer of the Month - Musical Era/Style of Month - Music of the Decades Challenge - Theory Worksheet and Quiz - Artist/Song of the Month and Quiz - Mass Music	MU 1.2: Read, write, and perform diatonic scales. MU 1.3: Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note). MU 1.4: Describe music according to its elements, using the terminology of music. MU 1.5: Classify how a variety of instruments from

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		6. Students can identify simple musical forms (ex. AABA, AABB, round).		diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone). MU 1.6: Recognize and describe aural examples of musical forms, including rondo.
7 Weeks Oct 26-Dec 17 (1 hour a week)	Christmas Show F.3. Incorporates prayer and reverence for the sacred into daily life A.3. Demonstrates a strong work ethic and a commitment to quality S.5. Actively seeks to advance the social agenda of the Church, with particular emphasis on the Social Gospel	1. Students can perform music from the Christmas Show. 2. Students can collaborate to form a successful theatrical performance. 3. Students can produce a report on Christmas Music and traditions in different cultures.	1. Attitude/Work during rehearsal process. 2. Performance the night of the show. 3. Cultural Christmas Report	MU 3.1: Explain the relationship between music and events in history. MU 3.2: Identify music from diverse cultures and time periods. MU 3.3: Sing and play music from diverse cultures and time periods. MU 3.4: Compare musical styles from two or more cultures.
6 Weeks Jan 6-Feb 12 (1 hour a week)	Music History A.1. Is an effective communicator through a variety of media S.2. Utilizes digital technology and social media responsibly S.3. Is media literate and a critical interpreter of media messages Jr. High Ballroom Dance 4-5 Ukulele Unit	1. Students can break down music terminology. 2. Students can perform different harmonies and notes. 3. Students can examine different musical era, composers, styles, and songs.	1. Composer of the Month 2. Musical Era/Style of Month 3. Music of the Decades Challenge 4. Artist/Song of the Month and Quiz 5. Mass Music	MU 2.1: Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others. MU 3.1: Explain the relationship between music and events in history. MU 3.4: Compare musical styles from two or more cultures.

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	Students will learn waltz, swing, merengue, and tango.			MU 3.5: Recognize the influence of various cultures on music in California. MU 5.1: Identify and interpret expressive characteristics in works of art and music.
3 Weeks Feb 15-March 5 (1 hour a week)	Music Instruments S.4. Is aware of the impact of his/her choices, both as an individual consumer and a member of society at large, on the ecological health of our planet Earth T.M.2. Mind – Makes responsible, moral decisions about the media content to which he/she exposes himself/herself T.B.2. Body - Makes responsible dietary choices based on knowledge of nutritional science 4-5th: Ukulele Unit	1. Students can identify and play a variety of instruments. 2. Students can sing a variety of songs.	1. Instrument Book 2. Musical Songs	MU 2.2: Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others. MU 2.3: Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

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10 Weeks March 8-May 28th (1 hour a week, this includes Good Friday, Easter Break, and Carnival)	Musical Theatre F.4. Is guided by a sense of respect for oneself and others A.4. Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame A.5. Strives to synthesize information and materials to create original content with real world applications	1. Students can express identity of characters through acting, dance, and singing. 2. Students can perform using prior knowledge of stage direction, theatre terms and backstage direction. 3. Students can collaborate to create a strong show.	1. Participation during rehearsals 2. Part singing with recordings 3. Memorization of music and lines 4. Dress Rehearsals and Performance 5. Review and evaluation videos and audio	MU 4.2: Describe the characteristics that make a performance a work of art. MU 5.2: Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance. MU 5.3: Relate dance movements to express musical elements.
1 Week May 31 st to June 4 (1 hour a week)	Finale T.S.2. Spirit – Strives to avoid situations and/or actions that may negatively affect his/her spiritual health	1. Students can evaluate their work on the musical. 2. Students can perform shows successfully in front of a live audience.	1. Evaluation paper 2. Survey 3. Discussion	MU 4.1: Use specific criteria when judging the relative quality of musical performances. MU 5.4: Evaluate improvement in personal musical performances after practice or rehearsal.

Notes: Throughout all units, students will be learning additional songs for singing during the student led Friday Mass as well as Family Masses. Students will always be learning important methods on how to sing well and different aspects of music throughout the year. Standards above are which we will be focusing on each unit.

Additionally, new this year is a new music curriculum, which will be used throughout these units as well.