

Estell Manor School District

Music Curriculum Grade K

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

**Grade K
Music Pacing Guide**

Unit 1: Rhythm	Approximately 6 Class Days
Unit 2: Melody	Approximately 6 Class Days
Unit 3: Tone Color	Approximately 6 Class Days
Unit 4: Form	Approximately 6 Class Days
Unit 5: Expressive Qualities	Approximately 6 Class Days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 1: Rhythm	Duration: September - October
Standards	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.3.2. B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2. B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2. B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.1.2. A.1	Identify the elements of dance in planned and improvised dance sequences.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
	Interdisciplinary Skills

SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
<i>Students will understand that...</i> <ul style="list-style-type: none">• A beat is a constant pulse in music.• You feel music throughout body which creates an internal beat.• The beat can be transferred to an instrument.• They can identify, perform and move to simple rhythmic pattern.• Dance and movement can be used to represent a rhythm.	
Essential Questions	
<ul style="list-style-type: none">• How can you move your body with the beat of the music?• How does a heartbeat compare to a steady beat in music?• What is a steady beat?• How can a beat or rhythm be represented through movement or dance?• Can the beat change?	
Evidence of Student Learning	

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Think-Pair-Share • Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> • Performance • Verbal feedback • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and read rhythm • That movement can be used to show a rhythm. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify a steady beat. • Maintain a steady beat independently. • Keep a steady beat on various parts of their body. • Keep a steady beat with an instrument (rhythm sticks) • Clap various patterns using ta's and titi's.

	<ul style="list-style-type: none"> Using written notation, clap various patterns using ta's and titi's. Use movement to show a rhythm.
Instructional Plan	
Suggested Activities	Resources
Students will keep a steady beat on different parts of their body by following the directions given in song and copying pictures given.	Making Music Book, "Copy Cat" Song
Students will use body percussion/rhythm sticks to demonstrate their ability to feel the steady beat of various styles of music.	Teacher Created/Chosen Music
Students will read and perform rhythm patterns both through clapping and rhythm sticks to demonstrate their ability to read quarter notes.	Rhythm cards, Teacher Created Examples
Students will recognize and perform patterns in a song using ta's and titi's using visual, aural and tactile aids throughout.	Making Music Book, Music K-8
The students will review rhythmic patterns and will be assessed by recognizing orally what pattern that is clapped and coloring the rhythm that matches what is clapped.	Teacher created materials
Literature	
<ul style="list-style-type: none"> Music K - 8 Magazine, Plan 	

Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Collaborate with classroom teachers • Provided differentiation for students as needed • Assign a peer helper 	
Gifted and Talented <ul style="list-style-type: none"> • Student-lead activities • Additional leadership roles in classroom • Provided differentiation for students as needed 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Provide additional time for thinking and activities • Provided differentiation for students as needed 	
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Provide manipulatives or the opportunity to draw solution strategies • Use colored notes instead of traditional notation • Place note names under the notes • Restate, reword and clarify directions • Lessen the amount of information presented. 	

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 2: Melody	Duration: November – December
Standards	

1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
1.4. P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.
1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and performances.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2. A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
1.3.2. A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
1.1.2. A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2. A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.1.2. A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
	Interdisciplinary Skills
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none"> There is a difference between their speaking voice and singing voice. Melody is a tune. A body can demonstrate high and low sounds. They can develop their voice by singing simple songs. 	<ul style="list-style-type: none"> What can your voice do? What sound can you make with your voice? What makes high sounds in the environment? What makes low sounds in the environment? Which instruments make high sounds? Which instruments make low sounds?

<ul style="list-style-type: none"> • They can match pitch with voice or instrument. • Movement can be used to represent a melody. 	<ul style="list-style-type: none"> • How can a movement be used to represent a melody?
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> • Performance • Verbal feedback • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion resenation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to identify low and high pitches. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Explore vocal sounds when given a visual indicator.

<ul style="list-style-type: none"> • That movement can be used to accompany a melody. 	<ul style="list-style-type: none"> • Perform high and low sounds from visual and verbal cues. • Recognize the difference between a high and low sound. • Demonstrate, vocally, high and low pitches. • Sing a variety of songs by rote. • Identify different high and low sounds in instruments. • Identify different high and low sounds in the environment. • Identify high and low notes on the treble clef. • Use movement to demonstrate a melody.
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Instructional Plan

Suggested Activities	Resources
Students will discover the many ways to use their voices by using a slide whistle, roller coaster ride with their voice, whispering and shouting.	Voice flexing picture cards, vocal graph cards, Making Music Book, "Hello There" Song
Students will perform hand and body movements to show when melody moves from high to low and low to high by using Beethoven Bear and Mozart Mouse.	Music for Little Mozart Book, Bear and Mouse stuffed animals, glockenspiel
Students will identify high/low pitches of different instruments to demonstrate their understanding of musical timbres through the story of Peter and the Wolf and Carnival of the Animals.	Peter and the Wolf, Carnival of the Animals, instrument pictures
Students will identify notes on the musical staff to demonstrate their understanding of high/low pitches in melody using Freddie the Frog.	Freddie the Frog, treble clef staff rug, note flashcards

Students will sit around the music treble clef staff rug and use stuff animals to place notes on the staff and demonstrate understanding of high/low pitches.	treble clef staff rug, note flashcards, stuffed animals
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music for Little Mozart's, Vol. 1 & 2</i>, Alfred • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers, Vol. 1 & 2</i>, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog Book Series</i>, Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Collaborate with classroom teacher and ESL teacher to make necessary modifications for students • Provide translated material • Provide differentiation for students as needed 	
Gifted and Talented <ul style="list-style-type: none"> • Student-lead activities 	

- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Unit 3: Tone Color		Duration: January - February
Standards		
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	

1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.		
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.		
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.		
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.		
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times		
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.		
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
	Interdisciplinary Skills		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).		
SL.K.1.B	Continue a conversation through multiple exchanges.		
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		
	Technology		
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.		
	21st Century Life and Career		
CRP2	Apply appropriate academic and technical skills.		
CRP6	Demonstrate creativity and innovation.		
Essential Understandings		Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none">• Every person’s voice has a unique tonal quality.• Every instrument has a unique tonal quality• Natural sounds have a unique tonal quality.		<ul style="list-style-type: none">• What kind of sound would a large instrument produce?• What kind of sound would a small instrument produce?• Can you identify which voice you hear? What are the four instrument families?	

<ul style="list-style-type: none"> • Difference between a speaking voice and a singing voice. 	
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Questioning • Discussion • Think-Pair-Share • Self-Assessment • Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify different tonal qualities in voice, instrument and nature. • How to participate in creating and identifying sounds on various instruments. • How to create and identify natural sounds from the world around them. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Distinguish between an adult and a child's speaking voice • Distinguish between a male and female speaking voice • Distinguish between an adult and a child's singing voice • Distinguish between a male and female singing voice • Identify the instrumental families and their sounds • Identify the different tonal differences in nature • Identify a large instrument by sound • Identify a small instrument by sound
Instructional Plan	
Suggested Activities	Resources
Students will listen to "Sugar Bee" to identify different tone colors of adult and child voices.	"Sugar Bee" Song, Making Music Book
Students will listen to different nature sounds and look at nature pictures to identify tonal differences found in nature.	Youtube.com, Making Music Book, nature picture cards
Students will identify by sight and sound the different musical instruments to demonstrate their ability to hear different tone colors.	Instrument posters, classroom instruments, Carnival of the Animals, Peter and the Wolf, youtube.com
Students will match various characters to their corresponding instrument by coloring the characters and the instruments the same color.	Instrument posters, classroom instruments, Carnival of the Animals, Peter and the Wolf, youtube.com
Suggested Literature	

<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music for Little Mozart's</i>, Vol. 1 & 2, Alfred • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog Book Series</i>, Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students • Provide translated material • Provide differentiation for students as needed 	
Gifted and Talented <ul style="list-style-type: none"> • Student-lead activities • Additional leadership roles in classroom • Provide differentiation for students as needed 	

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.



Unit 4: Form		Duration: March - April
Standards		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times	
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.	
1.4. P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.	
1.4. P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.	
1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	
1.4. P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
	Interdisciplinary Skills	
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	
SL.K.1.B	Continue a conversation through multiple exchanges.	
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.	

	Technology	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
	21 Century Life and Career	
CRP2	Apply appropriate academic and technical skills.	
CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • Songs can be divided into parts, which can be labeled by letters such as AB/ABA. • There is repetition and contrast in music. • Body movements can be used to demonstrate different parts of a song. 		<ul style="list-style-type: none"> • Do songs have different parts? • What is the difference between call and response? • What is an introduction in a piece of music?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Think-Pair-Share • Thumbs Up/Thumbs Down 		<ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback Benchmark Assessment <ul style="list-style-type: none"> • Student Performance with Rubric

	Alternative Assessments <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • The different forms in song and how to apply them. • That movement and dance can be used to associate different parts of a song. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Identify call and response in a song • Identify a solo and chorus in a song • Recognize AB form • Recognize ABA form • Identify the introduction in a song • Use their body to create movements associated with different parts of a song.
Instructional Plan	
Suggested Activities	Resources
Students will sing various songs to demonstrate their understanding of a call and response song by listening to the call section and singing the response section.	Making Music Book, Music for Little Mozarts Book, "I Got a Letter This Morning", "Sing About Martin" "Hello There"
Students will join together to sing as a group or sing alone to demonstrate their understanding of solo and chorus in a song.	Making Music Book, Music for Little Mozarts Book, "I Got a Letter This Morning", "Sing About Martin" "Hello There"

Students will identify the introduction and predict the content of the song based on the introduction, using “Jig Along Home”	“Jig Along Home”, Music Connection Book
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music for Little Mozart's</i>, Vol. 1 & 2, Alfred • Music K - 8 Magazine, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog Book Series</i>, Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students • Provide translated material • Provide differentiation for students as needed 	

Gifted and Talented <ul style="list-style-type: none"> • Student-lead activities • Additional leadership roles in classroom • Provided differentiation for students as needed
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Provide additional time for thinking and activities • Provided differentiation for students as needed
Special Education <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Use colored notes instead of traditional notation • Place note names under the notes • Shorten assignments to focus on mastery of key concepts • Restate, reword and clarify directions • Lessen the amount of information presented.

Unit 5 will address the following 21st Century Life and Careers skills:			
Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1.Act as a responsible and contributing citizen and employee.

	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Unit 5: Expressive Qualities		Duration: May - June
Standards		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	

1.3.P.B.5	Participate in and listen to music from a variety of cultures and times
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.4. P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.
1.4. P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.
1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
1.4. P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
1.4. P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.
1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and performances.
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2. A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2. A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2. B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
	Interdisciplinary skills
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century life and Career
CRP2	Apply appropriate academic and technical skills.

CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • There are a variety of styles, cultures and time periods in music. • The speed of music affects how you feel. • Creative movement can express a musical thought or mood 		<ul style="list-style-type: none"> • What is the difference between loud and soft? • What is the difference between fast and slow? • What words do you use to describe the speed of music? • What is tempo? • What are dynamics?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Questioning • Discussion • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down 		<ul style="list-style-type: none"> • Listening Examples • Performance • Verbal feedback • Student critique • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Observation Checklist • Student self-reflection or discussion while planning their performance

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and apply dynamics. • How to identify and apply tempo. • How to identify different styles of music. • How to use their voice to convey a certain mood. • That movement can convey a certain mood or tempo of a song. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recognize the difference between loud and soft music • Recognize the difference between fast and slow music • Identify and define the proper Italian terms for tempo and dynamics • Identify composers and their most famous compositions • Identify the different styles of music • Create various movements to express thought or mood
Instructional Plan	
Suggested Activities	Resources
Students will recognize loud and soft and move their body appropriately at different dynamic levels by using Grizzly Bear and having students tell story of what is happening and predict what will be loud and soft.	Making Music Book, “Grizzly Bear” CD, animated Grizzly Bear Map
Students will discover that the steady beat can change tempo by using “My Head and My Shoulders” by teacher demonstration and by questioning them on what they hear.	“My Head and My Shoulders”, Making Music CD
Students will recognize slow and fast tempos by adding movements that will demonstrate each by listening to	“Racing Car” and “Giant’s Lullaby”, Music for Little Mozart Book

“Racing Car” and “Giant’s Lullaby” and move appropriately as they perform.	
Students will move to and recognize different tempos by the use of Tempo Cats and having each represent a different speed.	Tempo Cat Pictures
Students will recognize and move to a song that has many tempo changes, such as “The Old Grey Cat” and following form written out on the whiteboard.	“The Old Grey Cat”, Music for Little Mozarts Book, “The Old Grey Cat” Picture cards
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music for Little Mozart’s</i>, Vol. 1 & 2, Alfred • Music K - 8 Magazine, Plank Road • <i>Bowmar’s Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog Book Series</i>, Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com

Suggested Options for Differentiation

English Language Learners

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provide differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provide differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Restate, reword and clarify directions
- Provide additional time for thinking and activities
- Provide differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Lessen the amount of information presented.

Estell Manor School School District

Music Curriculum Grade 1

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 1
Music Pacing Guide**

Unit 1: Rhythm	Approximately 6 Class days
Unit 2: Melody	Approximately 6 Class days
Unit 3: Tone Color	Approximately 6 Class days
Unit 4: Form	Approximately 6 Class days
Unit 5: Expressive Qualities	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
Unit 1: Rhythm	Duration: September – October

Standards	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
8.1.8. A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
1.1.2. A.1	Identify the elements of dance in planned and improvised dance sequences.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

	Technology	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
	21st Century Life and Career	
CRP2	Apply appropriate academic and technical skills.	
CRP3	Attend to personal health and financial well-being.	
CRP6	Demonstrate creativity and innovation.	
CRP12	Work productively in teams while using cultural global competence.	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A beat is a constant pulse in music. • You feel music throughout body which creates an internal beat. • The beat can be transferred to an instrument and movement. • They can identify, perform and move to simple rhythmic pattern. 		<ul style="list-style-type: none"> • How can you move your body with the beat of the music? • How does a heartbeat compare to a steady beat in music? • What is a steady beat? • Can the beat change?

Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self Assessment • Thumbs Up/Thumbs Down • Verbal feedback 	<ul style="list-style-type: none"> • Listening Exam • Performance <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to identify and read rhythm. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Identify a steady beat. • Maintain a steady beat independently.

<ul style="list-style-type: none"> • That movement can be used to represent a rhythm or create a new one. 	<ul style="list-style-type: none"> • Keep a steady beat on various parts of their body through movement. • Keep a steady beat with an instrument (rhythm sticks) • Clap various patterns using quarter notes, eighth notes, quarter rests. • Using written notation, clap various patterns using quarter notes, eighth notes, quarter rests.
Instructional Plan	
Suggested Activities	Resources
The students will echo clap rhythm patterns to demonstrate their ability to aurally distinguish between long and short sounds.	Teacher created rhythm patterns.
The students will use body percussion to show their ability to feel and demonstrate the steady beat of the music.	Making Music, Music Connection, various cd's.
The students will read and perform one measure rhythm patterns to show their ability to read quarter and eighth notes, and quarter rests.	Rhythm cards
The students will listen and move to music that has a steady beat and compare and contrast it to music that has no beat.	Making Music
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers, Vol. 1 & 2</i>, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend 	

<ul style="list-style-type: none"> • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Provide translated material • Provided differentiation for students as needed 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Student-lead activities 	

<ul style="list-style-type: none"> • Additional leadership roles in classroom • Provided differentiation for students as needed
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Provide additional time for thinking and activities • Provided differentiation for students as needed
Special Education <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Use colored notes instead of traditional notation • Place note names under the notes • Shorten assignments to focus on mastery of key concepts • Restate, reword and clarify directions • Lessen the amount of information presented.

Unit 2 will address the following 21st Century Life and Careers skills:			
Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.

	Money Management		CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	√	CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 2: Melody		Duration: November – December
Standards		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times	

1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.4. P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.
1.4. P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2. A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
1.3.2. A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
1.1.2. A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2. A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.1.2. A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is a difference between their speaking voice and singing voice. • Melody is a tune. • A body can demonstrate high and low sounds. • They can develop their voice by singing simple songs. • They can match pitch with voice or instrument. • Use movement to accompany a melody. 	<ul style="list-style-type: none"> • What can your voice do? • What sound can you make with your voice? • What makes high sounds in the environment? • What makes low sounds in the environment? • Which instruments make high sounds? • Which instruments make low sounds?
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal feedback 	<ul style="list-style-type: none"> • Listening Exam • Performance <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance

	<ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify low and high pitches. • How to identify notes on the staff. • How to use movement to accompany a melody using free or planned dance. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Explore vocal sounds when given a visual indicator. • Perform high and low sounds from visual and verbal cues. • Recognize the difference between a high and low sound. • Demonstrate, vocally, high and low pitches. • Sing a variety of songs by rote. • Identify different high and low sounds in instruments. • Identify different high and low sounds in the environment. • Identify high and low notes on the treble clef. • Demonstrate a melody using movement of free or planned dance.
Instructional Plan	
Suggested Activities	Resources
The students will demonstrate the correct use of their singing voice through singing various songs.	Making Music, Music Connection, and various songs from different musical sources.

The students will listen to and identify different voices (adult/children) to demonstrate their ability to hear higher and lower pitches.	Making Music, Music Connections, and various singing pieces from different musical sources.
The students will identify high/low pitches of different instruments to demonstrate their understanding of instrumental musical timbre.	Making Music, Instruments of the Orchestra pictures, various musical examples of orchestral/band music.
The students will identify notes on the musical staff to demonstrate their understanding of high/low pitches in a melody.	Freddie the Frog materials. Treble clef note flashcards, Naming notes on the treble clef staff paper.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog</i> materials, Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies.

- Use colored notes instead of traditional notation
- Place note names under the notes.
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 3: Tone Color		Duration: January - February
Standards		
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times	
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.	
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
	Interdisciplinary Skills	
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.	
	Technology	
8.1.8. A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	

	21st Century Life and Career	
CRP2	Apply appropriate academic and technical skills.	
CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • Every person's voice has a unique tonal quality. • Every instrument has a unique tonal quality • Natural sounds have a unique tonal quality. • Difference between a speaking voice and a singing voice. 		<ul style="list-style-type: none"> • What kind of sound would a large instrument produce? • What kind of sound would a small instrument produce? • Can you identify which voice you hear? • What are the four instrument families?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal feedback 		<ul style="list-style-type: none"> • Listening Exam • Performance <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify different tonal qualities in voice, instrument, and nature. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Distinguish between an adult and a child's speaking voice • Distinguish between a male and female speaking voice • Distinguish between an adult and a child's singing voice • Distinguish between a male and female singing voice • Identify the instrumental families and their sounds • Identify the different tonal differences in nature • Identify a large instrument by sound • Identify a small instrument by sound
Instructional Plan	
Suggested Activities	Resources

The students will listen to various musical sources to identify different tone colors of adult/child voices.	Making Music, Music Connection, various musical sources.
The students will identify by sight and sound different musical instruments to demonstrate their ability to hear different tone colors.	Musical Instrument posters, Various classroom instruments, Making Music, nyphilkids.org
The students will identify certain instruments (violin, flute, drums, trumpet) by sight and sound to show that they can distinguish different tone colors.	Musical Instrument posters, Bowmar's Adventure in Music Listening, Music K-8 mag., YouTube, various musical sources.
The students will identify various sounds from nature to demonstrate their understanding of different tone colors in sounds.	Making Music, YouTube.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers, Vol. 1 & 2</i>, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts

- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 4: Form	Duration: March - April
Standards	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.4. P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.
1.4. P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.
1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
1.4. P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.

CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • Songs can be divided into parts, which can be labeled by letters such as AB/ABA. • There is repetition and contrast in music. • Body movements can be used to demonstrate different parts of a song 		<ul style="list-style-type: none"> • Do songs have different parts? • What is the difference between call and response? • What is an introduction in a piece of music?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal feedback 		<ul style="list-style-type: none"> • Listening Exam • Performance • Student critique <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills		

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The different forms in song and how to apply them. • How to listen for, identify, and move to repetition and contrast in music including AB and ABA forms. • How to sing and move to various call and response songs and solo- chorus songs. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify call and response in a song • Identify a solo and chorus in a song • Recognize AB form • Recognize ABA form • Identify the introduction in a song • Use their body to create movements associated with different parts of a song.
Instructional Plan	
Suggested Activities	Resources
The students will sing various songs to demonstrate their understanding of a call/response song by listening to the call section and singing the response section.	Making Music, Music Connection
The students will join together to sing as a group or sing alone to demonstrate their understanding of solo/chorus in a song.	Making Music, Music Connection
The students will listen to and move to various songs/pieces of music to demonstrate their understanding and the ability to hear the contrasting sections in a piece of music.	Making Music, Bowmar's Adventures in Music Listening, YouTube, Fun with Composers, various musical sources.
The students will listen to various pieces of music to identify what an Introduction is and how it relates to the mood of the music.	Making Music, Bowmar's Adventures in Music Listening, Fun with Composer.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson 	

<ul style="list-style-type: none"> • <i>Music Connection</i>, Silver Burdett • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students 	

<ul style="list-style-type: none"> ● Provide translated material ● Provided differentiation for students as needed
Gifted and Talented <ul style="list-style-type: none"> ● Student-lead activities ● Additional leadership roles in classroom ● Provided differentiation for students as needed
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> ● Provide additional time for thinking and activities ● Provided differentiation for students as needed
Special Education <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Provide manipulatives or the opportunity to draw solution strategies ● Use colored notes instead of traditional notation ● Place note names under the notes ● Shorten assignments to focus on mastery of key concepts ● Restate, reword and clarify directions ● Lessen the amount of information presented.

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 5: Expressive Qualities		Duration: May - June
Standards		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3. P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
1.3.P.B.5	Participate in and listen to music from a variety of cultures and times
1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.
1.3.2. B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2. B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2. B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.4. P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.
1.4. P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.
1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
1.4. P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
1.4. P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.
1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and performances.
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2. A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2. A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2. B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2. B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
1.1.2. A.1	Identify the elements of dance in planned and improvised dance sequences.
1.1.2. A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none"> There are a variety of styles, cultures and time periods in music. The speed of music affects how you feel. Creative movement can express a musical thought or mood. 	<ul style="list-style-type: none"> What is the difference between loud and soft? What is the difference between fast and slow? What words do you use to describe the speed of music? What is tempo? What are dynamics?
Evidence of Student Learning	
Formative Assessments	
Summative Assessments	
<ul style="list-style-type: none"> Observation Questioning Discussion Peer/Self-Assessment Thumbs Up/Thumbs Down Verbal feedback 	<ul style="list-style-type: none"> Listening Exam Performance Student Critique Benchmark Benchmark Assessment <ul style="list-style-type: none"> Student Performance with Rubric

	Alternative Assessments <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to identify and apply dynamics • How to identify and apply tempo. • How to identify different styles of music. • That movement can be used to express ideas or thoughts for different styles of music. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Recognize the difference between loud and soft music • Recognize the difference between fast and slow music • Identify and define the proper Italian terms for tempo and dynamics • Identify composers and their most famous compositions • Identify the different styles of music • Create various movements to express thought or mood.
Instructional Plan	
Suggested Activities	Resources

The students will listen, sing, and move to various styles of music to identify the difference between loud and soft environmental/musical sounds.	Various musical sources from Making Music, Music Connection, and various cd's.
The students will listen, sing, and move to various styles of music to identify the difference between fast and slow environmental/musical sounds.	Various musical sources from Making Music, Music Connection, and various cd's.
The students will listen and move to music by various famous musical composers to hear and learn about different genres, styles, and time periods of music.	Various musical sources from Making Music, Bowmar's Adventure in Music Listening, Fun with Composers, and various cd's.
The students will listen to, sing, and move to music to identify different styles of music.	Various musical sources from Making Music, Fun with Composers, Move It, and various cd's.
The students will actively create movement to show their expression of the various moods of music.	Bowmar's Adventure in Music Listening, Fun with Composers, and various cd's.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers, Vol. 1 & 2</i>, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation

- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Estell Manor School District

Music Curriculum Grade 2

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 2
Music Pacing Guide**

Unit 1: Rhythm	Approximately 6 Class days
Unit 2: Melody	Approximately 6 Class days
Unit 3: Tone Color	Approximately 6 Class days
Unit 4: Form	Approximately 6 Class days
Unit 5: Expressive Qualities	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 1: Rhythm		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.1.2. A.1	Identify the elements of dance in planned and improvised dance sequences.
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
	Interdisciplinary Skills
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

	21st Century Life and Career	
CRP2	Apply appropriate academic and technical skills.	
CRP3	Attend to personal health and financial well-being.	
CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • A beat is a constant pulse in music. • You feel music throughout body which creates an internal beat. • The beat can be transferred to an instrument. • They can identify, perform and move to simple rhythmic pattern. 		<ul style="list-style-type: none"> • How can you move your body with the beat of the music? • How does a heartbeat compare to a steady beat in music? • What is a steady beat? • Can the beat change?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Observation • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal feedback 		<ul style="list-style-type: none"> • Listening Exam • Performance <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance

	<ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and read rhythm. • How to use movement to represent a rhythm. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify a steady beat. • Maintain a steady beat independently. • Keep a steady beat on various parts of their body using movement or dance. • Keep a steady beat with an instrument. • Clap various patterns using quarter notes, eighth notes, quarter rests, half notes, sixteenth notes. • Using written notation, clap various patterns using quarter notes, eighth notes, quarter rests, half notes, sixteenth notes.
Instructional Plan	
Suggested Activities	Resources
Students will echo clap rhythm patterns to demonstrate their ability to aurally distinguish between long and short sounds.	Teacher created rhythm patterns
Students will use body percussion/rhythm sticks to demonstrate that they can feel the steady beat of various styles of music.	Making Music, Music Connection, various other musical sources.

Students will read and perform 2 measure rhythm patterns both through clapping and on rhythm sticks to demonstrate their ability to read quarter, eighth, half notes, and quarter rests.	Teacher created rhythm cards Rhythm sticks
Students will identify, read, and perform quarter, eighth, half, sixteenth notes, and quarter rests in various songs to demonstrate their ability to identify longer and shorter sounds in all kinds of music.	Making Music, Music Connection, various other musical sources.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://www.nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

English Language Learners

- Collaborate with ELL department/content area teachers to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes

- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 2: Melody		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
1.3.2. A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.	
1.3.2. A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.	

1.3.2. A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.		
1.3.2. A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.		
1.1.2. A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.		
1.1.2. A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.		
1.1.2. A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.		
	Interdisciplinary Skills		
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
	Technology		
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.		
	21st Century Life and Career		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP6	Demonstrate creativity and innovation.		
Essential Understandings		Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none">• There is a difference between their speaking voice and singing voice.• Melody is a tune.• A body can demonstrate high and low sounds.• They can develop their voice by singing simple songs.• They can match pitch with voice or instrument.		<ul style="list-style-type: none">• What can your voice do?• What sound can you make with your voice?• What makes high sounds in the environment?• What makes low sounds in the environment?• Which instruments make high sounds?• Which instruments make low sounds?	

<ul style="list-style-type: none"> • Movement can be used to accompany a melody in the form of dance. 	
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Thumbs Up/Thumbs Down • Class and small group discussion • Peer/Self-Assessment 	<ul style="list-style-type: none"> • Listening Exam • Performance • Student critique <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to identify low and high pitches. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Explore vocal sounds when given a visual indicator.

<ul style="list-style-type: none"> • How to identify notes on the staff. • How to use dance to accompany a melody. 	<ul style="list-style-type: none"> • Perform high and low sounds from visual and verbal cues. • Recognize the difference between a high and low sound. • Demonstrate, vocally, high and low pitches. • Sing a variety of songs by rote and through reading a musical score • Identify different high and low sounds in instruments. • Identify different high and low sounds in the environment. • Identify high and low notes on the treble clef. • Use free or planned movement to different types of instruments
Instructional Plan	
Suggested Activities	Resources
Students will demonstrate the correct use of their singing voice through singing various songs.	Making Music, Music Connection, Music K-8 Magazine, various other musical sources.
Students will listen to and identify different voices (male, female, children) by their high/low vocal qualities.	Making Music, Music Connection, various other musical sources.
Students will follow a vocal graph to demonstrate their understanding and ability to use a high/low voice.	Vocal graph cards.
Students will identify high/low pitches of different instruments to demonstrate their understanding of musical timbre.	Pictures of musical instruments, Bowmar's Adventure in Music Listening, various sources of orchestral/band music.

Students will identify notes on the musical staff to demonstrate their understanding of high/low pitches in a melody.	Freddie the Frog materials.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>Freddie the Frog</i> materials by Sharon Burch 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	www.youtube.com
Youtube - Resource for videos on various musical topics such as composers and performances.	http://nyphilkids.org
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p>	

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 3: Tone Color		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
	Interdisciplinary Skills	

2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
	Technology
8.1.8. A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none"> • Every person's voice has a unique tonal quality. • Every instrument has a unique tonal quality • Natural sounds have a unique tonal quality. • Difference between a speaking voice and a singing voice. 	<ul style="list-style-type: none"> • What kind of sound would a large instrument produce? • What kind of sound would a small instrument produce? • Can you identify which voice you hear? • What are the four instrument families? • What instrument is making the sound?
Evidence of Student Learning	
Formative Assessments	
Summative Assessments	
<ul style="list-style-type: none"> • Verbal feedback • Questioning • Discussion • Portfolios • Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> • Listening Exam • Performance • True/false questions <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p>

	<ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to identify different tonal qualities in voice, instrument, and nature. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Distinguish between an adult and a child's speaking voice • Distinguish between a male and female speaking voice • Distinguish between an adult and a child's singing voice • Distinguish between a male and female singing voice • Identify the instrumental families and their sounds • Identify the different tonal differences in nature • Identify a large instrument by sound • Identify a small instrument by sound
Instructional Plan	
Suggested Activities	Resources

Students will listen to various musical sources to identify different tone colors of adult/child voices.	Making Music, Bowmar's Adventure in Music Listening, various other musical sources.
Students will identify by sight and sound different musical instruments to demonstrate their ability to hear different tone colors.	Instrument posters, classroom instruments, Bowmar's Adventure in Music Listening, Fun with Composers, various orchestral musical sources.
Students will categorize the instruments into the four instrument families to identify why they are grouped together based on their tone colors.	Storybook: The Remarkable Farkle McBride, Instrument posters.
Students will identify various sounds from nature to demonstrate their understanding of different tone colors in sounds.	Making Music, Music Connection, various sources of sounds from nature, You-tube.com
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers</i>, Vol. 1 & 2, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend • <i>The Remarkable Farkle McBride</i>, John Lithgow 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Lessen the amount of information presented orally
- TPR
- Provide translated material
- Provided differentiation for students as needed

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Provide additional time for thinking and activities
- Restate, reword and clarify directions
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed

- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 4: Form		Duration: March - April
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	

1.4.2. A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
	Interdisciplinary Skills
9.1.4. A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none"> • Songs can be divided into parts, which can be labeled by letters such as AB/ABA. • There is repetition and contrast in music. • Body movements can be used to demonstrate different parts of a song 	<ul style="list-style-type: none"> • Do songs have different parts? • What is the difference between call and response? • What is an introduction/coda in a piece of music? • What is AB/ABA form?
Evidence of Student Learning	
Formative Assessments	
Summative Assessments	
<ul style="list-style-type: none"> • Thumbs Up/Thumbs Down • Observation 	<ul style="list-style-type: none"> • Individual assess skill • Performance Benchmark Assessment

<ul style="list-style-type: none"> • Discussion • Verbal feedback 	<ul style="list-style-type: none"> • Student Performance with Rubric • Teacher created assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The different forms in song and how to apply them. • Listen for, identify, and move to repetition and contrast in music including AB and ABA forms. • Identify an introduction/coda in music. • Participate in singing and moving to various call and response, verse refrain, and songs and solo-chorus songs. • Begin to perform ostinato patterns with songs and movement. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify call and response in a song • Identify a solo and chorus in a song • Recognize AB form • Recognize ABA form • Identify the introduction/coda in a song • Use their body to create movements associated with different parts of a song.
Instructional Plan	
Suggested Activities	Resources

Students will sing various songs to demonstrate their understanding of a call/response song by listening to the call section and singing the response section.	Making Music, Music Connection, various other musical sources.
Students will join together to sing as a group or sing alone to demonstrate their understanding of solo/chorus in a song.	Making Music, Music Connection, Music K-8 Magazine, various song sources
Students will listen to and move to various songs/pieces of music to demonstrate their understanding and the ability to hear the contrasting sections in a piece of music.	Making Music, Bowmar's Adventure in Music Listening, Fun with Composers, various musical sources.
Students will identify introduction/coda in a song by identifying them on a musical score especially in 2nd Grade Chorus.	Fun with Composers, Music K-8 Magazine, various musical scores.
Suggested Literature	
<ul style="list-style-type: none"> • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • <i>Music K - 8 Magazine</i>, Plank Road • <i>Bowmar's Adventure in Music Listening</i>, Belwin Mills • <i>Fun with Composers, Vol. 1 & 2</i>, Ziolkowski • <i>First Steps in Music Vocal Development</i>, Feierabend • <i>Move It 1 & 2, Expressive Movement with Classical Music</i>, Lyman & Feierabend 	
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

<p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>
Suggested Options for Differentiation
<p>English Language Learners</p> <ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students • Provide translated material • Provided differentiation for students as needed
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Student-lead activities • Additional leadership roles in classroom • Provided differentiation for students as needed
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> • Provide additional time for thinking and activities • Provided differentiation for students as needed
<p>Special Education</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan

- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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Unit 5: Expressive Qualities		Duration: May - June
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	
1.4.2. A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
1.1.2. A.1	Identify the elements of dance in planned and improvised dance sequences.	

<ul style="list-style-type: none"> • Questioning • Discussion • Peer/Self-Assessment • Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> • Performance • Verbal feedback • Student critique <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, • Rubric or Observation Checklist scoring student practice towards performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and apply dynamics • How to identify and apply tempo. • How to identify different styles of music. • That creative movement can express a thought or mood. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recognize the difference between loud and soft music • Recognize the difference between fast and slow music • Identify and define the proper Italian terms for tempo and dynamics • Identify composers and their most famous compositions • Identify the different styles of music

	<ul style="list-style-type: none"> • Create various movements to express thought or mood.
Instructional Plan	
Suggested Activities	Resources
The students will listen, sing, and move to various styles of music to identify the difference between loud and soft environmental/musical sounds.	Various musical sources from Making Music, Music Connection, and various cd's.
The students will listen, sing, and move to various styles of music to identify the difference between fast and slow environmental/musical sounds.	Various musical sources from Making Music, Music Connection, and various cd's.
The students will listen and move to music by various famous musical composers to hear and learn about different genres, styles, and time periods of music.	Various musical sources from Making Music, Bowmar's Adventure in Music Listening, Fun with Composers, and various cd's.
The students will listen to, sing, and move to music to identify different styles of music.	Various musical sources from Making Music, Fun with Composers, Move It 1 & 2, and various cd's.
The students will actively create movement to show their expression of the various moods of music.	Bowmar's Adventure in Music Listening, Fun with Composers, and various cd's.
Websites	
New York Philharmonic KidZone - Resource for composer information, various musical games such as scavenger hunts and matching, learn about the instruments, make your own instrument, etc.	http://nyphilkids.org
Youtube - Resource for videos on various musical topics such as composers and performances.	www.youtube.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Provided differentiation for students as needed
- Small group instruction
- Use visuals
- Small group instruction

Gifted and Talented

- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

Basic Skills/Economically Disadvantaged

- Reduce assignments
- Provide additional time for thinking and activities
- Provided differentiation for students as needed

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation

- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Estell Manor School District

Music Curriculum Grade 3

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 3
Music Pacing Guide**

Unit 1: Rhythm	Approximately 6 Class days
Unit 2: Melody	Approximately 6 Class days
Unit 3: Tone Color	Approximately 6 Class days
Unit 4: Form	Approximately 6 Class days
Unit 5: Expressive Qualities	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
Unit 1: Rhythm	Duration: Approximately 6 Class days
Standard	
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2. A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)

1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
8.1.2. A.5	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
1.1.5. A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5. A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5. A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5. A.4	Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5. A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5. A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5. A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
<i>Students will understand that...</i>	
<ul style="list-style-type: none"> • Music is composed using various mathematical patterns and formula • The various staves help us identify and what note to play. • Rhythm is a complex passage using various different lengths of sound in various patterns • Different staves make it easier to identify specific tone 	
Essential Questions	
<ul style="list-style-type: none"> • How do I know what note to play when? • What is rhythm? • Why are there different staves? • Why are there symbols on my music? • How do I notate a song? • How can I demonstrate a rhythm? 	

<ul style="list-style-type: none"> • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Every school will demonstrate the function and anatomy of their method. • Songs are written mathematical patterns divided into measures that add to particular numbers • Playing an instrument requires practice and achievement is dependent upon the amount of time you dedicate • Movement can be used to represent a rhythm. 	
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher log • Exit Slip • Performances • Demonstration • Class participation • Verbal feedback 	<ul style="list-style-type: none"> • Performance • Observation • Individual Evaluation <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance

	<ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Teach students how to play percussion instruments. • Motor and movement activities to demonstrate a steady beat. • Listening to compound meter and identifying the meter. • Reading and performing rhythms. • Meter in music organizes the piece. • Students will identify and demonstrate their vocal break. • The various staves help us identify and what note to play • Rhythm is a complex passage using various different lengths of sound in various patterns. • Different staves make it easier to identify specific tones. • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform, and move to a steady beat, no beat, rests, and fermatas in music. • Identify and perform to meter in 2, 3, and 4 • Reproduce even/uneven rhythm patterns. • Clap various patterns using quarter notes, eighth notes, quarter rests, half notes, whole notes, dotted half notes • Using written notation, clap various patterns using quarter notes, eighth notes, quarter rests, half notes, whole notes, dotted half notes • Explain and demonstrate the difference between beat and rhythm. • Identify, demonstrate and describe the steady beat in a song • Identify the instruments • can fall into that category and explain why. • Define meter and identify it in a piece or song written in 2/4, 3/4 and 4/4

	<ul style="list-style-type: none"> • Define and describe note names and duration in 4/4 • Improvise rhythmic patterns and notate them on a staff • Perform many rhythms at one time, following the same beat. (drum circle, body movements, etc.).
Instructional Plan	
Suggested Activities	Resources
Comprehensive Music Learning Sequence (CMLS) rhythm cards: Students will echo teacher verbally then echo and add body percussion.	CMLS rhythm cards
Students will sing various songs to demonstrate singing rhythms together.	Get America Singing & Get America Singing Again Making Music series
Students will play keyboards to written rhythms to practice playing together.	Music mash-up Keyboard Adventure
Students will perform rhythm activities/games: use rhythm sticks, or body percussion to demonstrate a rhythm	Dance Series Rhythm Stick Activities
Students will dance and move to the beat with various tempos and genres of music to demonstrate steady beat, halt time and double time movement.	Music CD's

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Literature

- Composers datebook Pearson
- Music madness #1,2,3,4,5 Farquhar
- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K - 8 Magazine, Plank Road
- Bowmar's *Adventure in Music Listening*, Belwin Mills

Websites

www.Musiclearningcommunity.com

www.Makingmusicfun.com

www.Pianoeducation.com

www.noteworks.com

www.Funbrain.com

www.hearitnoteit.com

www.Datadragon.com	www.monkeydrum.com
www.Creatingmusic.com	www.musicalme.com
www.Noteworks.com	www.youtube.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions 	
Gifted and Talented <ul style="list-style-type: none"> • Allow gifted children to create • Set individual goals • Give leadership roles 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Use audio materials when necessary • Read directions aloud to students • Restate, reword or clarify directions • Redirect students to keep them focused • Provide breaks when the students become frustrated • Reteach lesson using small groups • Monitor progress during lesson • Shorten assignment to focus on mastery of key concepts • Provide a support and cueing system 	
Special Education <ul style="list-style-type: none"> • Redirect students to keep them focused • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan 	

- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 2: Melody		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	

1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.		
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.		
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.		
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.		
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.		
	Interdisciplinary Skills		
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.		
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.		
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
	Technology		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
	21st Century Life and Career		
CRP2	Apply appropriate academic and technical skills.		
CRP3	Attend to personal health and financial well-being.		
CRP4	Communicate clearly and effectively and with reason.		
CRP6	Demonstrate creativity and innovation.		
<table border="1"> <tr> <td>Formative Assessments</td><td>Summative Assessments</td></tr> </table>		Formative Assessments	Summative Assessments
Formative Assessments	Summative Assessments		

<ul style="list-style-type: none"> • Teacher observation Performances • Demonstration • Written assessments compositions • Students critique • Class participation • Verbal feedback 	<ul style="list-style-type: none"> • Performance • Observation • Individual evaluation <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identifying melodic shape. • How does the melody move? Step or leap? • Introduce musical alphabet and the direction of the alphabet • Write the notes and letter names on a staff. • Utilize pictures and mnemonic devices to remember the lines and spaces of the staff. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform and move to melodic contour. • Identify, perform, and move to melodic movement by steps, leaps, and repeats and octaves. • Identify, perform and move to melodic rhythm, imitation and ostinato. • Identify, perform and move to melodic phrases (same, different, longer, and shorter)

<ul style="list-style-type: none"> • Introduce the instruments in treble clef, bass clef and grand staff. • Every note can be divided into smaller and smaller parts of time. • There are many different types of instruments that can be divided into different groups and families. • Each family has distinct and common elements. • Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music. • Understanding the amount of time a musician put into a song shows you why listening respectfully is so important. • Planned and free movement can be used to as melodic movement. 	<ul style="list-style-type: none"> • Define solo and explain its role in the melody of a piece or song. • Identify what instrument holds the melody in each by listening to examples. • Identify and locate the letter names of the notes.
Instructional Plan	
Suggested Activities	Resources
Students will sing various songs to demonstrate ability to sing in tune.	Making Music series Get America Singing & Get America Singing Again
Students will listen to examples of different vocal ranges (soprano, alto, tenor and bass) to be able to listen to new music and identify singing range. Discuss how this applies to instruments.	www.youtube.com Music CD's
Students will name the 4 spaces and 5 lines to begin learning how to read music.	Music lined whiteboards

Students will use keyboard or bells to explore melodies in music. Read, compose and play	Bell set Electronic Keyboards
Suggested Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
www.Noteflight.com	www.Atozkidstuff.com
www.noteworks.com	www.Makingmusicfun.com
www.Hearitnoteit.com	www.Monkeydrum.com
www.Musicalme.com	www.Jazzyday.com
www.Funbrain.com	www.Creatingmusic.com
www.youtube.com	
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Use audio materials when necessary
- Read directions aloud to students
- Restate, reword or clarify directions
- Redirect students to keep them focused
- Provide breaks when the students become frustrated
- Reteach lesson using small groups
- Monitor progress during lesson
- Shorten assignment to focus on mastery of key concepts
- Provide a support and cueing system

Gifted and Talented

- Ask higher - level questions
- Student-lead activities
- Additional leadership roles in classroom

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies

- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 3: Tone Color	Duration: Approximately 6 days
Standards	

1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Formative Assessments	
<ul style="list-style-type: none">● Teacher observation● Performances● Demonstration● Written assessments compositions● Class participation● Verbal feedback	
Summative Assessments	
<ul style="list-style-type: none">● Performance● Individual evaluation	
Benchmark Assessment	
<ul style="list-style-type: none">● Student Performance with Rubric	
Alternative Assessments	
<ul style="list-style-type: none">● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance	

	<ul style="list-style-type: none"> • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocal ranges and colors • Basic keyboard proficiency • Vocal production • Classical music listening • Teach the sections of the orchestra • Students will identify and demonstrate their vocal break. • The various staves help us identify and what note to play • Rhythm is a complex passage using various different lengths of sound in various patterns. • Different staves make it easier to identify specific tones. • Musical notation uses various symbols to minimize notation and communicate the intention of the compose. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify various vocal tone colors and instrumental colors • Students will use different tone colors when playing • Students will explore their own vocal tone color • Enjoy and evaluate tone color in music • Continue to identify the difference in tone color of various musical groupings
Instructional Plan	

Suggested Activities	Resources
Students will listen to various musical ensembles to hear the difference between orchestras, small ensembles and bands.	Making music series recordings www.youtube.com
Students will use the keyboard Voice programs to hear how different voices sound.	Electronic Keyboards
Students will Use classroom instruments to make sounds so students can identify instruments by sight and sound.	Electronic Keyboards Xylophone, recorders, drums, drum machine
Students will Sing songs from different cultural disciplines to introduce students to instruments and sounds from other cultures.	Making music series Get America & Get America Singing Again
Suggested Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
www.Composersdatebook.com	www.Noteflight.com
www.musiclearningcommunity.com	www.pianoeducation.com

www.funbrain.com	www.datadragon.com
www.creatingmusic.com	www.atozkidstuff.com
www.creatingmusic.com	www.makingmusicfun.com
www.musicalame.com	www.monkeydrum.com
www.jazzyday.com	www.youtube.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Monitor progress during lesson ● Use audio materials when necessary ● Restate, reword or clarify directions 	

- Reteach lesson in small groups
- Shorten assignment to focus on mastery of key concepts
- Provide a support and cueing system

Gifted and Talented

- Move quickly through the required curriculum content and onto more advanced material.
- Ask higher level questions
- Engage gifted students in the curriculum decision-making process.

Basic Skills/Economically Disadvantaged

- Use audio materials if necessary
- Read directions aloud
- Redirect students
- Provide breaks
- Shorten assignments

Special Education

-
- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Use colored notes instead of traditional notation.
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply
21st Century Themes

Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 4: Form		Duration: Approximately 6 Days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	

1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Formative Assessments	
<ul style="list-style-type: none"> • Teacher observation • Demonstration • Written assessments and compositions • Class participation • Verbal feedback 	
Summative Assessments	
<ul style="list-style-type: none"> • Teacher Created Performance Assessments • Written test using multiple choice or True/ False items • Individual evaluation at student seat or music stand 	
Benchmark Assessment	
<ul style="list-style-type: none"> • Student Performance with Rubric 	
Alternative Assessments	
<ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Nearpod App • Exit ticket 	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> • Play a recording of different examples of AB, ABA and Rondo and solo-chorus songs. • Read from sheet music and identify the many signs that lead the student to follow the direction of the music. • Modern music was influenced by many different styles and genres throughout time • • A composer writes many types of music. Anyone who writes music can be a composer. • • Every note can be divided into smaller and smaller parts of time. • • There are many different types of instruments that can be divided into different groups and families. • Each family has distinct and common elements. 	<ul style="list-style-type: none"> • Identify, perform, and move to AB, ABA, and Rondo, and solo-chorus songs. • Identify and perform introduction/coda in music. • Identify D.C. al Fine. • Define and identify the introduction • Map out the form of a song using the correct terminology. (Intro, Verse, Chorus)
Instructional Plan	
Suggested Activities	Resources
Students will Sing various songs to help students identify ABA form.	Get America Singing/Get America Singing Again Making music series
Students will Compose a keyboard piece in AB form to help students gain a greater understanding of this form.	Keyboards/Bells
Students will Dance various dances so students can feel the different forms.	Fun dance CDs. Chimes of Dunkirk
Students will View select art and discuss in terms of musical form	Art and music series
Suggested Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson 	

- Music madness #1,2,3,4,5 Farquhar
- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K - 8 Magazine, Plank Road
- Bowmar's *Adventure in Music Listening*, Belwin Mills

Websites

www.jazzyday.com

www.musiclearningcommunity.com

www.musicalme.com

www.pianoeducation.com

www.monkeydrum.com

www.funbrain.com

www.Hearitnoteit.com

www.datadragon.com

www.noteworks.com

www.atozkids.com

www.creatingmusic.com

www.makingmusicfun.com

www.youtube.com

www.noteflight.com

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Use audio materials when necessary
- Read directions aloud to students
- Restate, reword or clarify directions
- Redirect students to keep them focused
- Provide breaks when the students become frustrated
- Reteach lesson using small groups
- Monitor progress during lesson
- Shorten assignment to focus on mastery of key concepts
- Provide a support and cueing system

Gifted and Talented

- Ask higher level questions
- Student lead activities
- Leadership roles

Basic Skills/Economically Disadvantaged

- Use audio materials if necessary
- Read directions aloud
- Redirect students
- Provide breaks
- Shorten assignments

Special Education

- Provide differentiated instruction as needed

- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Unit 5: Expressive Qualities	Duration: Approximately 6 Days
Standards	

1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5. A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.P.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
1.4.5. A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5. A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5. A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5. B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5. B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5. B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5. B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

1.1.5. A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Formative Assessments	
Summative Assessments	
<ul style="list-style-type: none"> Center activities Small group performances Demonstration Class participation 	
<ul style="list-style-type: none"> Performance Observation Individual evaluation 	
Benchmark Assessment	
<ul style="list-style-type: none"> Student Performance with Rubric 	
Alternative Assessments	

	<ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sing a song according to a particular mood or feeling. ● Listen to music from different cultures. ● Listen to different musical styles ie: jazz, rap ● Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music. • ● Understanding the amount of time a musician put into a song shows you why listening respectfully is so important. ● Listen to composer's music. ● Analyze a composition for its musical symbols. ● There are many different styles of music. ● Creative movement can be used to express the mood of a piece of music. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify a particular culture through its music. ● Identify the style. ● Discuss their feelings toward the piece of music. ● Identify the expressive symbols of the piece ● Discuss the particular style of a piece. ● Use movement to express the mood of a piece of music and state how this expresses their thoughts about a given piece of music.

Instructional Plan	
Suggested Activities	Resources
Students will Play (keyboards, bells, percussion, rhythm sticks) and move to various pieces of music in a slow, fast, medium, fast tempo	Keyboard adventure. CD's www.youtube.com
Students will Perform various dances to music of different styles.	Keyboards CD's www.youtube.com
Students will Compose a piece for keyboards or bells using various tempi and dynamics.	Staff paper Keyboards Bells
Students will Listen to music with different expressive styles and discuss.	Making Music series www.youtube.com
Suggested Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
www.Noteflight.com	www.Atozkidstuff.com

www.noteworks.com	www.Makingmusicfun.com
www.Hearitnoteit.com	www.Monkeydrum.com
www.Musicalme.com	www.Jazzyday.com
www.Funbrain.com	www.Creatingmusic.com
www.youtube.com	
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p style="text-align: center;">Suggested Options for Differentiation</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Create a low-risk environment ● Give short, concise directions ● Allow more wait time 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● maximize your students' potential by expecting them to do their best ● Allow students to pursue independent activities 	

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| <ul style="list-style-type: none">• Provide opportunities for gifted music students to interact with other gifted music students• Student lead activities |
| Basic Skills/Economically Disadvantaged <ul style="list-style-type: none">• Allow students to plan orally and practice with teacher before beginning performance or project• Read directions aloud |
| Special Education <ul style="list-style-type: none">• Follow all IEP modifications/504 plan• Provide differentiated instruction as needed• Be aware of space and environment to minimize safety issues |

Estell Manor School District

Music Curriculum Grade 4

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 4
Pacing Guide**

Unit 1: Rhythm	Approximately 6 Class days
Unit 2: Melody	Approximately 6 Class days
Unit 3: Tone Color	Approximately 6 Class days
Unit 4: Form	Approximately 6 Class days
Unit 5: Expressive Qualities	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit: #1 Rhythm	Duration: Approximately 6 Class days
Standards	

1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.1.5. A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

1.1.5. A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5. A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5. A.4	Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5. A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5. A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5. A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP11.	Use technology to enhance productivity

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Reading and performing instruments • How to play rhythm instruments • Motor activities for steady beat • Teach students how to play percussion instruments • That motor activities and movement can represent a steady beat. • Listening to compound meter and identifying the meter • Reading and performing rhythms • Music is composed using various mathematical patterns and formulas. • The various staves help us identify and what note to play. • Rhythm is a complex passage using various different lengths of sound in various patterns. • Different staves make it easier to identify specific tones. • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Every school will demonstrate the function and anatomy of their method. • Songs are written mathematical patterns divided into measures that add to particular numbers. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Explain and demonstrate the difference between beat and rhythm • Identify rhythmic notation • Reproduce even and uneven patterns • Define meter • Define note names • Define note duration • Improvise patterns • Explain and demonstrate the difference between beat and rhythm. • Identify, demonstrate and describe the steady beat in a song • Identify the instruments • can fall into that category and explain why. • Define meter and identify it in a piece or song written in 2/4, 3/4 and 4/4 • Define and describe note names and duration in 4/4 • Improvise rhythmic patterns and notate them on a staff • Perform many rhythms at one time, following the same beat. (drum circle). • Use creative movement to create a rhythm.
<p>Instructional Plan</p>	

Suggested Activities	Resources
Students will use Comprehensive Music Learning Sequence (CMLS) rhythm cards: Students will echo teacher verbally then echo and add body percussion.	CMLS rhythm cards
Students will Sing various songs to demonstrate singing rhythms together.	Get America Singing & Get America Singing Again Making Music series
Students will Play keyboards to written rhythms to practice playing together.	Music mash-up Keyboard Adventure
Students will use Rhythm activities/games: use rhythm sticks, or body percussion to	Dance Series Rhythm Stick Activities
Students will Dance/Moving to the beat with various tempos and genres of music to demonstrate steady beat, half time and double time movement.	Music CD's
Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
www.Musiclearningcommunity.com	www.Makingmusicfun.com

www.Pianoeducation.com	www.noteworks.com
www.Funbrain.com	www.hear it, noteit.com
www.Datadragon.com	www.monkeydrum.com
www.Creatingmusic.com	www.musicalme.com
www.Noteworks.com	www.youtube.com
	www.quavermusic.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p style="text-align: center;">Suggested Options for Differentiation</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Use audio materials when necessary ● Read directions aloud to students ● Restate, reword or clarify directions ● Redirect students to keep them focused 	

Gifted and Talented <ul style="list-style-type: none"> • Allow gifted children to create • Set individual goals • Give leadership roles
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Shorten assignments • Restate directions • Reteach in small group
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Use colored notes instead of traditional notation • Place note names under the notes • Make use of classroom displays and teaching posters

Unit 2 will address the following 21st Century Life and Careers skills:				
Check all that apply 21 st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.

	Money Management	✓	CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit: #2 Melody		Duration: Approximately 6 days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.	
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
1.1.5. A.4	Differentiate the contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, range of motion in compositions and performances.	

1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5. B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Formative Assessments	
<ul style="list-style-type: none">• Class participation• Observation• Performance	
Summative Assessments	
<ul style="list-style-type: none">• Performance Assessment Rubric• Individual Evaluation• End of Lesson Summary	
Benchmark Assessment	
<ul style="list-style-type: none">• Student Performance with Rubric	
Alternative Assessments	

	<ul style="list-style-type: none"> • Student self-reflection or discussion while planning their performance • Demonstrate knowledge by playing or moving to melodic rhythm
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Melodic shape • Step and leap • Notes on a staff • Introduce instruments in treble and bass clefs • Introduce musical alphabet and the direction of the alphabet • Write the notes and letter names on a staff. • Utilize pictures and mnemonic devices to remember the lines and spaces of the staff. • Introduce the instruments in treble clef, bass clef and grand staff. • Music is composed using various mathematical patterns and formulas. • The various staves help us identify and what note to play. • Rhythm is a complex passage using various different lengths of sound in various patterns. • Different staves make it easier to identify specific tones. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify and locate letter names of the notes • Identify and move to melodic lines • Identify leap and step and repeat • Identify and play melodic contour • Identify, perform and move to melodic rhythm, imitation and ostinato. • Identify, perform and move to melodic phrases (same, different, longer, and shorter) • Define solo and explain its role in the melody of a piece or song. • Identify what instrument holds the melody in each by listening to examples. • Identify and locate the letter names of the notes. • Perform simple melodic piece on keyboard • Improvise melodies on Orff instrument • Map out movement while listening to music. • Play a five-tone keyboard piece.

<ul style="list-style-type: none"> • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Songs are written mathematical patterns divided into measures that add to particular numbers. • Movement can be used to accompany a melody. 	
Instructional Plan	
Suggested Activities	Resources
Students will Sing various songs to demonstrate ability to sing in tune.	Making Music series Get America Singing & Get America Singing Again
Students will Listen to examples of different vocal ranges (soprano, alto, tenor and bass) to be able to listen to new music and identify singing range. Discuss how this applies to instruments.	www.youtube.com Music CD's
Students will Name the 4 spaces and 5 lines to begin learning how to read music.	Music lined whiteboards
Students will Use keyboard or bells to explore melodies in music. Read, compose and play	Bell set Electronic Keyboards
Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	

Websites	
www.Noteflight.com	www.Atozkidstuff.com
www.noteworks.com	www.Makingmusicfun.com
www.Hearitnoteit.com	www.Monkeydrum.com
www.Musicalme.com	www.Jazzyday.com
www.Funbrain.com	www.Creatingmusic.com
www.youtube.com	www.quavermusic.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
English Language Learners	

- TPR
- Reteach lesson using small groups
- Shorten assignment
- Gestures and cueing

Gifted and Talented

- Ask higher level questions
- Student lead activities
- Leadership roles

Basic Skills/Economically Disadvantaged

- Restate directions
- Frequently check for understanding
- Shorten assignments

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Use colored rhythms to designate patterns
- Use colored notes instead of traditional notation
- Place note names under the notes
- focus on mastery of key concepts
- Restate, reword and clarify directions

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit: #3 Tone color		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	

1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	Interdisciplinary Skills

2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP12	Work productively in teams while using cultural global competence.
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Student use wipe off boards to demonstrate knowledge • Physical gestures to identify orchestra or small ensemble • Fill in the notes activity 	<ul style="list-style-type: none"> • Student Performance • Identification of identify instrument sounds (woodwind, brass, percussion, strings) <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance • Student self-reflection
Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocal ranges and colors • Basic keyboard proficiency • Vocal production • Classical music listening • Music from various nations have different nuances that make them distinct. • Modern music was influenced by many different styles and genres throughout time. • A composer writes many types of music. There are lots of careers that could be offered to composers. • Every note can be divided into smaller and smaller parts of time 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify various vocal tone colors and instrumental colors • Students will use different tone colors when playing • Students will explore their own vocal tone color • Enjoy and evaluate tone color in music • Continue to identify the difference in tone color of various musical groupings • Listen to pieces of various moods and emotions • Listen and discuss music for happy and sad • Continue to identify the difference in tone color of various voices (male, female, groups – duets, trios, quartets, chorus, etc.). • Describe and identify instrument sounds (woodwind, brass, percussion, strings, and cultural instruments)
Instructional Plan	
Suggested Activities	Resources
Students will listen to various musical ensembles to hear the difference between orchestras, small ensembles and bands.	Making music series recordings www.youtube.com
Students will use the keyboard Voice programs to hear how different voices sound.	Electronic Keyboards
Students will Use classroom instruments to make sounds so students can identify instruments by sight and sound.	Electronic Keyboards Xylophone, recorders, drums, drum machine

Students will sing songs from different cultural disciplines to introduce students to instruments and sounds from other cultures.	Making music series Get America & Get America Singing Again
Students will listen to various musical ensembles to hear the difference between orchestras, small ensembles and bands.	Making music series recordings www.youtube.com
Students will use the keyboard Voice programs to hear how different voices sound.	Electronic Keyboards
Literature	
<ul style="list-style-type: none"> • Composers datebook Pearson • Music madness #1,2,3,4,5 Farquhar • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
www.Composersdatebook.com	www.Noteflight.com
www.musiclearningcommunity.com	www.pianoeducation.com
www.funbrain.com	www.datadragon.com
www.creatingmusic.com	www.atozkidstuff.com
www.creatingmusic.com	www.makingmusicfun.com
www.musicalame.com	www.monkeydrum.com
www.jazzyday.com	www.youtube.com

www.quavermusic.com	
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p style="text-align: center;">Suggested Options for Differentiation</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Use fingerplays to help focus students and make them more willing to sing ● Review important concepts and key vocabulary throughout the lesson ● Monitor progress during lesson 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning ● Allow students to pursue independent ● encourage learning for its own sake 	
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Multiple presentation means of materials ● Know and capitalize on the characteristics, ot ust learning levels, of the students 	

- Redirect students
- Provide breaks
- Shorten assignments

Special Education

- Follow all IEP modifications/504 plan
- Actively encourage them to participate in the music activities
- Use colored notes instead of traditional notation
- Place note names under the notes
- Focus on mastery of key concepts
- Restate, reword and clarify directions
- Limit distractions

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
Unit: #4 Form	Duration: Approximately 6 Class days
Standards	
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5. A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Interdisciplinary Skills	
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
21st Century Life and Career	
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Evidence of Student Learning	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> • Sound Sort • Observation • Compositions • Participation • Verbal feedback 	<ul style="list-style-type: none"> • Performance • Individual evaluation • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Play a recording of different examples of AB, ABA, and Rondo songs. • Read from sheet music and identify the many signs that lead the students to follow the direction of the music • Every note can be divided into smaller and smaller parts of time. • • There are many different types of instruments that can be divided into different groups and families. Each family has distinct and common elements. • 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform and move to AB, ABA, and rondo music. • Identify and perform introduction/coda in music • Identify D.C. al coda • Define and identify the introduction • Map out the form of a song using form terminology. • Perform and move to various call and response, verse-refrain, and solo-chorus songs. • Improvise keyboard piece using AB form • Improvise keyboard piece using ABA

<ul style="list-style-type: none"> • Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music. • • Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician. • • Understanding the amount of time a musician put into a song shows you why listening respectfully is so important. 	<ul style="list-style-type: none"> • Perform keyboard pieces in various forms • Choreograph a movement piece utilizing forms.
Instructional Plan	
Suggested Activities	Resources
Students will sing various songs to help students identify ABA form.	Get America Singing/Get America Singing Again Making music series
Students will compose a keyboard piece in AB form to help students gain a greater understanding of this form.	Keyboards/Bells
Students will dance various dances so students can feel the different forms.	Fun dance CDs. Chimes of Dunkirk
Students will view select art and discuss in terms of musical form	Art and music series
Students will sing various songs to help students identify ABA form.	Get America Singing/Get America Singing Again Making music series
Students will compose a keyboard piece in AB form to help students gain a greater understanding of this form.	Keyboards/Bells
Students will dance various dances so students can feel the different forms.	Fun dance CDs. Chimes of Dunkirk

Students will view select art and discuss in terms of musical form	Art and music series
Students will sing various songs to help students identify ABA form.	Get America Singing/Get America Singing Again Making music series
Literature	
Composers datebook Pearson Music madness #1,2,3,4,5 Farquhar Making Music, Pearson Music Connection, Silver Burdett Music K - 8 Magazine, Plank Road Bowmar's Adventure in Music Listening, Belwin Mills	
Websites	
www.jazzyday.com	www.musiclearningcommunity.com
www.musicalme.com	www.pianoeducation.com
www.monkeydrum.com	www.funbrain.com
www.hearit.com ,noteit.com	www.datadragon.com
www.noteworks.com	www.atozkids.com
www.creatingmusic.com	www.makingmusicfun.com
www.quavermusic.com	
www.youtube.com	www.noteflight.com
Modifications	

<p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>
Suggested Options for Differentiation
<p>English Language Learners</p> <ul style="list-style-type: none"> • Share songs from students' native languages and cultures. • Reteach lesson using small groups • Keep rules and classroom routines short and to the point • Monitor progress during lesson
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Ask higher level questions • Student lead activities • Leadership roles
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> • Read directions aloud • Redirect students • Allow students to work in small groups
<p>Special Education</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Pair with reliable, conscientious students

- Provide differentiated instruction as needed
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit: #5 Expressive Qualities		Duration: Approximately 6 Class days
Standards		
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2. B.4	Categorize families of instruments and identify their associated musical properties.	
1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.	
1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2. A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.2.5. A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
1.3.2. B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	

1.3.2. B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2. B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.5. A.2	Create and perform planned and improvised movement sequence, alone or in small groups, with variations in tempo, meter, rhythm, spatial level, (i.e., low, middle, and high), and spatial pathways.
1.4.2. B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
1.4.5. A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5. A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5. A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5. B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5. B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5. B.4	Define technical proficiency, using the elements of the arts and principles of design.

1.4.5. B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Class participation • Observation • Performance student created dance to different types of music 	<ul style="list-style-type: none"> • Performance • Individual evaluation Benchmark Assessment <ul style="list-style-type: none"> • Student Performance with Rubric Alternative Assessments <ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance • Peer Assessment Using Rubrics

	<ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sing a song according to a particular mood or feeling. ● Listen to music from different cultures. ● Listen to different musical styles ie: jazz, rap ● Listen to composer's music. ● Analyze a composition for its musical symbols. ● There are many different styles of music. ● Every note can be divided into smaller and smaller parts of time. ● There are many different types of instruments that can be divided into different groups and families. Each family has distinct and common elements. ● Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music. ● Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Sing expressively. ● Identify a particular culture through its music. ● Identify the style. ● Discuss their feelings toward the piece of music. ● Identify the expressive symbols of the piece ● Students will be able to demonstrate rudimentary patterns and form in music through performance and notation. ● Students will be able to identify differences in musical time signatures in written and aural form. ● Students will be able to identify tempo and variations of such in both written and aural form. ● Students will continue to develop the skills to play various instruments as a group and individually. ● Students will continue to develop the skills to sing various songs as a group and individually.

<ul style="list-style-type: none"> Understanding the amount of time a musician put into a song shows you why listening respectfully is so important 	<ul style="list-style-type: none"> Students will continue to develop the skills to play instruments and various items to demonstrate phrasing in music. Students will continue to develop the skills to improvise rudimentary rhythmical patterns using specific mathematical notation guidelines. Students will continue to develop the skills to be able to list and identify various instruments visually, written and aurally. Discuss the particular style of a piece.
Instructional Plan	
Suggested Activities	Resources
Students will Play (keyboards, bells, percussion, rhythm sticks) and move to various pieces of music in a slow, fast, medium, fast tempo	Keyboard adventure. CD's www.youtube.com
Students will Perform various dances to music of different styles.	Keyboards CD's www.youtube.com
Students will Compose a piece for keyboards or bells using various tempi and dynamics.	Staff paper Keyboards Bells
Students will Listen to music with different expressive styles and discuss.	Making Music series www.youtube.com
Literature	

- Composers datebook Pearson
- Music madness #1,2,3,4,5 Farquhar
- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K - 8 Magazine, Plank Road
- Bowmar's *Adventure in Music Listening*, Belwin Mills

Websites

www.Noteflight.com

www.Atozkidstuff.com

www.noteworks.com

www.Makingmusicfun.com

www.Hearitnoteit.com

www.Monkeydrum.com

www.Musicalme.com

www.Jazzyday.com

www.Funbrain.com

www.Creatingmusic.com

www.youtube.com

www.quavermusic.com

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Use cooperative learning activities
- Create word walls and living walls to help all students recall vocabulary
- Remove jargon and slang from your speech
- Restate, reword or clarify directions
- Check for comprehension often

Gifted and Talented

- Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning.
- Give opportunities to learn how to take responsibility for their own learning.
- Have students work together, teach one another, and actively participate in their own and their classmates' learning.

Basic Skills/Economically Disadvantaged

- Have realistic expectations
- Redirect students
- Provide breaks
- Shorten assignments

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Kindly remind students of the rules often, before there is an issue
- Make students with behavior problems the 'helper'. Have that student hand out papers, take roll, hand out instruments, collect the instruments-Keep them involved in a positive way.
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

- Lessen the amount of information presented.

Estell Manor School District

Music Curriculum Grade 5

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Grade 5 Pacing Guide

Unit 1: Rhythm	Approximately 6 Class days
Unit 2: Melody	Approximately 6 Class days
Unit 3: Tone Color	Approximately 6 Class days
Unit 4: Form	Approximately 6 Class days
Unit 5: Expressive Qualities	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit 1: Rhythm	Duration: Approximately 6 Class days
Standards	
1.1.2. B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.1.5. A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5. A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5. A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5. A.4	Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5. A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.		
1.3.5. A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.		
1.3.5. A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.		
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.		
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.		
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP6	Demonstrate creativity and innovation.		
Essential Understandings		Essential Questions	
<i>Students will understand that...</i> <ul style="list-style-type: none">• Music is composed using various mathematical patterns and formula.• Rhythm is a complex passage using various different lengths of sound in various patterns		<ul style="list-style-type: none">• How do I know what note to play?• What is rhythm?• Why are there strange symbols on my music?• How do I notate a song?• What is Subdivision?	

<ul style="list-style-type: none"> • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Songs are written mathematical patterns divided into measures that add to particular numbers. • Every note can be divided into smaller and smaller parts of time 	
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher observation performances • Singing Games (Dinah to assess MRD, 16th notes) For singing game assessment ideas see www.wemakethemusic.org/blog/2017/2/5/assessment-in-the-music-room-part-2 	<ul style="list-style-type: none"> • Individually Evaluate at seat or stand • Observation • Performance <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric • Teacher created pencil and paper assessments <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Teach students how to play percussion instruments • Motor activities to steady beat • Listening to compound meter and identifying the meter • Display how to count meter with strong beats and weak beats • That movement can be used to show rhythmic patterns. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform, and move to a steady beat, no beat, rests, and fermatas in music. • Identify and perform to meter in 2, 3 and 4 • Reproduce even/uneven, syncopated/not syncopated rhythm patterns. • Explain and demonstrate the difference between beat and rhythm. • Identify, demonstrate and describe the steady beat in a song. • Describe the role of the rhythm section of any ensemble, identify the instruments that can fall into that category and explain why. • Define meter and identify it in a piece or song written in 2/4, 3/4, 4/4, 5/4, 6/8, 7/4. • Define and describe note names and duration in 4/4 • Improvise rhythmic patterns and notate them on a staff • Perform many rhythms at one time, following the same beat. (drum circle).

	<ul style="list-style-type: none"> Identify strong beats and weak beats in common time, 4/4, 2 / 4, 3 / 4, 6 / 8, 12 / 8
Instructional Plan	
Suggested Activities	Resources
Distribute various percussion instruments. Write down rhythmic examples on the board and have the students follow them.	O Generator
Play rhythm games with the class	Groovy Music
Bounce tennis balls to the steady beat of a song, making sure that they are bounce on the strong beat and catching on the weak beat.	iPad
The students will... Play recordings on the stereo of songs written in compound meter and have the class clap the beat to identify the meter of the song.	iPod
Literature	
<ul style="list-style-type: none"> Norton Anthology of Western Music – Ancient to Baroque by Claude V. Palisca Composers datebook Pearson <i>Making Music</i>, Pearson <i>Music Connection</i>, Silver Burdett Music K - 8 Magazine, Plank Road Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills In Tune Magazine 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	http://www.aviary.com/tools/music-creator

http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p style="text-align: center;">Suggested Options for Differentiation</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Ask higher - level questions • Allow gifted children to create • Set individual goals • Give leadership roles 	
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> • Students will use stick figures instead of notation for rhythm 	

- Use audio materials when necessary
- Read directions aloud to students
- Restate, reword or clarify directions
- Provide students with copies of notes
- Redirect students to keep them focused
- Provide breaks when the students become frustrated
- Reteach lesson using small groups
- Monitor progress during lesson
- Shorten assignment to focus on mastery of key concepts
- Provide a support and cueing system

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Make use of classroom displays and teaching posters
- Provide manipulatives or the opportunity to draw solution strategies

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.

	Money Management		CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit 2: Melody		Duration: Approximately 6 Class days
Standards		
1.1.2. B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.	
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
1.3.2. B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	
1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	

1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5. A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5. A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5. A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Interdisciplinary Skills
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

	21st Century Life and Career	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students will identify and demonstrate their vocal break • The various staves help us identify and what note to play. • Different staves make it easier to identify specific tone • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Playing an instrument requires practice and achievement is dependent upon the amount of time you dedicate • Music from various nations have different nuances that make them distinct. • Modern music was influenced by many different styles and genres throughout time. 		<ul style="list-style-type: none"> • What is the difference between your head voice and your chest voice? • Why are there different staves? • How does the instrument work? • Why does he sound better than me? • What are the instruments I could play?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Teacher observation of performances 		<ul style="list-style-type: none"> • Performance Assessment Rubric

<ul style="list-style-type: none"> • Demonstration • Written assessments compositions • Students critique • Class participation 	<ul style="list-style-type: none"> • Individual Evaluation • End of Lesson Summary • Individual evaluation <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Demonstrate knowledge by playing or moving to melodic rhythm
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Shape high, low • Introduce musical alphabet and the direction of the alphabet • Write musical alphabet notes and letter names on a staff. • Utilize pictures and mnemonic devices to remember the lines and spaces of the staff. • Introduce the instruments of the treble clef and bass clef and their relationship to the music alphabet 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform and move to melodic contour. • Identify, perform, and move to melodic movement by steps, leaps, and repeats and octaves. • Identify, perform and move to melodic rhythm, imitation and ostinato. • Identify, perform and move to melodic phrases (same, different, longer, and shorter). • Identify major, minor, and pentatonic scales. • Identify range and register.

<ul style="list-style-type: none"> • Introduce the grand staff. • Introduce accidentals sharps, flats and naturals. • Introduce the smallest distance between any two notes also called the half step • Introduce the whole step and its relationship to the half step. • That creative planned and free movement can be used to accompany a melody to help an artist express an idea or feeling. 	<ul style="list-style-type: none"> • Define melody and explain how the melody of a song lends itself to the story within the music. • Explain the difference between a piece of music and a song. • Define solo and explain its role in the melody of a piece or song. • Identify what instrument holds the melody in each by listening to examples. • Identify and locate the letter names of the note • Define chromatic scale and demonstrate how it moves up and down the scale by 1/2 step. • Compare the phrasing of a melody to the phrasing of any written work (poem, essay, short story). • Record performances using computer software to assess each other's work and help each other improve by providing creative criticism
Instructional Plan	
Suggested Activities	Resources
Draw shapes on the board and use a pointer or finger to follow the shape with sound.	Noteflight
Play the Alphabet song and stop on G and explain that the musical alphabet only has 7 letters in it.	GarageBand
Draw a staff on the board and introduce where the letters are located and why they are placed where they go.	Inside Music
Compare the staff on the board to the keys on a piano and explain how the letters follow the pattern of the black keys.	Piano
Literature	

- Norton Anthology of Western Music – Ancient to Baroque by Claude V. Palisca
- In Tune Magazine
- Composers datebook Pearson
- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K - 8 Magazine, Plank Road
- Bowmar's *Adventure in Music Listening*, Belwin Mills

Websites

<http://www.earslap.com/projects/otomata>

<http://www.aviary.com/tools/audio-editor>

<http://www.onemotion.com/flash/drum-machine>

<http://www.aviary.com/tools/music-creator>

<http://eng.musicshake.com/create/>

<http://www.musicnotes.com>

<http://www.greenbookofsongs.com/>

<http://www.youtube.com>

<http://www.quavermusic.com>

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>
Suggested Options for Differentiation
English Language Learners <ul style="list-style-type: none"> • TPR • Reteach lesson using small groups • Shorten assignment • Gestures and cueing
Gifted and Talented <ul style="list-style-type: none"> • Ask higher level questions • Student lead activities • Leadership roles
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Use audio materials when necessary • Read directions aloud to students • Restate, reword or clarify directions • Provide students with copies of notes • Redirect students to keep them focused • Provide breaks when the students become frustrated • Reteach lesson using small groups • Monitor progress during lesson • Shorten assignment to focus on mastery of key concepts • Provide a support and cueing system
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Use colored rhythms to designate patterns • Use colored notes instead of traditional notation • Place note names under the notes • focus on mastery of key concepts • Restate, reword and clarify directions

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
Unit 3: Harmony	Duration: Approximately 6 Class days

Standards	
1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

CRP6	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The various staves help us identify and what note to play. • Different staves make it easier to identify specific tone • Musical notation uses various symbols to minimize notation and communicate the intention of the composer. • Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician. • Understanding the amount of time a musician put into a song shows you why listening respectfully is so important. 		<ul style="list-style-type: none"> • Why are there different staves? • Why are there strange symbols on my music? • What are the instruments I could play? • How can dancing help me with music? • Are dance and music similar? • What is concert etiquette?
Evidence of Student Learning		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Teacher observation performances • Demonstration • Written assessments compositions • Students critique • Class participation 		<ul style="list-style-type: none"> • Performance • Observation • Individual evaluation <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance Assessment with Rubric <p>Alternative Assessments</p>

	<ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • Extend their harmony practice performing duets • Emphasize a melody and introduce the harmony part as a counterpart. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Define unison, duo, trio, quartet, and so on. • Define and describe major, minor and diminished. • Understand and identify a chord progression in a song. • Identify and perform unison. • Identify 2, 3 and 4-part harmony. • Perform ostinato, counter melody, rounds, partner songs, and descants.
Instructional Plan	
Suggested Activities	Resources
Play recordings of vocal groups that sing in harmony.	iPad
Split the class in half and teach them a separate part of music. Then, bring both groups together and have them sing in a duet.	iPod

Play a melody on the piano and introduce it as the storyteller of the music. Then, play the harmonies (accompaniment) and explain the importance of their role in the background of music.	MacBook
Explain and display the grand staff and compare it to when your hands play on the piano.	Piano
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient to Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	http://www.aviary.com/tools/music-creator
http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Students work with buddies
- Preferential Seating
- Use fingerplays to help focus students and make them more willing to sing
- Review important concepts and key vocabulary throughout the lesson
- Monitor progress during lesson

Gifted and Talented

- Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning
- Allow students to pursue independent
- encourage learning for its own sake
- Ask Higher Level Questions

Basic Skills/Economically Disadvantaged

- Multiple presentation means of materials
- Know and capitalize on the characteristics, of ust learning levels, of the students
- Redirect students
- Provide breaks
- Shorten assignments

Special Education

- Follow all IEP modifications/504 plan
- Actively encourage them to participate in the music activities
- Use colored notes instead of traditional notation
- Place note names under the notes

- Focus on mastery of key concepts
- Restate, reword and clarify directions
- Limit distractions

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
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Unit 4: Tone Color		Duration: Approximately 6 Class days
Standards		
1.2.2. A.1	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
1.4.5. A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	
1.4.5. A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	
1.4.5. A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	
1.4.5. B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.	
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits.	
	Interdisciplinary Skills	
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	

2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1. D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP11.	Use technology to enhance productivity.
Essential Understandings	
<i>Students will understand that...</i>	
<ul style="list-style-type: none">• Different staves make it easier to identify specific tone• Every school will demonstrate the function and anatomy of their method.• Playing an instrument requires practice and achievement is dependent upon the amount of time you dedicate• Music from various nations have different nuances that make them distinct.• Modern music was influenced by many different styles and genres throughout time.	
Essential Questions	
<ul style="list-style-type: none">• How does the instrument work?• Why does he sound better than me?• What type of music is this?• Where did rock come from?• What are the instruments I could play?• How can dancing help me with music?	

<ul style="list-style-type: none"> • A composer writes many types of music. Anyone who writes music is a composer. 	
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Sound Sort • Observation • Compositions • Participation • Verbal feedback 	<ul style="list-style-type: none"> • Performance • Individual evaluation • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> • Know the sections of the orchestra and introduce what instruments belong in that family and why. • Play recordings of different vocal groups and identify their title based on the ranges of their voices. • Play games based on the instruments where the students have to identify it by its sound. • Compare and contrast various vocal ranges SATB 	<ul style="list-style-type: none"> • Describe the meaning of the instrument family names • Identify musical instruments by their sound and what family they belong in • Describe how the individual sounds of various instruments enhance the story in a song or pie • Continue to identify the difference in tone color of various musical groupings • Vocal: male, female, duet, trio, quartet, chorus.
Instructional Plan	
Suggested Activities	Resources
Question the students about what the word family means. Explain that the definition is exactly why they group the instruments that way.	GarageBand
Review the names of the families and the ways the instruments are related.	iPad
Play recordings of music and identify the instruments that they hear.	iPod
Play a game that makes the students find the family based on the sound of the instrument.	MacBook
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient to Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson 	

- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K - 8 Magazine, Plank Road
- Bowmar's *Adventure in Music Listening*, Belwin Mills

Websites

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Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions
Gifted and Talented <ul style="list-style-type: none"> • Ask Higher Level Questions
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Use audio materials when necessary • Read directions aloud to students • Restate, reword or clarify directions • Provide students with copies of notes • Redirect students to keep them focused • Provide breaks when the students become frustrated • Reteach lesson using small groups • Monitor progress during lesson • Shorten assignment to focus on mastery of key concepts • Provide a support and cueing system
Special Education <ul style="list-style-type: none"> • Redirect students to keep them focused • Provide breaks when the students become frustrated • Reteach lesson using small groups • Monitor progress during lesson • Provide a support and cueing system

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Demonstrate the ability to navigate in developmentally appropriate virtual environments.
Unit 5: Form	Duration: Approximately 6 Class days
Standards	
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.5. A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5. A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5. A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5. A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5. A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
	Interdisciplinary Skills
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
Essential Understandings	
<i>Students will understand that...</i> <ul style="list-style-type: none">• The various staves help us identify and what note to play.• Different staves make it easier to identify specific tone.• Musical notation uses various symbols to minimize notation and communicate the intention of the composer.• A composer writes many types of music. Anyone who writes music is a composer.• Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music• Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician.	
Essential Questions	
<ul style="list-style-type: none">• How do I write a song?• Why are there strange symbols on my music?• How do I notate a song?• What is a composer and can I become one?• What is Subdivision?• How can dancing help me with music?	

Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher observation performances • Demonstration • Written assessments compositions • Students critique • Class participation 	<ul style="list-style-type: none"> • Performance • Verbal feedback • Observation • Individual evaluation • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Play a recording of different examples of AB, ABA and Rondo and solo-chorus songs. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify, perform, and move to AB, ABA, and Rondo, and solo-chorus songs. • Identify and perform introduction/coda in music. • Identify D.C. al Fine.

<ul style="list-style-type: none"> • Read from sheet music and identify the many signs that lead the student to follow the direction of the music. • Compare musical signs to street signs when explaining the direction of the form. • That dancing and movement can help to perform a piece of music further enhance the identity of the piece. 	<ul style="list-style-type: none"> • Define and identify the introduction of a song. • Define and identify a breakdown (break) in a song or piece. • Identify it and find it in an example of their favorite style of music. • Map out the form of a song using the correct terminology (Intro, Verse, Chorus, Bridge, Outro). • Use movement to further enhance the identity of their favorite style of movement.
Instructional Plan	
Suggested Activities	Resources
Play recordings of songs and pieces that enhance the playing of an AAB, ABAB, ABCB form.	iPad, iPod
Distribute sheet music and have the students try to follow the music based on the musical symbols that lead them in a musical direction.	MacBook
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient To Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road 	

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Websites

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English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Use cooperative learning activities
- Create word walls and living walls to help all students recall vocabulary
- Remove jargon and slang from your speech
- Restate, reword or clarify directions

<ul style="list-style-type: none"> • Check for comprehension often
Gifted and Talented <ul style="list-style-type: none"> • Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning. • Give opportunities to learn how to take responsibility for their own learning. • Have students work together, teach one another, and actively participate in their own and their classmates' learning.
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Have realistic expectations • Redirect students • Provide breaks • Shorten assignments
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Kindly remind students of the rules often, before there is an issue • Make students with behavior problems the 'helper'. Have that student hand out papers, take roll, hand out instruments, collect the instruments-Keep them involved in a positive way. • Use colored notes instead of traditional notation • Place note names under the notes • Shorten assignments to focus on mastery of key concepts

Estell Manor School District

Music Curriculum Grade 6-8

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration. Our Music curriculum includes interdisciplinary connections to Dance, Language Arts, Social Studies, and Math.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 6 - 8
Music Pacing Guide**

Unit 1: Basic Concepts	Approximately 6 Class days
Unit 2: Rhythm	Approximately 6 Class days
Unit 3: Rhythm and Performance	Approximately 6 Class days
Unit 4: Performance	Approximately 6 Class days
Unit 5: Melody	Approximately 6 Class days

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting	√	CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 1: Basic Concepts (Chorus)	Duration: Approximately 6 Days
Standard	

1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.1	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.1.8.B.2	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.1	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.5.A.2	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.5.A.3	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.1	Recognize and name a variety of music elements using appropriate music vocabulary.
1.2.8.A.2	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.P.B.6	Describe feelings and reactions in response to diverse musical genres and styles.

1.3.5.B.4	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.P.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.1	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.2	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.2.A.3	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.4.5.A.1	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.1	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.A.3	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.8.A.5	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.8.A.7	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.12.A.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.5.B.1	

1.4.5.B.3	
1.4.8.B.2	
	Interdisciplinary Skills
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Technology
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

<p>Unit Essential Questions <i>Students will conceptualize...</i></p> <ul style="list-style-type: none"> • What is art? • How are sound and music different? • When did music history start? • How do you write a song? • Why is music important? 	<p>Unit Enduring Understandings <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Music fundamentals, song form and structure, are essential elements to songwriting. • The historical, cultural, and artistic differences between the following time periods: Medieval, Renaissance, Baroque, Classical, Romantic, Impressionist and Early 20th Century, and Late 20th Century. • How to respond to the aesthetics of any kind of music through a creative written assignment. • Multiple scopes and sequences of the songwriting process in the pop style. • How to research possible career choices in the music industry.
<p>Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p>
<p><u>Animals Tunes</u> - Students will create a musical song about an animal of their choice. Students will include different musical elements to their music in a style of their choice. Then, students will perform song and discuss the musical elements they included. Students will also need to demonstrate proper breathing and phrasing techniques.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Demonstration • Written assessments and compositions • Class participation • Verbal feedback <p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher Created Performance Assessments • Written test using multiple choice or True/ False items

	<ul style="list-style-type: none"> • Individual evaluation at student seat or music stand Benchmark Assessment <ul style="list-style-type: none"> • Student Performance with Rubric Alternative Assessments <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> • How to play percussion instruments • Rhythm patterns and notated rhythms. • How to improvise movement to each selection of music to better feel the rhythmic flow. • Rhythm is one element that makes a music genre unique. • How to determine a genre of music. • How to listening to compound meter and identifying the meter. • How to count meter with strong and weak beats. 	<i>Students will be able to....</i> <ul style="list-style-type: none"> • Become aware of proper breathing for vocal production. • Utilize proper posture for breathing and vocal production. • Begin to use the Curwen signals for solfege and intonation. • Identify the parts of the staff and Clefs. • Identify and understand basic notes and rests: whole, half, quarter and eighth. • Begin to identify differences in musical style in repertoire. • Sing in 2 parts .

Instructional Plan	
Suggested Activities	Resources
<p>In cooperative groups of four have each student create 2 measure of rhythms in either 4/4, 3/4, 2/4, time on a worksheet.</p> <p>Have the students write down the pattern they created.</p> <p>When all the groups have written down and composed their 2 measure pattern have them combine and order their 2 measure patterns into an eight measure pattern.</p> <p>Encourage the students to use each type of note or rest available.</p> <p>Analyze Rhythms by genre.</p> <p>Emphasize that each genre and style of music uses rhythm patterns.</p> <p>Some rhythm patterns can be unique to a given style of music.</p> <p>Have students clap rhythm patterns on screen and aurally identify which instrument plays the pattern.</p> <p>Invite students to decide and draw what rhythm pattern the piano plays</p>	<p>Quaver Music</p> <p>Rhythm Composition Worksheets downloaded from Quaver Music</p>
Using the combined rhythm patterns from practice performing the rhythm composition as a group either	Quaver Music Rhythmic Composition

chanting with numbers, rhythm syllables, body percussion, or non-pitched percussion instruments.	
Have the group create their rhythm patterns on screen, perform it for the class, then teach it to the class.	Quaver Music Rhythm Composition
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient To Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	http://www.aviary.com/tools/music-creator
http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
English Language Learners <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions 	
Gifted and Talented <ul style="list-style-type: none"> • Allow gifted children to be creative • Set individual goals • Give leadership roles 	

Basic Skills/Economically Disadvantaged
<ul style="list-style-type: none">• Shorten assignments• Restate directions• Reteach in small group
Special Education
<ul style="list-style-type: none">• Follow all IEP modifications/504 plan• Provide differentiated instruction as needed• Use colored notes instead of traditional notation• Place note names under the notes• Make use of classroom displays and teaching posters

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		√	CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 2: Rhythm (Chorus)	Duration: Approximately 6 Days
Standard	

1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
	Listen to, imitate, and improvise sounds, patterns, or songs.
	Recognize and name a variety of music elements using appropriate music vocabulary.
	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

1.3.P.B.4	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.P.B.6	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.2.B.2	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.5.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.5.B.4	Describe feelings and reactions in response to diverse musical genres and styles.
1.3.8.B.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.3.8.B.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.P.A.2	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.2.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.4.2.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.5.A.1	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.1	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.A.3	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.8.A.5	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.8.A.7	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.12.A.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.5.B.1	
1.4.5.B.3	
1.4.8.B.2	
	Interdisciplinary Skills
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Technology
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Career

CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Unit Essential Questions <i>Students will conceptualize...</i> <ul style="list-style-type: none"> • What is music theory? • What is the most essential element? • Why is tuning important? • Why is the piano powerful? • Who is a composer? 	Unit Enduring Understandings <i>Students will understand ...</i> <ul style="list-style-type: none"> • The differences between melody and harmony • How to count and interpret rhythm • The historical, cultural, and artistic differences between film music and musical theatre. • How to respond to the aesthetics of any kind of music through a creative written assignment. • Basic piano theory and performance • How to properly practice and rehearse individually and in groups
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>What a Find!</u> - Students will be given three manuscripts with musical notations on them. Students will arrange the manuscripts into a rhythm. Students will practice their creation, and perform their rhythm to the class.	Formative Assessments <ul style="list-style-type: none"> • Demonstration • Written assessments compositions • Performance Assessment Rubric • Individual Evaluation • End of Lesson Summary

	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Performance • Verbal feedback • Observation • Individual evaluation • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance • Student self-reflection or discussion while planning their performance • Demonstrate knowledge by playing or moving to melodic rhythm

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify specific pitch patterns within genres of music • Identify high, middle, and low pitches • Identify the names of the notes treble clef staff 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Students will understand and recognize pitch direction • Students will accurately sing a major 5 note scale • Students will understand and read meter, time signature and measures • Students will understand note values and relationships • Students will sing in 2 parts
Instructional Plan	
Suggested Activities	Resources
<p>Challenge the class to think of another element of music that makes a song unique (pitch).</p> <p>Listen to 5 Quaver Music selections on Quaver Radio paying particular attention to the pitches of each piece.</p> <p>Have the students determine the genre of each piece and write down their answer.</p> <p>Ask the students to give a reason for their answer.</p> <p>Invite a student to select a genre they think to be correct and drag it to the box under the preset.</p> <p>Click the reveal button.</p>	<p>Quaver Radio Song List</p> <ol style="list-style-type: none"> 1. LeMar 2. In The Halls of the Mountain King 3. Let's Get Started 4. Can't Steal My Heart 5. Let's Go

Discuss the unique pitch elements of each song.	
Students will use boomwhackers to explore rhythm and create their own rhythms. Students can hum or whistle the rhythm they create.	https://www.teachingchannel.org/videos/notation-and-duration-in-music
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient To Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	www.aviary.com/tools/music-creator
http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
English Language Learners <ul style="list-style-type: none"> • TPR • Reteach lesson using small groups • Shorten assignment • Gestures and cueing 	

Gifted and Talented <ul style="list-style-type: none"> • Ask higher level questions • Student lead activities • Leadership roles
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Restate directions • Frequently check for understanding • Shorten assignments • Reteach lesson using small groups • Monitor progress during lesson • Shorten assignment to focus on mastery of key concepts • Provide a support and cueing system
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Use colored rhythms to designate patterns • Use colored notes instead of traditional notation • Place note names under the notes • focus on mastery of key concepts • Restate, reword and clarify directions

Unit 3 will address the following 21st Century Life and Careers skills:			
Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	✓	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 3: Rhythm and Performance (Chorus)		Duration: Approximately 6 Days
Standard		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.	
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.	
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	
	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	
	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	

1.2.8.A.1	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.2.8.A.2	Listen to, imitate, and improvise sounds, patterns, or songs.
1.2.12.A.1	Recognize and name a variety of music elements using appropriate music vocabulary.
	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.P.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.P.B.4	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.P.B.6	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.2.B.2	
1.3.5.B.2	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.5.B.3	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.5.B.4	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.1	Analyze how the elements of music are manipulated in original or prepared musical scores.
1.3.8.B.2	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
1.3.8.B.3	Describe feelings and reactions in response to diverse musical genres and styles.

1.3.12.B.2	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.3.12.B.3	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.P.A.2	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.2.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.4.2.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.5.A.1	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.1	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.A.3	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.8.A.5	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.8.A.7	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.12.A.2	
1.4.5.B.1	
1.4.5.B.3	
1.4.8.B.2	
	Interdisciplinary Skills
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Technology
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Career
CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

<p>Unit Essential Questions <i>Students will conceptualize...</i></p> <ul style="list-style-type: none"> • What makes something musical? • How to be expressive? • What is articulation? • Why is emotion important in performance? • What is the role of a producer? 	<p>Unit Enduring Understandings <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The connection between musical technique and creating an engaging musical performance. • The historical, cultural, and artistic differences between music from various cultures around the world, including jazz music and all of its sub-genres and variations. • How to respond to the aesthetics of any kind of music through a creative written assignment. • The logistics of how musicians record using 21st century audio tools, in the analog and digital world. • How all of the individual components can be arranged in a recording studio environment.
<p>Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p>
<p><u>Commercial Jingle</u> - Students will create and perform a short commercial jingle for an everyday home item, such as, cat or dog food, paper towels, soap, etc. The commercial jingle needs to have rhythm, proper phrasing, and tempo. Also, the student perform should demonstrate breathing techniques, expression, and pronunciation techniques.</p> <p><i>Project from:</i> http://www.k12.wa.us/Arts/PerformanceAssessments/</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation Performances • Demonstration • Written assessments or compositions • Students critique • Class participation <p>Summative Assessments</p> <ul style="list-style-type: none"> • Performance Rubric • Individual Evaluation • Benchmark

	<p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Conversation/presentation rubric to score student work and presentation of final project or performance • Student self-reflection
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and perform common rhythms using dotted notes in a song. • How to identify and count dotted half, quarter, and eighth notes and rests. • How to perform syncopated rhythms using music and movement. • That create free and planned movement can be used to demonstrate a rhythm and show a feeling or expression. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Students will apply rhythmic knowledge to reading score • Students will understand dotted rhythms • Students will perform for audience using expression and movement • Students will use proper breathing and pronunciation techniques • Students will sing in 2 parts
Instructional Plan	
Suggested Activities	Resources

Key Chant Activity - Students will chant a rhythm. Peers will repeat that rhythm back. Students will practice putting rhythms together to make a longer beat.	Rhythm examples for students to build off of
Quaver Music Creation - Students will work on Quaver to create and share a rhythm that they create.	Quaver Music
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient To Baroque by Claude V. Palisca • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	http://www.aviary.com/tools/music-creator
http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
English Language Learners <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions 	
Gifted and Talented <ul style="list-style-type: none"> • Ask higher - level questions 	

Basic Skills/Economically Disadvantaged

- Students will use stick figures instead of notation for rhythm
- Use audio materials when necessary
- Read directions aloud to students
- Restate, reword or clarify directions
- Provide students with copies of notes
- Redirect students to keep them focused
- Provide breaks when the students become frustrated
- Reteach lesson using small groups
- Monitor progress during lesson
- Shorten assignment to focus on mastery of key concepts
- Provide a support and cueing system

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	✓	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Unit 4: Pitch (Treble and Bass Clef) (Chorus)		Duration: Approximately 6 Days
Standard		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	
	Identify the elements of music in response to aural prompts and printed music notational systems.	

1.1.5.B.1	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.1.8.B.2	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.1	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
1.1.12.B.2	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.2.A.1	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.5.A.2	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.5.A.3	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.1	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.8.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.2.8.A.3	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.2.12.A.1	Listen to, imitate, and improvise sounds, patterns, or songs.
	Recognize and name a variety of music elements using appropriate music vocabulary.

1.2.12.A.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.P.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.P.B.4	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.P.B.6	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.3.2.B.2	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.5.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.5.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.5.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
1.3.8.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.8.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
1.3.8.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
1.3.8.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
1.3.12.B.1	Describe feelings and reactions in response to diverse musical genres and styles.

1.3.12.B.2	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.3.12.B.3	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.3.12.B.4	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.P.A.2	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.2.A.1	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.4.2.A.2	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.2.A.3	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.5.A.1	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.A.1	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.8.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.8.A.5	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.A.7	
1.4.12.A.2	
1.4.12.A.3	
1.4.5.B.1	
1.4.5.B.3	
1.4.8.B.2	
	Interdisciplinary Skills
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Technology
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Career

CRP2	Apply appropriate academic and technical skills.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Unit Essential Questions <i>Students will conceptualize...</i> <ul style="list-style-type: none"> • What is pop music? • How has pop music changed over time? • What is the entire recording process? • How music notation is a tool? • Why is music important? 	Unit Enduring Understandings <i>Students will understand ...</i> <ul style="list-style-type: none"> • How to create a musical performance by reading standard music notation. • The historical, cultural, and artistic differences between American popular music ranging from the 1950's through present times. • How to respond to the aesthetics of any kind of music through a creative written assignment. • How to complete the final stages of recording, including mixing, mastering, and other post-production issues. • To give a final performance, cumulative of all learning throughout the course.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Cartoon Soundtrack</u> - Students will create a soundtrack for a cartoon. The soundtrack will be four measures long and have rhythm, dynamics, and appropriate pitch. Students	Formative Assessments <ul style="list-style-type: none"> • Observation • Compositions • Participation • Verbal feedback

<p>will perform their soundtrack for the class. Students can also incorporate a short depiction of this cartoon.</p> <p><i>Project from:</i> http://www.k12.wa.us/Arts/PerformanceAssessments/</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Performance • Verbal feedback • Observation • Individual evaluation • Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Student Performance with Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
<p align="center">Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • What pitch notation is and how to read it • The purpose of ledger lines • What Curwen signals are and when to use them 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Students will understand and read pitch notation • Students will identify ledger lines • Students will use the Curwen signals to sing whole and 1/2 steps accurately

<ul style="list-style-type: none"> • What the Grand Staff is and use it when reading music • What a two part harmony is and how to effectively sing using a harmony • How to read scores and recognize the elements needs to read them • What proper intonation is and how to use it when singing 	<ul style="list-style-type: none"> • Students will recognize and be able to follow the Grand Staff • Students will sing in 2 parts
Instructional Plan	
Suggested Activities	Resources
<p>High and Low - Fill glasses with different amounts of water. Then hit each glass lightly with a metal utensil. Ask students to differentiate between high or low pitches. Why might the pitch change depending on how much water is in the glass? Discuss as a class. Then pour some water out or add some water to a glass and explore how the pitch changes.</p> <p><i>Activity From:</i> https://educators.brainpop.com/lesson-plan/pitch-tone-and-beat-activities-for-kids/?bp-jr-topic=pitch-tone-and-beat</p>	<p>Glasses filled with various amounts of water</p>
<p>Play music samples from a variety of types of artists. Students will examine and discuss the pitch, tone, beat, and the high and low voices of those samples.</p>	<p>Music sample examples: cappella groups, such as barbershop quartets or choirs</p>
Literature	
<ul style="list-style-type: none"> • Norton Anthology of Western Music – Ancient To Baroque by Claude V. Palisca 	

<ul style="list-style-type: none"> • In Tune Magazine • Composers datebook Pearson • <i>Making Music</i>, Pearson • <i>Music Connection</i>, Silver Burdett • Music K - 8 Magazine, Plank Road • Bowmar's <i>Adventure in Music Listening</i>, Belwin Mills 	
Websites	
http://www.earslap.com/projects/otomata	http://www.aviary.com/tools/audio-editor
http://www.onemotion.com/flash/drum-machine	www.aviary.com/tools/music-creator
http://eng.musicshake.com/create/	http://www.musicnotes.com
http://www.greenbookofsongs.com/	http://www.youtube.com
http://www.quavermusic.com	
English Language Learners <ul style="list-style-type: none"> • Students work with buddies • Preferential Seating • Restate, reword or clarify directions 	
Gifted and Talented <ul style="list-style-type: none"> • Ask higher - level questions 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Students will use stick figures instead of notation for rhythm • Use audio materials when necessary • Read directions aloud to students • Restate, reword or clarify directions • Provide students with copies of notes • Redirect students to keep them focused • Provide breaks when the students become frustrated • Reteach lesson using small groups 	

- | |
|--|
| <ul style="list-style-type: none">• Monitor progress during lesson• Shorten assignment to focus on mastery of key concepts• Provide a support and cueing system |
| Special Education <ul style="list-style-type: none">• Provide differentiated instruction as needed• Follow all IEP modifications/504 plan• Provide manipulatives or the opportunity to draw solution strategies |