

Mine Hill Township School District

(Music)



Written by:

Mark Richardson
(Revised 11/2020)

Reviewed by:

Mr. Adam Zygmunt
Principal
Cindy Pyrzynski (11/2020)
Curriculum Coordinator

Mr. Lee S. Nittel
Superintendent

Approval date:

October 26, 2020

Members of the Board of Education:

Diane Morris, President
Karen Bruseo, Vice President
Katie Bartnick
Peter Bruseo
Brian Homeyer
Srinivasa Rajagopal
Jennifer Waters

Mine Hill Township School District

42 Canfield Avenue
Mine Hill, NJ 07803

www.minehillcas.org

Subject Area: Music

Grade Level: PK	Brief Summary of Unit: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
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<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Ear training and listening skill are prerequisites for musical literacy.</p> <p>The elements of music are foundational to basic music literacy.</p> <p>Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</p>	<p>1.3A.2.Cr1a</p> <p>1.3A.2.Cr2a</p> <p>1.3A.2.Cr3a</p>	<p>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. (Life and Career Skills)</p> <p>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.</p> <p>Categorize families of instruments and identify their associated musical properties.</p> <p>Students will be introduced to the different rhythms from around the world. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>Listen to instruments and identify them by sound and sight (Critical Thinking & Problem Solving)</p>	<p>Rhythm/tempo/Pitch Accuracy.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Identify instrument names by the way they look and sound</p> <p>Sing & Dance to songs from different countries</p>	<p>10 periods</p>

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math K.CC.A / B.4 Counting number of beats
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns. Modifications for EL students: Pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.

Subject Area: Music

Grade Level: PK

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p>	<p>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. (Global Awareness)</p> <p>Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>Listen to instruments and identify them by sound and sight</p>	<p>Naming all of the solfege notes in order.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Singing with proper technique (Critical Thinking & Problem Solving)</p>	<p>About 5 periods</p>

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own interpretation) Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar dances

Subject Area: Music

Grade Level: PK

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Creating and performing music provides a means of self-expression for very young learners.	1.3A.2.Cr1a 1.3A.2.Pr6a	<p>Sing a variety of songs with expression, independently and with others. (Financial, Economic, Business, and Entrepreneurial Literacy)</p> <p>Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p>Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>Listen to, imitate, and improvise sounds, patterns, or songs. (Creativity and Innovation)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo (Creativity and Innovation)</p> <p>Listen to instruments and identify them by sound and sight (Critical Thinking & Problem Solving)</p>	<p>Naming of instruments upon hearing.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Clap rhythms with a steady beat.</p> <p>Play drums with proper technique</p>	About 9-12 periods

Integrated Components

21 st Century Themes	___ Global Awareness ___ X Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	___ X Creativity and Innovation ___ X Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes) Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves

Subject Area: Music

Grade Level: PK

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.</p> <p>Active listening with focus, intent, and understanding is an important component of full appreciation of the performing arts and the foundation for language development.</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>	<p>1.3A.2.Cr2a</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p>	<p>Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.</p> <p>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.</p> <p>Begin to demonstrate appropriate audience skills during creative movement and dance performances. (Global Awareness)</p> <p>Begin to demonstrate appropriate audience skills during recordings and music performances.</p> <p>Begin to demonstrate appropriate audience skills during storytelling and performances.</p> <p>Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance,</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>Listen to instruments and identify them by sound and sight (Critical Thinking and Problem Solving)</p>	<p>Naming of instruments upon hearing.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Listen to music and use describing words to tell emotion.</p> <p>Dance to music in style of song</p>	<p>12-14 periods</p>

<p>Contextual clues are embedded in works of art and provide insight into artistic intent.</p>		<p>music, theatre, and visual art.</p> <p>Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>			
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Integrated Components

<p>21st Century Themes</p>	<p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy</p>
<p>21st Century Skills</p>	<p><input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills</p>
<p>Interdisciplinary Connections</p>	<p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time</p>
<p>Integration of Technology</p>	<p><u>Youtube:</u> Watch videos of dances from around the world. 1.3E.12prof.Cr1a</p>
<p>Resources</p>	<p><u>For Teachers:</u> InterACTIVE NOW, Music Works <u>For Students:</u> Interactive Now</p>
<p>Integrated Accommodations and Modifications</p>	<p><u>Modifications for Special Ed./504 students :</u> Have students understand importance of audience behavior <u>Modifications for EL students:</u> Model behavior and have students model behavior <u>Modifications for Gifted students:</u> Record performances and then listen to recording and have students analyze.</p>

Subject Area: Music

Grade Level: Kindergarten

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Ear training and listening skill are prerequisites for musical literacy.</p> <p>The elements of music are foundational to basic music literacy.</p> <p>Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</p>	<p>1.3A.2.Cr1a</p> <p>1.3A.2.Cr2a</p> <p>1.3A.2.Cr3a</p>	<p>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>(Global Awareness)</p> <p>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>(Life and Career Skills)</p> <p>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.</p> <p>Categorize families of instruments and identify their associated musical properties.</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>(Communication and Collaboration)</p> <p>Listen to instruments and identify them by sound and sight</p> <p>(Critical Thinking and Problem Solving)</p>	<p>Counting and clapping assessment.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Show singing voice, talking voice, yelling voice, whispering voice.</p> <p>Perform rhythm patterns on drums in front of class.</p>	<p>8-10 periods</p>

Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ____ Financial, Economic, Business, and Entrepreneurial Literacy ____ Civic Literacy ____ Health literacy
21 st Century Skills	____ Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration ____ Information Literacy ____ Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	Math K.CC.A / B.4 Counting number of beats
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns. Modifications for EL students: Pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.

Subject Area: _____ **Music** _____

Grade Level: Kindergarten

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p>	<p>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. (Global Awareness)</p> <p>Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>Listen to instruments and identify them by sound and sight</p>	<p>Naming all of the solfege notes in order.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Singing with proper technique; using solfege hand signals (Critical Thinking & Problem Solving)</p>	<p>About 5 periods</p>

Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	6.1.2.HistorySE.1 : Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Integration of Technology	Smartboard : Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a
Resources	For Teachers : InterACTIVE NOW, Music Works For Students : Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own interpretation) Modifications for EL students : Model lesson, pair with another student who is fluent with the language, use pictures. Modifications for Gifted students : More of a leadership role or class helper, have them model lessons or lead familiar dances.

Subject Area: Music

Grade Level: Kindergarten

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Creating and performing music provides a means of self-expression for very young learners.	1.3A.2.Cr1a 1.3A.2.Pr6a	<p>Sing a variety of songs with expression, independently and with others. (Financial, Economic, Business, and Entrepreneurial Literacy)</p> <p>Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p>Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>Listen to, imitate, and improvise sounds, patterns, or songs. (Creativity and Innovation)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo (Creativity and Innovation)</p> <p>Listen to instruments and identify them by sound and sight (Critical Thinking & Problem Solving)</p>	<p>Naming of instruments upon hearing.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Students compose song using pictures, lines, shapes, string, sticks, etc.</p>	About 4 periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes) Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves

Subject Area: Music

Grade Level: Kindergarten

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.</p> <p>Active listening with focus, intent, and understanding is an important component of full appreciation of the performing arts and the foundation for language development.</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>	<p>1.3A.2.Cr2a</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p>	<p>Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.</p> <p>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.</p> <p>Begin to demonstrate appropriate audience skills during creative movement and dance performances. (Global Awareness)</p> <p>Begin to demonstrate appropriate audience skills during recordings and music performances. (Life and Career Skills)</p> <p>Begin to demonstrate appropriate audience skills during storytelling and performances. (Life and Career Skills)</p> <p>Observe the basic arts elements in</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo</p> <p>Listen to instruments and identify them by sound and sight (Critical Thinking and Problem Solving)</p>	<p>Naming of instruments upon hearing.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Listen to music and use describing words to tell emotion.</p> <p>Dance to music in style of song</p>	<p>10-12 periods</p>

Contextual clues are embedded in works of art and provide insight into artistic intent.		<p>performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>			
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	___ Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time
Integration of Technology	<u>Youtube:</u> Watch videos of dances from around the world. 1.3E.12prof.Cr1a
Resources	<u>For Teachers:</u> InterACTIVE NOW, Music Works <u>For Students:</u> Interactive Now
Integrated Accommodations and Modifications	<u>Modifications for Special Ed./504 students :</u> Have students understand importance of audience behavior <u>Modifications for EL students:</u> Model behavior and have students model behavior <u>Modifications for Gifted students:</u> Record performances and then listen to recording and have students analyze.

Subject Area: Music

Grade Level: 1st Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Ear training and listening skill are prerequisites for musical literacy.</p> <p>The elements of music are foundational to basic music literacy.</p> <p>Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</p>	<p>1.3A.2.Cr1a</p> <p>1.3A.2.Cr2a</p> <p>1.3A.2.Cr3a</p> <p>1.3A.21.Pr5b</p> <p>1.3A.2.Pr.6b</p>	<p>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. (Global Awareness)</p> <p>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>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.</p> <p>Categorize families of instruments and identify their associated musical properties. (Life and Career Skills)</p>	<p>Have students do the following:</p> <p>Identify tempo as gradually speeding up or slowing down, steady or unsteady beat</p> <p>Identify female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood bared instruments. (Critical Thinking and Problem Solving)</p> <p>Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music.</p> <p>Identify the forms of call and response, verse and refrain, ABA. (Critical Thinking and Problem Solving)</p> <p>Identify step/leap & same/different patterns in the melody, and identify tonal center and melodic patterns using basic solfeggio.</p> <p>Identify strong beat, short and long notes/rests.</p>	<p>Counting and clapping assessment.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Matching pitch; reading notation pattern and sing</p> <p>Using 4 voices <i>(speaking, singing, whispering, yelling)</i></p> <p>To decipher the difference between beat and rhythm</p>	<p>4-6 periods</p>

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math 1.OA.C5 Counting number of beats
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns. Modifications for EL students: Pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.

Subject Area: _____ **Music** _____

Grade Level: 1st Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p>	<p>Identify the common theme of children’s songs from different countries (e.g., songs about learning the alphabet/ how to count/ naming colors, animals, singing games). (Critical Thinking and Problem Solving)</p> <p>Identify the characteristics of patriotic music from different countries (e.g. This is my Country, Something to Sing About-Canada). Listen to recordings/sing the pieces. Compare/Contrast musical elements, the purpose of the selections and why the songs can be considered patriotic. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Use proper solfege syllables</p> <p>Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo (Communication and Collaboration)</p> <p>Listen to instruments and identify them by sound and sight</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Rhythm dictation and notation test.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts</p>	<p>About 5 periods</p>

Subject Area: Music

Grade Level: 1st Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</p> <p>Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p> <p>Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.</p> <p>Proper breathing technique and correct posture improve the timbre of the voice and</p>	<p>1.3A.2.Cr2b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr6a</p> <p>1.3A.2.Pr6b</p> <p>1.3A.2.Re8a</p>	<p>Read and perform combinations of quarter notes, two eighths notes and quarter rests by clapping and counting aloud.</p> <p>(Creativity and Innovation)</p> <p>Read, sing or play various combinations of do-mi-sol-la from a two to five line staff using quarter note and/or eighth notes rhythms.</p> <p>Using do-sol, read and perform an ostinato on a pitched barred instrument using quarter notes and/or two eighth notes and/or quarter notes.</p> <p>Clap or play on an unpitched percussion instrument a steady beat at various tempi as indicated on a two to five line staff or in response to images that indicate a particular speed (e.g., rabbit/tortoise).</p> <p>Read and perform dynamics of <i>f</i> and <i>p</i> (forte and piano) through singing and playing of various rhythm instruments.</p> <p>(Global Awareness)</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff.</p> <p>(Critical Thinking and Problem Solving)</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Listen to instruments and identify them by sound and sight</p>	<p>Naming of instruments upon hearing.</p> <p>Working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Perform rhythmic patterns to songs with steady beat</p> <p>sing melodic patterns using So-La-Mi- Do syllables</p> <p>Tell the difference between different musical elements (loud/soft, fast/slow, high/low)</p>	<p>12-16 periods</p>

<p>protect the voice when singing.</p> <p>Improvisation is a foundational skill for music composition</p> <p>Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.</p> <p>Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p>					
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes) Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves

Subject Area: Music

Grade Level: 1st Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Contextual clues are embedded in works of art and provide insight into artistic intent.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn 11a</p> <p>1..A.2.Re8a</p>	<p>Demonstrate an understanding of the similarities and differences of children’s singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music. (Global Awareness)</p> <p>Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece of program music. (Creativity and Innovation)</p> <p>List the musical elements (e.g., dynamics, meter, melody, etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.</p> <p>Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs. (Critical Thinking and Problem Solving)</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Listen to instruments and identify</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Rhythm dictation and notation test.</p> <p>Preparedness, quality and quantity of work, working to the best of one’s ability, cooperation with the teacher’s efforts</p> <p>Sing song in different language</p>	<p>10-12 periods</p>

Subject Area: Music

Grade Level: 2nd Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Ear training and listening skill are prerequisites for musical literacy.</p> <p>The elements of music are foundational to basic music literacy.</p> <p>Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</p>	<p>1.3A.2.Cr1a</p> <p>1.3A.2.Cr2a</p> <p>1.3A.2.Cr3a</p> <p>1.3A.21.Pr5b</p> <p>1.3A.2.Pr.6b</p>	<p>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. (Global Awareness)</p> <p>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>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.</p> <p>Categorize families of instruments and identify their associated musical properties. (Life and Career Skills)</p>	<p>Have students do the following:</p> <p>Demonstrate a syncopated pattern, meter of 2 & 3, tied notes, fermata, and strong/weak beat.</p> <p>Identify the four musical families and describe the characteristics of each family. (Global Awareness)</p> <p>Demonstrate terms: <i>piano</i>, <i>forte</i>, and <i>crescendo</i>, <i>decrescendo</i>.</p> <p>Identify forms: AABA, AABB, solo/chorus. (Critical Thinking and Problem Solving)</p> <p>Demonstrate pitch patterns using expanded solfeggio vocabulary.</p>	<p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Explain the form of the song (section ABA, etc)</p>	<p>4-5 periods</p>

Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy <u>X</u> Life and Career Skills
Interdisciplinary Connections	Math 2.OA.A.1 Counting number of beats
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns. Modifications for EL students: Pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.

Subject Area: Music

Grade Level: 2nd Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p>	<p>Identify the similarities and differences in celebratory music from different world cultures (e.g., holidays, birthdays, victories, coronations etc.) Listen to 2 or more pieces and describe what elements are used to create the air of celebration.</p> <p>(Global Awareness)</p> <p>Identify how dance music was influenced by the time period (e.g., Minute from Don Giovanni by Mozart, The Twist by Chubby Checker). Listen to the pieces and discuss the instrumentation, the style of clothing, standard of living and other cultural influences of the time in which the pieces were written.</p> <p>(Global Awareness)</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>(Communication and Collaboration)</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Rhythm dictation and notation test.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts</p> <p>Perform song in a different language</p> <p>Dance to a song from a different country</p>	<p>About 8 periods</p>

			Listen to instruments and identify them by sound and sight		
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Integrated Components

21 st Century Themes	<input checked="checked" type="checkbox"/> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation _____ Critical Thinking and Problem Solving <input checked="checked" type="checkbox"/> Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own interpretation) Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures. Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar dances

Subject Area: Music

Grade Level: 2nd Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</p> <p>Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p> <p>Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.</p> <p>Proper breathing technique and correct posture improve the timbre of the voice and</p>	<p>1.3A.2.Cr2b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr6a</p> <p>1.3A.2.Pr6b</p> <p>1.3A.2.Re8a</p>	<p>Perform combinations of quarter, 2 eighth notes, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.</p> <p>Read/sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff using quarter, 2 eighth notes, half, tied, dotted half, whole notes, quarter rests.</p> <p>On pitched barred instruments or boomwhackers, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la. (Creativity and Innovation)</p> <p>Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo. (Creativity and Innovation)</p> <p>Sight read a rhythmic ostinato using combinations of quarter, 2 eighth notes, half notes, quarter rests and syncopated rhythms, on percussion instruments or with</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff. (Critical Thinking and Problem Solving)</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Listen to instruments and identify them by sound and sight</p>	<p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Read sing/play do-re-mi-sol-la song with syncopation patterns while keeping a steady beat.</p>	<p>10-12 periods</p>

<p>protect the voice when singing.</p> <p>Improvisation is a foundational skill for music composition</p> <p>Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.</p> <p>Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p>		<p>a counting system. (Global Awareness)</p>			
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: Students compose in any notation they find assessable (pictures, lines, shapes)</p> <p>Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language</p> <p>Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves</p>

Subject Area: Music

Grade Level: 2nd Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Contextual clues are embedded in works of art and provide insight into artistic intent.</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn 11a</p> <p>1..A.2.Re8a</p>	<p>Listen to instrumental pieces that are based on familiar melodies (e.g., Mahler Symphony #1, Movement 3; Mozart Variations on “Ah, vous dirais-je Maman”). Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.</p> <p>Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse del la Fee Dragee from the Nutcracker, versions by Tchaikovsky & Ellington). Post a list comparing the two versions.</p> <p>(Global Awareness)</p> <p>Create a story to a piece of music that has contrasting dynamics or heavy accents (e.g., Hayden’s Surprise Symphony, Russian Sailor’s Dance by Gliere). Use movement with the story to reflect the dynamics and accents as well as other musical elements.</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs.</p> <p>(Critical Thinking and Problem Solving)</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Listen to instruments and identify</p>	<p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Listen to songs and find the melody line & sing it using a fix syllable</p> <p>Describe different musical concepts being using in songs (dynamics, tempo, timbre)</p>	<p>12-14 periods</p>

		<p><i>(Civic Literacy)</i></p> <p>Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non-pitched percussion instruments, or homemade instruments to musically depict the chosen element.</p> <p><i>(Creativity and Innovation)</i></p> <p>Describe the difference between two contrasting articulations (e.g. plucked vs. bowed, tongued vs. slurred) and discuss how they affect the theme of the music (e.g., Winter by Vivaldi)</p> <p>Critique an audio recording of a performance by the class/school performing a song. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, following the director) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve subsequent performance.</p>	them by sound and sight		
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Subject Area: Music

Grade Level: 3rd Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</p> <p>The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>1.3A.5.Cr2b 1.3A.5.Pr5d 1.3A.5.Re8a</p>	<p>Perform melodies on recorder in duple and triple meter, notated in treble clef, using note values from 8th- notes to whole note/rest, pitches in pentatonic and diatonic scales, and dynamic changes.</p> <p>Read and sing melodies using note values from 8th notes to whole notes/rests, and pitches in and pitches in pentatonic and diatonic scales.</p> <p>Sing rounds/canons, partner songs, and call and responses, using correct posture, vocal placement, and breathing technique. (Global awareness)</p> <p>Improvise melodies in call-and-response form to a given prompt; compose and perform an 8 bar melody for recorder, using a variety of note values and pentatonic pitches.</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing/performing skills.</p> <p>Play music from complex notation, using notation system in treble clef.</p> <p>Improvise simple melodies over a given harmonic structure using traditional instruments.</p> <p>Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. (Critical Thinking and Problem Solving)</p> <p>Listen to instruments and identify them by sound and sight. (Global awareness)</p>	<p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Student composition & improvise melodies.</p> <p>Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Play benchmark songs on recorder to earn "karate belts"</p> <p>Play songs using proper breathing, tonguing, finger technique</p>	<p>10-12 periods</p>

Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Math 3.OA.D Creating rhythms that fit with meter structure
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students demonstrate proper air technique & starting and stopping at correct points Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs

Subject Area: Music

Grade Level: 3rd Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Art and culture reflect and affect each other.</p> <p>Characteristic approaches to content, form, style, and design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Research a significant musician from each of the following genres; classical, jazz, popular. (Global Awareness)</p> <p>Analyze the importance of the musicians above, using appropriate terminology. (Critical Thinking and Problem Solving)</p>	<p>Have students do the following:</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation. (Communication and Collaboration)</p> <p>Listen to different styles and cultural music and identify them by sound (Global Awareness)</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Rhythm dictation and notation test.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts</p> <p>Perform a song from different genres: (<i>Jazz, Rock, Classical, Blues, etc</i>)</p>	<p>About 10 periods</p>

Subject Area: _____ **Music** _____

Grade Level: 3rd Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>1.3A.5.Cr2b</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5d</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p>	<p>Perform songs, rounds, and partner songs alone and with others, using proper playing technique, posture, and breathing.</p> <p>Improvise a melody on a pentatonic scale over an ostinato, ending on the home tone.</p> <p>(Global Awareness)</p> <p>Compose and score a 4 bar melody in C major, 4/4 time, resolving to the home tone while using note values as small as the 1/8 note.</p>	<p>Have students do the following:</p> <p>Perform melodic and harmonic parts, independently and in groups.</p> <p>Improvise and score simple melodies over a given harmonic structure using traditional instruments and/or computer programs.</p> <p>(Critical Thinking and Problem Solving)</p>	<p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Perform a song using solo, duet, trio, quartet ensembles.</p> <p>Improvise a melodic line while a beat is in the background keeping a steady beat</p> <p>Compose a song and perform</p>	<p>10-12 periods</p>

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	6.1.5.Civics.PI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Integration of Technology	IPAD: Garage Band, Magic Piano, Recorder Karate, MusicK8. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Recorder Karate, MusicK8 For Students: Be a Star Recorder, MusicK8
Integrated Accommodations and Modifications	<u>Modifications for Special Ed./504 students</u> : Compose song using any type of notation they are comfortable using (pictures, lines, shapes). <u>Modifications for EL students:</u> Compose song using simplified notation and can write letter under notes or use helpful hints. <u>Modifications for Gifted students:</u> Students compose an original song and perform it in front of class

Subject Area: Music

Grade Level: 3rd Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Identifying criteria</p>	<p>1.3A.5.Re8a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance. (Life & Career Skills)</p> <p>Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to 3 music compositions with common musical themes. Discuss how the composer's personal lives and historical contexts are reflected in the music. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills.</p> <p>Continue song repertoire development. Discuss basic playing technique. (Critical Thinking and Problem Solving)</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Play in groups and solo. (Communication and Collaboration)</p> <p>Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff.</p> <p>Playing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo accompaniment to music selections</p> <p>Listen to instruments and identify</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance (Recorder) assessment.</p> <p>Essay writing assignment.</p>	<p>12-14 periods</p>

for evaluating performances results in deeper understanding of art and art-making.

Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the

them by sound and sight

creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).					
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Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy <u>X</u> Civic Literacy _____ Health literacy
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving <u>X</u> Communication and Collaboration _____ Information Literacy _____ Media Literacy <u>X</u> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students using simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)

Subject Area: Music

Grade Level: 4th Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>1.3A.5.Cr2b</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5d</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p>	<p>On pitched barred instruments or boomwhackers, play 2-part pieces in duple and triple meter, notate in treble clef, using note values from 16th note to whole note/rest, including dotted rhythms, and pitches in diatonic scales, and dynamic changes.</p> <p>Sing /perform rounds, partner songs, and 2 part songs, using correct posture, vocal placement, and breathing technique. (Global Awareness)</p> <p>Improvise a vocal melody in call-and-response form to a given instrument prompt; compose, notate, and perform an 8 bar melody for barred instrument or boomwhackers, using a variety of note values and pentatonic pitches, over an ostinato. (Critical Thinking and Problem Solving)</p> <p>Perform unison songs, rounds, partner songs, and descants, along and with others, using proper technique.</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression.</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills, Reintroduce music vocabulary and aural recognition of fundamental music elements: melody, harmony, accompaniment, rhythm, dynamics, pitch, tempo</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting,</p> <p>Include drawing of treble and bass clef signs, use ledger lines, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform partner songs, rounds, 2 partner songs.</p> <p>Improvise melodic patterns on mallet instruments</p>	<p>4-6 periods</p>

		Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8 th note in 3/4 and 4/4 time, and resolving to the home tone.	maintain steady tempo accompaniment to music selections Listen to instruments and identify them by sound and sight		
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Integrated Components

21 st Century Themes	<u>X</u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	___ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	Math 4.OA.C.5 Creating rhythms that fit with meter structure
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works , Music Express For Students: InterACTIVE NOW, Music Works, Music Express
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students demonstrate proper technique & starting and stopping at correct points Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed

Subject Area: Music

Grade Level: 4th Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<p>Art and culture reflect and affect each other.</p> <p>Characteristic approaches to content, form, style, and design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Identify musical works that have relevance to a particular historical social movement.</p> <p>Analyze how different instruments are used in various musical styles and cultures. (Global Awareness)</p> <p>Create a timeline of important musicians in a variety of musical styles; include biographical information, representative works, and important historical events occurring in the lives of the musicians.</p>	<p>Have students do the following:</p> <p>Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. (Critical Thinking and Problem Solving)</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p>	<p>About 8 periods</p>

Subject Area: Music

Grade Level: 4th Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. .</p>	<p>1.3A.5.Cr2b</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5d</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p>	<p>Play 2 part pieces in duple and triple meter, notated in treble clef, using note values from 16th notes to whole notes/rest, including dotted rhythms, and pitches in diatonic scales, and dynamic changes.</p> <p>Sing rounds/canons, partner songs, and 2 part songs, using correct technique.</p> <p>Improvise a melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8 bar melody for barred instruments or boomwhackers, using a variety of note values.</p> <p>(Critical Thinking and Problem Solving)</p> <p>Improvise a melody over a given harmonic progression ending on the home tone.</p> <p>Compose and score two 4 bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and 4/4 resolving to the home tone.</p> <p>(Creativity and Innovation)</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills, Reintroduce music vocabulary and aural recognition of fundamental music elements: melody, harmony, accompaniment, rhythm, dynamics, pitch, tempo</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting</p> <p>(Global Awareness)</p> <p>Include drawing of treble and bass clef signs, use ledger lines, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform partner songs, rounds, partner songs, call & response songs.</p> <p>Compose a song using proper music notation for a wind/brass instruments</p>	<p>8-10 periods</p>

			accompaniment to music selections		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Integration of Technology	IPAD: Garage Band, Magic Piano, Recorder Karate, MusicK8 1.3E.12Prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Recorder Karate, MusicK8 For Students: Be a Star Recorder, MusicK8
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students demonstrate proper air technique & starting and stopping at correct points Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed

Subject Area: _____ Music _____

Grade Level: 4th Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Identifying criteria</p>	<p>1.3A.5.Re8a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Teacher chooses three disparate genres of music; students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces each in two different forms; pieces should be from different historical periods and in different genres. (Global Awareness)</p> <p>Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composers personal, social and political influences in written, graphic, multimedia, or other formats.</p> <p>Assess the musical elements used in three different sections of the same song. Develop a rubric to compare the arrangements in orchestrations, tempo, key, etc...</p> <p>Explain personal reactions to musical works based on developed criteria. (Life & Career Skills)</p>	<p>Have students do the following:</p> <p>Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art.</p> <p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference. (Communication and Collaboration)</p> <p>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual arts.</p> <p>Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Explain the importance of music in important historical events</p>	<p>4-6 periods</p>

for evaluating performances results in deeper understanding of art and art-making.

Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the

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creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).					
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students use simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)

Subject Area: Music

Grade Level: 5th Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>1.3A.5.Cr2b</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5d</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p>	<p>On pitched barred instruments or boomwhackers, play 2-part pieces in duple and triple meter, notated in treble clef, using note values from 16th note to whole note/rest, including dotted rhythms, and pitches in diatonic scales, and dynamic changes.</p> <p>Sing /perform rounds, partner songs, and 2 part songs, using correct posture, vocal placement, and breathing technique. (Global Awareness)</p> <p>Improvise a vocal melody in call-and-response form to a given instrument prompt; compose, notate, and perform an 8 bar melody for barred instrument or boomwhackers, using a variety of note values and pentatonic pitches, over an ostinato. (Critical Thinking and Problem Solving)</p> <p>Perform unison songs, rounds, partner songs, and descants, along and with others, using proper technique.</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression.</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills, Reintroduce music vocabulary and aural recognition of fundamental music elements: melody, harmony, accompaniment, rhythm, dynamics, pitch, tempo</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting,</p> <p>Include drawing of treble and bass clef signs, use ledger lines, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform partner songs, rounds, 2 partner songs.</p> <p>Improvise melodic patterns on mallet instruments</p>	<p>10-15 periods</p>

		Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8 th note in 3/4 and 4/4 time, and resolving to the home tone.	maintain steady tempo accompaniment to music selections Listen to instruments and identify them by sound and sight		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math 5.OA.B.3 Creating rhythms that fit with meter structure/patterns
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works , Music Express For Students: InterACTIVE NOW, Music Works, Music Express
Integrated Accommodations and Modifications	<u>Modifications for Special Ed./504 students:</u> Have students demonstrate proper technique & starting and stopping at correct points <u>Modifications for EL students:</u> Pair with another student who is fluent with the language, use pictures, demonstrate/model. <u>Modifications for Gifted students:</u> Students can lead warm up, introduce songs, explain how song should be performed

Subject Area: Music

Grade Level: 5th Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Art and culture reflect and affect each other.</p> <p>Characteristic approaches to content, form, style, and design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Identify musical works that have relevance to a particular historical social movement. (Life & Career Skills)</p> <p>Analyze how different instruments are used in various musical styles and cultures. (Global Awareness)</p> <p>Create a timeline of important musicians in a variety of musical styles; include biographical information, representative works, and important historical events occurring in the lives of the musicians.</p>	<p>Have students do the following:</p> <p>Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. (Critical Thinking and Problem Solving)</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Explain the importance of music during certain historical events.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p>	<p>About 8 periods</p>

Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy <u>X</u> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: 21 songs in 6 days ukulele; FUN for Ukulele For Students: 21 songs in 6 days ukulele
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Students identify the instruments being used in song Modifications for EL students: Students can use pictures to describe to music and its emotional importance Modifications for Gifted students: Students can create a biography of an important musician and present it to class

Subject Area: Music

Grade Level: 5th Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. .</p>	<p>1.3A.5.Cr2b</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5d</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p>	<p>Play 2 part pieces in duple and triple meter, notated in treble clef, using note values from 16th notes to whole notes/rest, including dotted rhythms, and pitches in diatonic scales, and dynamic changes.</p> <p>Sing rounds/canons, partner songs, and 2 part songs, using correct technique.</p> <p>Improvise a melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8 bar melody for barred instruments or boomwhackers, using a variety of note values.</p> <p>(Critical Thinking and Problem Solving)</p> <p>Improvise a melody over a given harmonic progression ending on the home tone.</p> <p>Compose and score two 4 bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and 4/4 resolving to the home tone.</p> <p>(Creativity and Innovation)</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills, Reinroduce music vocabulary and aural recognition of fundamental music elements: melody, harmony, accompaniment, rhythm, dynamics, pitch, tempo</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting</p> <p>(Global Awareness)</p> <p>Include drawing of treble and bass clef signs, use ledger lines, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform songs in different keys on ukulele</p> <p>Compose a song using proper music notation for a ukulele</p>	<p>10-13 periods</p>

			accompaniment to music selections		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Integration of Technology	IPAD: Garage Band, Magic Piano, 21 songs in 6 days, MusicK8 1.3E.12Prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, FUN For Ukulele, MusicK8 For Students: 21 songs in 6 days, MusicK8
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Students demonstrate proper strumming technique & starting and stopping at correct points Modifications for EL students: Give students chord charts & diagrams to use; demonstrate/model. Modifications for Gifted students: Students can lead warm up, pluck melody lines, explain how song should be performed

Subject Area: Music

Grade Level: 5th Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Identifying criteria</p>	<p>1.3A.5.Re8a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p>	<p>Teacher chooses three disparate genres of music; students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces each in two different forms; pieces should be from different historical periods and in different genres. (Global Awareness)</p> <p>Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer's personally, social and political influences in written, graphic, multimedia, or other formats.</p> <p>Assess the musical elements used in three different sections of the same song. Develop a rubric to compare the arrangements in orchestrations, tempo, key, etc...</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<p>Have students do the following:</p> <p>Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art.</p> <p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference. (Communication and Collaboration)</p> <p>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual arts.</p> <p>Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform songs different historical events</p> <p>Perform songs from different genres of music (Blues, rock, jazz, classical)</p>	<p>8-10 periods</p>

<p>for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the</p>					
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creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).					
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students using simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)

Subject Area: Music

Grade Level: 6th Grade

Brief Summary of Unit:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>	<p>1.3A.8.Cr2a</p> <p>1.3A.8.Cr2b</p> <p>1.3A.8.Pr4b</p> <p>1.3A.8.Pr5a</p>	<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>Sing folk songs from various Western cultures with and without endemic instrumentation using appropriate expressive elements (e.g. dynamics, vocal quality) (Global Awareness)</p> <p>Sing a variety of cultural and genre-specific vocally appropriate 1, 2, or 3 parts using appropriate expressive elements.</p> <p>Improvise on a rhythmic and/or melodic motif for 8 counts with the voice or instrument.</p>	<p>Have students do the following:</p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo. (Communication and Collaboration)</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting.</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Essay writing assignment.</p> <p>Perform partner songs, rounds, 2 partner songs.</p> <p>Improvise melodic patterns on mallet instruments</p>	<p>10-12 periods</p>

Integrated Components

21 st Century Themes	<u>X</u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	_____ Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Math 6.SP.B.5 Creating rhythms that fit with meter structure
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works , Music Express For Students: InterACTIVE NOW, Music Works, Music Express
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students demonstrate proper technique & starting and stopping at correct points Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed

Subject Area: Music

Grade Level: 6th Grade

Brief Summary of Unit:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural morays and personal aesthetics throughout the ages.</p>	<p>1.3A.8.Re8a</p> <p>1.3A.8.Cn10a</p> <p>1.3A.8.Cn11a</p>	<p>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>(Life & Career Skills)</p> <p>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.</p> <p>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>(Global Awareness)</p>	<p>Have students do the following:</p> <p>Analyze how Elvis Presley impacted the societal norms and popular music of the 1950s.</p> <p>Identify the cultural components of selected repertoire in concerts, recordings, and performance music of diverse cultures and historical eras.</p> <p>(Critical Thinking and Problem Solving)</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Analyze music from certain historical events and explain the importance</p>	<p>About 15 periods</p>

Integrated Components

21st Century Themes

X Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy
 _____ Health literacy

21 st Century Skills	_____ Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving _____ Communication and Collaboration _____ Information Literacy _____ Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: 21 songs in 6 days ukulele; FUN for Ukulele For Students: 21 songs in 6 days ukulele
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Students identify the instruments being used in song Modifications for EL students: Students can use pictures to describe to music and its emotional importance Modifications for Gifted students: Students can create a biography of an important musician and present it to class

Subject Area: Music

Grade Level: 6th Grade

Brief Summary of Unit:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p>	<p>1.3A.8.Pr4a</p> <p>1.3A.8.Pr4b</p> <p>1.3A.8.Pr4c</p> <p>1.3A.8.Pr4d</p>	<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>Sing folk songs from various Western cultures with and without endemic instrumentation using appropriate expressive elements (e.g. dynamics, vocal quality) (Global Awareness)</p> <p>Sing a variety of cultural and genre-specific vocally appropriate 1, 2, or 3 parts using appropriate expressive elements.</p> <p>Improvise on a rhythmic and/or melodic motif for 8 counts with the voice or instrument.</p>	<p>Have students do the following:</p> <p>Increase and strengthen notation, instrument, and singing skills, Reintroduce music vocabulary and aural recognition of fundamental music elements: melody, harmony, accompaniment, rhythm, dynamics, pitch, tempo</p> <p>Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo.</p> <p>Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting (Global Awareness)</p> <p>Include drawing of treble and bass clef signs, use ledger lines, counting, clapping and note-naming on treble-clef staff.</p> <p>Singing technique, note-reading, rhythm, music theory, group presentation.</p> <p>Use rhythm instruments to maintain steady tempo</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Improvise a melodic line on ukulele</p>	<p>8-10 periods</p>

			accompaniment to music selections		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
Integration of Technology	IPAD: Garage Band, Magic Piano, 21 songs in 6 days, MusicK8 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, FUN For Ukulele, MusicK8 For Students: 21 songs in 6 days, MusicK8
Integrated Accommodations and Modifications	<u>Modifications for Special Ed./504 students:</u> Students demonstrate proper strumming technique & starting and stopping at correct points <u>Modifications for EL students:</u> Give students chord charts & diagrams to use; demonstrate/model. <u>Modifications for Gifted students:</u> Students can lead warm up, pluck melody lines, explain how song should be performed

Subject Area: Music

Grade Level: 6th Grade

Brief Summary of Unit:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p> <p>Symbolism and metaphor are</p>	<p>1.3A.8.Cr3b</p> <p>1.3A.8.Re7a</p> <p>1.3A.8.Re7b</p> <p>1.3A.8.Re7c</p> <p>1.3A.8.Cn10a</p> <p>1.3A.8.Cn11a</p>	<p>Differentiate how “traditional” and non-traditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music such as <i>An American Elegy</i> by Frank Ticheli and Penderecki’s <i>Auschwitz Oratorium</i>, and generate an emotional and observational response to the music.</p> <p>Differentiate ways “traditional” and non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance.</p> <p>Analyze the basic formal structures and technical proficiency of master artists of a particular instrument in various styles with a given genre such as jazz or swing. (Global Awareness)</p>	<p>Have students do the following:</p> <p>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual arts.</p> <p>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. (Critical Thinking and Problem Solving)</p> <p>Differentiate among basic formal structure and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>Written assessment of notation discussed during the quarter.</p> <p>Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts.</p> <p>Cumulative written assessment of notation discussed during the year.</p> <p>Instrument performance assessment.</p> <p>Analyze song and breakdown structure</p> <p>Compare different song structures and explain differences</p>	<p>10-12 periods</p>

<p>characteristics of art and art-making.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p>					
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Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.					
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	___ Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. (Amistad)
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSL 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students using simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)