

CURRICULUM

FOR

VOCAL MUSIC

GRADES 3-6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Michelle Gergich

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Vocal Music
Grades 3-6

Date of Board Adoption:
September 21, 2021

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the Class notes. ● Provide written and oral instructions.

<ul style="list-style-type: none"> ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	
	<ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

Vocal Music Grade 3

PACING GUIDE

Unit	Title	Pacing
1	Rhythm	7 weeks
2	Pitch & Melody	7 weeks
3	Harmony, Texture & Timbre	7 weeks
4	Expression	7 weeks
5	Form & Genre	6 weeks
6	History & Culture	6 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Rhythm

Target Course/Grade Level: Vocal Music Grade 3

Unit 1 Summary: This unit will include the exploration of beat, rhythm, accented beats, meter, and notation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical.)
- 1.3.A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic ideas.
- 1.3.A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3.A.5.Pr4c.** Analyze selected music by reading and performing using standard notation.
- 1.3.A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Math

- 3.NF.** Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Social Studies

- 6.1.4.D.17.** Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

- 3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music has a steady pulse called the beat.
- Beat and rhythm work together but are two separate entities.
- Rhythm is a pattern of long and short sounds and silences.
- Beat and rhythm can be demonstrated in a variety of ways.
- Rhythmic notation organizes sound.
- Rhythm is written with a defined set of symbols

Unit Essential Questions:

- How do musicians generate creative ideas?

- How do musicians make creative decisions?
- How do musicians select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- That music has a steady beat.
- Rhythm and beat are not the same, but they have a relationship.
- Beats can be strong or weak.
- Music has a structure (meter) which is the pattern of strong and weak beats organized into groups.
- Musical notation captures rhythm.

Students will be able to...

- Recognize and perform a steady beat.
- Distinguish between beat and rhythm.
- Identify accented beats.
- How to group beats into groups of two and three.
- Read, notate and perform rhythm patterns using quarter notes, eighth notes, quarter rests, tied quarter notes, and half notes.
- Evaluate and respond to a piece of music using the terminology of the unit.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Rhythm will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
- Feierabend, John, *My Aunt Came Back*.
- Feierabend, John. *The Book of Beginning Circle Games*.
- Feierabend, John. *The Book of Call and Response*.
- Glazer, Tom. *Treasury of Songs for Children*.
- Kline, Todd F. *Classic Tunes and Tales*.
- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.

- Nelson, Esther. *Everybody Dance and Sing*.
- Perry, Margaret. *A Junior High School Music Handbook*.
- Philipak, Barb. *Recorder Karate*.
- Raffi. *Children's Favorites*.
- Raffi. *The 2nd Raffi Songbook*.
- Scelsa, Greg. *We All Live Together, Vol. I, II, III, IV*.
- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
- Silberg, Jackie. *My Toes are Starting to Wiggle*.
- *The Music Connection Grades K – 5*. Silver, Burdett, Ginn.
- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

Periodicals

- *Music Express*, Hal Leonard Publishing Corporation, Milwaukee, WI
- *Music K-8*. Brookfield, WI: Plank Road Publishing, Inc.
- Composer Specials Set: *Handel's Last Chance, Bach's Fight for Freedom, Bizet's Dream, Liszt's Rhapsody, Strauss, the King of 3/4 Time, Rossini's Ghost, Beethoven Lives Upstairs*
- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board

- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Pitch and Melody

Target Course/Grade Level: Vocal Music Grade 3

Unit 2 Summary: This unit will include the study of high, medium, and low sounds, music notation, pitch and melody definitions, melodic shape, singing and playing instruments.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3.A.5.Pr4c.** Analyze selected music by reading and performing using standard notation.
- 1.3.A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3.A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success
- CRP1.** Act as a responsible and contributing citizen and employee.
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Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of

stories written by the same author about the same or similar characters (e.g., in books from a series).

Math

3.NF. Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Social Studies

6.1.4.A.14. The world is comprised of nations that are similar to and different from the United States.

6.1.4.D.17. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Good vocal production comes from developmentally appropriate range, breathing techniques, and good posture.
- Pitch is the location of a note related to its highness or lowness.
- A sequence of pitches creates melody.
- Melody has shape.
- Pitch notation organizes sound.
- Pitch is written with a defined set of symbols.

Unit Essential Questions:

- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- Sound has high, medium, and low pitches.
- Music is organized sound.
- The proper vocal production requires good breathing technique and correct posture.
- Melody has a direction: high, medium, low, repeated notes, upward/downward.
- Pitches are notated on a staff.
- Solfege syllables and Curwen hand signs for mi, so, la and do.

Students will be able to...

- Identify high, medium, and low sounds aurally and visually.
- Identify a melody in a variety of songs.
- Perform high, medium, and low sounds vocally and on instruments.
- Sing a variety of songs in unison using good posture and with good tone quality within the appropriate vocal range.
- Demonstrate the contour of the melody.
- Sing or play from basic notation in the treble clef with consideration of pitch.
- Read, sing and notate patterns with mi, so, la, and do patterns.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Pitch and melody will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

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- Althouse, Jay. *The Complete Choral Warm-Up Book*.
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- Philipak, Barb. *Recorder Karate*.
- Raffi. *Children's Favorites*.
- Raffi. *The 2nd Raffi Songbook*.
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- Silberg, Jackie. *My Toes are Starting to Wiggle*.
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- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks

- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Harmony, Texture, and Timbre

Target Course/Grade Level: Vocal Music Grade 3

Unit 3 Summary: This unit will include the exploration of texture, timbre, canons, instrument families, and pitched and unpitched instruments.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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Social Studies

- 6.1.4.A.14.** The world is comprised of nations that are similar to and different from the United States.
- 6.1.4.D.17.** Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

- 3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Layering two or more simultaneous sounds creates harmony and texture.
- Timbre adds color and variety to sound.
- Each instrument has unique properties

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The difference between melody and harmony.
- How instruments are classified.
- Playing techniques for instruments.
- How instrument or vocal choices affect the mood of a piece of music.
- Musical notation captures rhythm.

Students will be able to...

- Perform rhythm, speech, and melodic canons.
- Create/improvise tonally and rhythmically over ostinatos.
- Explain the difference between melody and harmony.
- Classify families of instruments according to instrument properties and distinguish between pitched and unpitched instruments.
- Play pitched and unpitched instruments correctly.
- Respond to instrumentation in a variety of music.
- Discuss how instrumental and/or vocal choices influence creating/arranging a piece of music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Harmony, texture and timbre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
- Feierabend, John, *My Aunt Came Back*.
- Feierabend, John. *The Book of Beginning Circle Games*.
- Feierabend, John. *The Book of Call and Response*.
- Glazer, Tom. *Treasury of Songs for Children*.
- Kline, Todd F. *Classic Tunes and Tales*.
- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.

- Nelson, Esther, *Everybody Dance and Sing*, Cleveland, Ohio: Instructor Books 1989.
- Perry, Margaret, *A Junior High School Music Handbook*, Englewood Cliffs, New Jersey: Prentice Hall 1975.
- Raffi, *Children's Favorites*, New York: Amsco Publications 1993.
- Raffi, *The 2nd Raffi Songbook*, New York: Crown Publishers, Inc. 1986.
- *Recorder Karate*, Barb Philipak, Plank Road Publishing 2002
- Scelsa, Greg, *We All Live Together*, Vol. I, II, III, IV.
- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
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- *The Music Connection Grades K – 5*. Silver, Burdett, Ginn.
- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

Periodicals

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- *Music K-8*. Brookfield, WI: Plank Road Publishing, Inc.
- *Composer Specials Set: Handel's Last Chance, Bach's Fight for Freedom, Bizet's Dream, Liszt's Rhapsody, Strauss, the King of 3/4 Time, Rossini's Ghost, Beethoven Lives Upstairs*
- *Instrumental Classmates DVD Set: Brass, Woodwinds, Strings, Percussion, Keyboard*
- *Marsalis on Music, The Young People's Concert Series: Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- *Peter and the Wolf*
- *Carnival of the Animals*
- *Peer Gynt Suite*
- *The Nutcracker Suite*
- *The Magic Flute*

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Musical Materials
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)

- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Expression

Target Course/Grade Level: Vocal Music Grade 3

Unit 4 Summary: This unit will include the study of tempo, dynamics, and articulation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Science

- 3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music is a basic form of communication and expression.
- Elements of music include tempo, dynamics, and articulation.
- Analyzing, evaluating, and applying the elements of music helps with the comprehension and expression of the language of music.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- Tempo refers to the speed of the beat. The tempo of a piece of music can be fast (allegro), medium (moderato), or slow (adagio). However, the beat is always steady.
- The volume - loudness or softness - of music is called dynamics. Music can be loud (forte), medium (mezzoforte, mezzopiano), or soft (piano).
- Music can be smooth or separated (articulation).
- Different pieces of music express different moods, ideas, and values

Students will be able to...

- Identify and respond to tempo (fast/medium/slow) in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Identify, respond to, and perform dynamics (loud/medium/soft).
- Identify and respond to articulation (smooth/separated) in a variety of ways (i.e. movement, singing, playing instruments, and listening activities).
- Verbalize how tempo, dynamics, and articulation affect the mood of a piece of music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Expression will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did

we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?

- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond orally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

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- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Vocal Music Grade 3

Unit 5 Summary: This unit will include the study of phrases, form, and repeat signs. It will also include various genres of music. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT,** and **African-American** composers and musicians.

Approximate Length of Unit:6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6b.** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Math

- 3.NF.** Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Social Studies

- 6.1.4.A.14.** The world is comprised of nations that are similar to and different from the United States.
- 6.1.4.D.17.** Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

- 3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music is organized sound.
- Music can be organized into different forms and structures.
- Different styles of music are all art forms.
- Musical styles can influence other musical styles.
- Music can be analyzed and evaluated.
- Every individual has a personal preference for music

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do performers select repertoire?

- When is a performance judged ready to present? How do context and the manner in which a musical work is present influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The form of a song shows the relationship of each section to the others. Some phrases are similar, others are contrasting.
- A repeat sign tells us to play or sing again.
- Music has different genres.

Students will be able to...

- Demonstrate phrases in music in various ways through singing, playing instruments, movement, and listening activities.
- Differentiate between similar and contrasting phrases.
Identify and perform songs with forms of AB, ABA, and rondo in a variety of ways (singing, playing instruments, movement, listening).
- Identify and correctly follow printed music using the repeat sign.
- Experience and discuss music from different genres through singing, playing instruments, movement, and listening activities.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Form and genre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation

- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

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- Nelson, Esther. *Everybody Dance and Sing*.
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- Philipak, Barb. *Recorder Karate*.
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- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Musical Materials
- Instruments
- Media player

- Keyboard/piano
 - Recorders
 - Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
 - Computer/Chromebooks
 - Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 6 OVERVIEW

Content Area: General Music

Unit Title: History and Culture

Target Course/Grade Level: Vocal Music Grade 3

Unit 6 Summary: This unit will include the study of culture, history, folk music, patriotic music, and geography. Students will examine how music and history are interrelated, how music reflects culture, how technology influences music, and the use of music as a communication tool. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT, and African-American** composers and musicians. In addition, **students will learn about the positive impact of music as a negotiator** for peace in the fight against hatred and racism throughout history.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b.** Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Social Studies

- 6.1.4.C.13.** Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- 6.1.4.A.14.** The world is comprised of nations that are similar to and different from the United States.
- 6.1.4.C.16.** Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- 6.1.4.D.17.** Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

- 3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Educational Technology

- 8.1.** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.5.A.2.** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Unit Understandings:

Students will understand that...

- Music is a universal language.
- Music is an important element of the historical and cultural record of humankind.
- Music has a fundamental connection with history and culture.
- Cooperation and collaboration shape all musical experiences.
- Individual life experiences influence the appreciation and enjoyment of music.
- Technological developments influence the development of music.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Music from diverse cultures and historical eras have distinct characteristics.
- Music expands understanding of the world, its people, and one's self.
- Music is a form of communication.
- Technological developments influence the development of music.

Students will be able to...

- Perform songs from a variety of cultures and historical eras.
- Reflect on how music shapes history and culture.
- Use modern technology to create and recreate sounds.
- Listen to short musical excerpts and identify characteristics.
- Create "effects" and accompaniments to enhance a story.
- Use patterns in nature to create music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

History and Culture will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
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- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Musical Materials
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

RAHWAY PUBLIC SCHOOLS CURRICULUM

Vocal Music Grade 4

PACING GUIDE

Unit	Title	Pacing
1	Rhythm	7 weeks
2	Pitch & Melody	7 weeks
3	Harmony, Texture & Timbre	7 weeks
4	Expression	7 weeks
5	Form & Genre	6 weeks
6	History & Culture	6 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Rhythm

Target Course/Grade Level: Vocal Music Grade 4

Unit 1 Summary: This unit will include the study of beat, rhythm, accented beats, meter, and note values.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Math

4.NF. Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Social Studies

6.1.4.D.17. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Rhythm is a pattern of sounds and silences built around a steady pulse/beat.
- Learning to read and notate music allows for the comprehension and expression of music.
- Rhythmic notation organizes sound.
- Rhythm is written with a defined set of symbols that represent the length of sounds and silences

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Knowledge and Skills:

Students will know...

- The “beat” is the pulse of the music.
- Rhythm and beat are not the same, but have a relationship.
- Rhythm is notated with symbols that represent the duration of sound and silences.

- Music has strong and weak beats that are grouped by measure into a meter and identified with a time signature.

Students will be able to...

- Demonstrate beat and rhythm through movement, listening, singing, and playing instruments.
- Explain the difference between beat and rhythm.
- Read, notate, and perform rhythms using quarter notes, eighth note pairs, quarter rests, half notes, dotted half notes, sixteenth notes and whole notes
- Identify music with duple and triple meter.
- Create/improvise rhythm patterns within guidelines

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Rhythm will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.

- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

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- Althouse, Jay. *The Complete Choral Warm-Up Book*.
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Technology

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- Finale NotePad from MakeMusic, Inc.
- noteflight.com
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- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Pitch and Melody

Target Course/Grade Level: Vocal Music Grade 4

Unit 2 Summary: This unit will include the study of melody, the staff, and treble clef.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c.** Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5a.** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Math

4.NF. Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Social Studies

6.1.4.A.14. The world is comprised of nations that are similar to and different from the United States.

6.1.4.D.17. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music notation is the visual representation of sound.
- Learning to read and notate music allows for the comprehension and expression of music.
- Pitches are the high and low sounds of music.
- Melody is a succession of pitches strung together.
- Melody needs rhythm to move forward.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- That proper vocal production and vocal placement improve vocal quality.
- The music clef (treble clef, bass clef) determines the pitches on the music staff.
- Pitches are the high and low sounds of music.
- Improvisation is the basis for composing.
- Solfege syllables and Curwen hand signs for la, so, mi, re, and do.
- Melody has direction.

Students will be able to...

- Sing a variety of songs in unison and with harmonizing parts using good tone quality within the appropriate vocal range.
- Sing or play music from notation in treble clef.
- Identify a melody in a variety of musical examples.
- Create simple melodies using traditional instruments and/ or technology and critique performance with appropriate terminology.
- Read, sing and notate patterns with la, so, mi, re and do patterns.
- Identify melodic contour.
- Discuss the relationship between melody and rhythm.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Pitch and melody will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
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- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
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- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

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Equipment Needed:

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- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board

- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Harmony, Texture, and Timbre

Target Course/Grade Level: Vocal Music Grade 4

Unit 3 Summary: This unit will include the study of melody and harmony. It will also focus timbre through the study of the families of instruments, including: woodwind, brass, strings, and percussion.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

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RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Layering two or more simultaneous sounds creates harmony and texture.
- Textures can be thin or thick.
- Timbre is the unique quality that makes one instrument or voice sound different from any other.
- Timbre adds color and variety to sound.
- Individual instruments have unique properties.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- How layering in another sound creates harmony and texture.
- The difference between melody and harmony.
- Good tone quality is created by correct technique.
- How instruments are classified.
- Tone colors can be used to convey meaning in music.

Students will be able to...

- Perform pieces in unison as well as rounds, canons, and partner songs.
- Create and improvise rhythm patterns and short melodies.
- Identify music aurally with and without harmony.
- Demonstrate proper technique for pitched and unpitched instruments.
- Classify instruments in families according to their unique instrument properties
- Respond to instrumentation in a variety of short musical pieces.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Harmony, texture and timbre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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- Smart board/white board

- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Expression

Target Course/Grade Level: Vocal Music Grade 4

Unit 4 Summary: This unit will include the study of tempo, dynamics, and articulation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a.** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b.** Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music is a basic form of communication and expression.
- Elements of music include tempo, dynamics, and articulation.
- Analyzing, evaluating, and applying the elements of music helps with the comprehension and expression of the language of music

Unit Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- Tempo terms to describe the speed of music – presto, allegro, moderato, andante, and adagio.
- Dynamics terms to describe the volume of music – fortissimo, forte, mezzo forte, mezzo piano, pianissimo, and piano.
- Music can be smooth or separated (articulation) and is notated with symbols.
- Different pieces of music express different moods, ideas, and values.

Students will be able to...

- Identify tempo terms and perform where appropriate in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Identify dynamic terms and matching symbols and perform where appropriate in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Identify slurs and respond to articulation (legato/staccato) in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Sing expressively showing an understanding of the text and unit concepts.
- Verbalize the mood, ideas, and/or values a particular piece of music conveys.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Expression will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
- Feierabend, John, *My Aunt Came Back*.
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- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.
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- Philipak, Barb. *Recorder Karate*.
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- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
- Silberg, Jackie. *My Toes are Starting to Wiggle*.
- *The Music Connection Grades K – 5*. Silver, Burdett, Ginn.
- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

Periodicals

- *Music Express*, Hal Leonard Publishing Corporation, Milwaukee, WI
- *Music K-8*. Brookfield, WI: Plank Road Publishing, Inc.
- Composer Specials Set: *Handel's Last Chance, Bach's Fight for Freedom, Bizet's Dream, Liszt's Rhapsody, Strauss, the King of 3/4 Time, Rossini's Ghost, Beethoven Lives Upstairs*
- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Vocal Music Grade 4

Unit 5 Summary: This unit will include the study of phrases, form, and repeat signs. It will also include the study of various genres of music. Students will examine how music and history are interrelated, how music reflects culture, how technology influences music, and the use of music as a communication tool. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT,** and **African-American** composers and musicians.

Approximate Length of Unit:6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr5b.** Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6b.** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Math

4.NF. Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Social Studies

6.1.4.A.14. The world is comprised of nations that are similar to and different from the United States.

6.1.4.D.17. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Understandings:

Students will understand that...

- Music is organized sound.
- Music can be organized into different forms and structures.
- Different styles of music are all art forms.
- Musical styles can influence other musical styles.
- Music can be analyzed and evaluated.
- Every individual has a personal preference for music

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do performers improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which a musical work is present influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The form of a song shows the relationship of each section to the others. Some phrases are similar, others are contrasting.
- A repeat sign tells us to play or sing again.
- Music has different genres.

Students will be able to...

- Identify phrases in music through a variety of ways: singing, playing instruments, movement, and listening activities.
- Distinguish whether phrases are the same or different.
- Identify, compose, and perform songs with forms of AB, ABA, and rondo in a variety of ways (singing, playing instruments, movement, listening).
- Recognize and perform: call/response, verse/refrain, repeat signs, and introductions/endings.
- Experience different genres of music through a variety of ways (singing, playing, and listening activities) and identify the distinguishing characteristics.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Form and genre will be assessed using any of the following methods:

- Tests on unit topics

- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
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- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 6 OVERVIEW

Content Area: General Music

Unit Title: History and Culture

Target Course/Grade Level: Vocal Music Grade 4

Unit 6 Summary: This unit will include the study of culture, history, composers, folk music, patriotic music, and geography. Students will study how music and history are interrelated, how music reflects culture, how technology influences music, and the use of music as a communication tool. Students will examine how music and history are interrelated, how music reflects culture, how technology influences music, and the use of music as a communication tool. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT**, and **African-American** composers and musicians. In addition, **students will learn about the positive impact of music as a negotiator** for peace in the fight against hatred and racism throughout history.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b.** Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music

1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Social Studies

6.1.4.C.13. Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.

6.1.4.A.14. The world is comprised of nations that are similar to and different from the United States.

6.1.4.C.16. Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

6.1.4.D.17. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Science

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Educational Technology

8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Unit Understandings:

Students will understand that...

- Music is a universal language.
- Music expands understanding of the world, its people, and one's self.
- Music has a fundamental connection with history and culture.
- Music is an important element of the historical and cultural record of humankind.
- Cooperation and collaboration shape all musical experiences.
- Individual life experiences influence the appreciation and enjoyment of music.
- Technological developments influence the development of music.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Music is a record of culture and history.
- Music is a form of communication.
- Music from diverse cultures and historical eras have distinct characteristics.
- Music expands understanding of the world, its people, and one's self.
- Technological developments influence the development of music.

Students will be able to...

- Perform and listen to music from a variety of cultures and historical periods.
- Identify the ways music is used in society (leisure, ceremonial/ religious/ civic, for dance, to tell stories, etc.)
- Reflect on how music shapes history and culture.
- Listen to a variety of short musical excerpts and identify characteristics as well formulate responses with appropriate terminology.
- Create "effects" and accompaniments to communicate ideas using modern technology.
- Use technology to explore music of a variety of genres.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

History and culture will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
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- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

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- The Magic Flute

Technology

- Chrome Music Lab
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- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
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- Media player
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- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 5

PACING GUIDE

Unit	Title	Pacing
1	Rhythm	7 weeks
2	Pitch & Melody	7 weeks
3	Harmony, Texture, & Timbre	7 weeks
4	Expression	7 weeks
5	Form & Genre	6 weeks
6	History & Culture	6 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Rhythm

Target Course/Grade Level: Vocal Music Grade 5

Unit 1 Summary: This unit will include the study of rhythm, specifically accented beats, meter, time signatures, and syncopation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Cr1a. Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Re7b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

- RL.5.2.** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Math

- 5.OA.** Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Social Studies

- 6.1.8.D.3.e.** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Unit Understandings:

Students will understand that...

- Learning to read and notate music allows for the comprehension and expression of music.
- Rhythm is built around a steady pulse/beat.
- Rhythmic notation organizes sound.
- Rhythm is written with a defined set of symbols that represent the length of sounds and silences

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Knowledge and Skills:

Students will know...

- The “beat” is the pulse of the music.
- Rhythm is notated with symbols that represent the duration of sound and silences.

- Music has strong and weak beats that are grouped by measure and identified with a time signature. The time signature represents how many beats per measure and which type of note will receive one beat.
- When the regular metrical accent is displaced, syncopation occurs.
- Rhythm impacts how people respond and move to music.

Students will be able to...

- Demonstrate beat and rhythm through movement, listening, singing, and playing instruments.
- Read, notate, and perform rhythms using quarter notes, quarter rests, single eighth notes, eighth note pairs, eighth rest, half notes, half rests, dotted half notes, sixteenth notes, sixteenth rests, whole notes, and whole rests.
- Identify and perform music with 2/4, 3/4, 4/4 time signatures.
- Demonstrate syncopation through singing, playing and movement.
- Create/improvise rhythm patterns within guidelines.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Rhythm will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned

- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
- Feierabend, John, *My Aunt Came Back*.
- Feierabend, John. *The Book of Beginning Circle Games*.
- Feierabend, John. *The Book of Call and Response*.
- Glazer, Tom. *Treasury of Songs for Children*.
- Kline, Todd F. *Classic Tunes and Tales*.
- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.
- Nelson, Esther. *Everybody Dance and Sing*.
- Perry, Margaret. *A Junior High School Music Handbook*.
- Philipak, Barb. *Recorder Karate*.
- Raffi. *Children's Favorites*.
- Raffi. *The 2nd Raffi Songbook*.
- Scelsa, Greg. *We All Live Together, Vol. I, II, III, IV*.
- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
- Silberg, Jackie. *My Toes are Starting to Wiggle*.

- *The Music Connection Grades K – 5*. Silver, Burdett, Ginn.
- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

Periodicals

- *Music Express*, Hal Leonard Publishing Corporation, Milwaukee, WI
- *Music K-8*. Brookfield, WI: Plank Road Publishing, Inc.
- Composer Specials Set: *Handel's Last Chance, Bach's Fight for Freedom, Bizet's Dream, Liszt's Rhapsody, Strauss, the King of 3/4 Time, Rossini's Ghost, Beethoven Lives Upstairs*
- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Pitch and Melody

Target Course/Grade Level: Vocal Music Grade 5

Unit 2 Summary: This unit will include the study of melody, pitch, tonality, staves, and ledger lines.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Math

5.OA. Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Science

5-ESS3-1. Obtain and combine information about ways individual communities use **Science** ideas to protect the Earth's resources and environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit Understandings:

Students will understand that...

- Music notation organizes sound.
- Learning to read and notate music allows for the comprehension and expression of music.
- The tonality of music affects the expressive quality of music.
- Melody has direction.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- That proper vocal production and vocal placement improve vocal quality.
- Pitches are notated on a staff with a clef. There are three types of clefs: treble clef, bass clef, and grand staff.
- Music is written around a key signature that defines the tonality of the piece.
- Solfege syllables and Curwen hand signs for do', ti, la, so, fa, mi, re, and do.
- Melody has direction.

Students will be able to...

- Sing a variety of songs in unison and with harmonizing parts using good tone quality within the appropriate vocal range.
- Identify a treble clef, bass clef, and grand staff.
- Read, perform and notate music on the treble staff below and above the five lines.
- Compose and improvise melodies, variations, and accompaniments using traditional instruments or technology. Performances will be critiqued with appropriate terminology.
- Identify music written in major and minor key signatures.
- Read, sing and notate patterns with do', ti, la, so, fa, mi, re and do patterns.
- Identify how melody moves by steps, skips, leaps and repeats.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Pitch and melody will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments

- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed:
 - What did we do?
 - Why did we do it?
 - What did I learn today?
 - How can I apply it?
 - What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
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- Swears, Linda. *Teaching the Elementary School Chorus*.
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- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)

- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Harmony, Texture, and Timbre

Target Course/Grade Level: Vocal Music Grade 5

Unit 3 Summary: This unit will include the study of harmony, texture and timbre. It will also focus on the families of instruments: woodwind, brass, strings, and percussion. Students will examine how music and history are interrelated, how music reflects culture, how technology influences music, and the use of music as a communication tool. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT**, and **African-American** composers and musicians.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4b.** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
- 1.3A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Math

5.OA. Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

5-ESS3-1. Obtain and combine information about ways individual communities use **Science** ideas to protect the Earth's resources and environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit Understandings:

Students will understand that...

- Layering two or more simultaneous sounds creates harmony and texture.
- Textures can be thin or thick.
- Timbre is the unique quality that makes one instrument or voice sound different from any other.
- Timbre adds color and variety to sound.
- Each individual instrument has unique properties that make it distinguishable from every other instrument.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- How layering in another sound creates harmony and texture.
- The texture of music can be thin or thick.
- Good tone quality is created by correct technique.
- How instruments sound and are classified in various ensembles.
- Texture and timbre is used to convey meaning in music.

Students will be able to...

- Perform pieces in unison and with harmonizing parts as well as 2, 3 and 4 part rounds, and partner songs.
- Identify the texture of music using the appropriate terminology.
- Demonstrate proper technique for pitched and unpitched instruments.
- Classify and identify instruments both aurally and visually
- Discuss sound properties of instruments.
- Respond to instrumentation in a variety of musical pieces.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Harmony, texture and timbre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
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- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.
- Nelson, Esther. *Everybody Dance and Sing*.
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- Raffi. *The 2nd Raffi Songbook*.
- Scelsa, Greg. *We All Live Together, Vol. I, II, III, IV*.
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- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Expression

Target Course/Grade Level: Vocal Music Grade 5

Unit 4 Summary: This unit will include the study of tempo, dynamics, and articulation. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT**, and **African-American** composers and musicians. In addition, **students will learn about the positive impact of music as a negotiator** for peace in the fight against hatred and racism throughout history.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b.** Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4e.** Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a.** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b.** Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a.** Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Math

5.OA. Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Unit Understandings:

Students will understand that...

- Music is a basic form of communication and expression.
- Elements of music include tempo, dynamics, and articulation.
- Analyzing, evaluating, and applying the elements of music helps with the comprehension and expression of the language of music

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- Tempo terms to describe the speed of music – prestissimo, presto, allegro, moderato, andante, adagio, and grave.
- Dynamics terms to describe the volume of music – fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo and decrescendo.
- Articulation terms to indicate how the music is performed – legato, staccato, and slurs.
- Different pieces of music express different moods, ideas, and values.

Students will be able to...

- Identify and apply different tempi in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Identify and apply different dynamics in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Identify and perform music using different types of articulation in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Sing expressively showing an understanding of the text.
- Listen to, analyze and describe the mood, ideas, and/or values a particular piece of music conveys.
- Use technology to explore creating music using a variety of tempi, dynamics, and articulations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Expression will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
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- Silberg, Jackie. *My Toes are Starting to Wiggle*.
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- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

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- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks

- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Vocal Music Grade 5

Unit 5 Summary: This unit will include the study of phrase, form, and related musical symbols. It will also include the study of various genres of music.

In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT, and African-American** composers and musicians.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr1a.** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr5b.** Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6b.** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Math

5.OA. Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

5-ESS3-1. Obtain and combine information about ways individual communities use **Science** ideas to protect the Earth's resources and environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit Understandings:

Students will understand that...

- Music is organized sound.
- Music can be organized into different forms and structures.
- Different styles of music are all art forms.
- Music can be analyzed and evaluated.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do performers improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which a musical work is present influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Knowledge and Skills:

Students will know...

- Form is how a song is organized.
- There are different type of forms and structures for music such as AB, ABA, rondo, verse/refrain, and theme and variations.
- Music notation uses symbols to indicate the structure of music such as codas, repeat signs, and 1st & 2nd endings.
- Music is categorized in genres by shared characteristics.

Students will be able to...

- Identify the form of a piece of music using letter names to map out the form.
- Identify, compose, and perform music with forms of AB, ABA, ABACA, and theme and variations.
- Identify and perform music using codas, repeat signs, and 1st & 2nd endings in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Experience different genres of music through a variety of ways (singing, playing, and listening activities) and identify the distinguishing characteristics.
- Listen to, describe and evaluate musical performances.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Form and genre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
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- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 6 OVERVIEW

Content Area: General Music

Unit Title: History and Culture

Target Course/Grade Level: Vocal Music Grade 5

Unit 6 Summary: This unit will include the study of culture, history, composers, folk music, patriotic music, and jazz in America, geography, and music technology. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT**, and **African-American** composers and musicians. In addition, **students will learn about the positive impact of music as a negotiator** for peace in the fight against hatred and racism throughout history.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.5.Cr2a.** Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3a.** Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b.** Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4a.** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d.** Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6a.** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re7a.** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b.** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a.** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Cn10a.** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
- 1.3A.5.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

5-ESS3-1. Obtain and combine information about ways individual communities use **Science** ideas to protect the Earth's resources and environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Educational Technology

8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Unit Understandings:

Students will understand that...

- Music is a universal language.
- Music expands understanding of the world, its people, and one's self.
- Music has a fundamental connection with history and culture.
- Music is an important element of the historical and cultural record of humankind.
- Cooperation and collaboration shape all musical experiences.
- Individual life experiences influence the appreciation and enjoyment of music.
- Technological developments influence the development of music.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Music is a record of culture and history.
- The elements of music have distinctive characteristics that reflect culture and historical time periods.
- Music is a form of communication.

Students will be able to...

- Perform and listen to music from a variety of styles, cultures and historical periods.
- Identify similarities and differences in the music of different cultures and historical time periods.
- Respond to orchestral excerpts using appropriate terminology.
- Identify the ways music is used in society (leisure, ceremonial/ religious/ civic, for dance, to tell stories, etc.).
- Create "effects" and accompaniments to communicate ideas.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

History and culture will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
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- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 6

PACING GUIDE

Unit	Title	Pacing
1	Rhythm	7 weeks
2	Pitch & Melody	7 weeks
3	Harmony, Texture & Timbre	7 weeks
4	Expression	7 weeks
5	Form & Genre	6 weeks
6	History & Culture	6 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Rhythm

Target Course/Grade Level: Vocal Music Grade 6

Unit 1 Summary: This unit will include the study of rhythm, including note values, syncopation, swing rhythm, accented beats, back beats, meter, and time signatures.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr1a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Pr4c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

- RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Math

6E. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.

Unit Understandings:

Students will understand that...

- Rhythm is built around a steady pulse/beat.
- Learning to read and notate music allows for the comprehension and expression of music.
- Rhythmic notation organizes sound.
- When the regular metrical accent is displaced, syncopation occurs.
- Rhythm is written with a defined set of symbols that represent the length of sounds and silences

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?

Knowledge and Skills:

Students will know...

- The “beat” is the pulse of the music.
- Rhythm is notated with symbols that represent the duration of sound and silences.
- Music has strong and weak beats that are grouped by measure and identified with a time signature. The time signature represents how many beats per measure and which type of note will receive one beat.
- Rhythm impacts how people respond and move to music.

Students will be able to...

- Demonstrate beat and rhythm through movement, listening, singing, and playing instruments.
- Read, notate, and perform rhythms using quarter notes, quarter rests, dotted quarter notes, single eighth notes, eighth note pairs, eighth rest, half notes, half rests, dotted half notes, sixteenth notes, sixteenth rests, whole notes, and whole rests.
- Identify and perform music with 2/4, 3/4, 4/4, and 6/8 time signatures. Students will also be able to identify the “back beat” and use pickup notes.
- Identify and perform music with syncopation and swing rhythms.
- Create/improvise rhythm patterns within guidelines.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Rhythm will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
- Feierabend, John, *My Aunt Came Back*.
- Feierabend, John. *The Book of Beginning Circle Games*.
- Feierabend, John. *The Book of Call and Response*.
- Glazer, Tom. *Treasury of Songs for Children*.
- Kline, Todd F. *Classic Tunes and Tales*.
- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.

- Nelson, Esther. *Everybody Dance and Sing*.
- Perry, Margaret. *A Junior High School Music Handbook*.
- Philipak, Barb. *Recorder Karate*.
- Raffi. *Children's Favorites*.
- Raffi. *The 2nd Raffi Songbook*.
- Scelsa, Greg. *We All Live Together, Vol. I, II, III, IV*.
- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
- Silberg, Jackie. *My Toes are Starting to Wiggle*.
- *The Music Connection Grades K – 5*. Silver, Burdett, Ginn.
- Swears, Linda. *Teaching the Elementary School Chorus*.
- Weikart, Phyllis & Carlton, Elizabeth. *85 Engaging Movement Activities for K- 6*.
- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

Periodicals

- *Music Express*, Hal Leonard Publishing Corporation, Milwaukee, WI
- *Music K-8*. Brookfield, WI: Plank Road Publishing, Inc.
- Composer Specials Set: *Handel's Last Chance, Bach's Fight for Freedom, Bizet's Dream, Liszt's Rhapsody, Strauss, the King of 3/4 Time, Rossini's Ghost, Beethoven Lives Upstairs*
- Instrumental Classmates DVD Set: *Brass, Woodwinds, Strings, Percussion, Keyboard*
- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board

- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Pitch and Melody

Target Course/Grade Level: Vocal Music Grade 6

Unit 2 Summary: This unit will include the study of melody, pitch, major/minor tonality, major scales, and chords.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr1a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a.** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Cr3b.** Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3A.8.Pr5a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Re7b.** Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re9a.** Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **RL.6.7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Math

6EE. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Unit Understandings:

Students will understand that...

- Music notation organizes sound.
- Learning to read and notate music allows for the comprehension and expression of music.
- The tonality of music affects the expressive quality of music.
- Melody has direction.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- That proper vocal production and vocal placement improve vocal quality.
- Pitches are notated on a staff with a clef. Treble clef indicates high pitches and bass clef indicates low pitches.
- Tonality refers to the quality of sound (major or minor) of a piece of music.
- Every piece of music is centered around a particular scale and tonality, indicated by the key signature.
- Sharps raise pitches a half step and flats lower pitches a half step.
- Scales are a prescribed pattern of whole and half steps.
- Melodies are made up of steps, skips, leaps, and repeated notes.

Students will be able to...

- Sing a variety of songs in unison and with harmonizing parts using good tone quality within the appropriate vocal range.
- Read, perform and notate music on the treble staff above and below the five lines. Students will also be able to identify notes on the grand staff and bass clef staff.
- Compose and improvise melodies, variations, and accompaniments using traditional instruments or technology. Performances will be critiqued with appropriate terminology.
- Identify music written in major and minor key signatures.
- Identify and use accidentals correctly in performing.
- Identify and perform music using pentatonic and major scale patterns.
- Discuss how melodies moves by steps, skips, leaps, and repeated notes and use these concepts in a short composition.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Pitch and melody will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects

- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.

- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom.* Hal Leonard.
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- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Harmony, Texture and Timbre

Target Course/Grade Level: Vocal Music Grade 6

Unit 3 Summary: This unit will include the study of melody, harmony, texture, and timbre. It will also include the study of the instrument families: woodwind, brass, strings, and percussion.

In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT, and African-American** composers and musicians.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr2a.** Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a.** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Pr4e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr5a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Pr6a.** Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7b.** Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re8a** Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Math

6EE. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. **6.1.8.D.5.c.** Examine the roles of women, African Americans, and Native Americans in the Civil War. **6.3.8.A.1.** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. **6.3.8.D.1.** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Educational Technology

8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Unit Understandings:

Students will understand that...

- Layering two or more simultaneous sounds creates harmony and texture.
- Textures can be thin or thick.
- Timbre is the unique quality that makes one instrument or voice sound different from any other.
- Timbre adds color and variety to sound.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- How layering in another sound creates harmony and texture.
- The texture of music can be thin or thick.
- Good tone quality is created by correct technique.
- Texture and timbre is used to convey meaning in music.

Students will be able to...

- Perform pieces in unison and with harmonizing parts as well as 2, 3 and 4 part rounds, and partner songs.
- Analyze and describe the texture of music using the appropriate terminology.
- Demonstrate proper technique for pitched and unpitched instruments.
- Classify and identify instruments both aurally and visually
- Discuss sound properties of instruments and how the unique sounds of instruments affect the timbre and texture of musical selections.
- Create compositions utilizing texture and timbre to affect the mood of the piece.
- Respond to instrumentation in a variety of musical pieces.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Harmony, texture and timbre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond orally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

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- Glazer, Tom. *Treasury of Songs for Children*.
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- Lewis, Aden G. *Listen, Look and Sing: Volumes 1-4*.
- Nelson, Esther. *Everybody Dance and Sing*.
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- Shelton, Mark. *Easy Buckets: Grooves for Beginning Ensembles*.
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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Expression

Target Course/Grade Level: Vocal Music Grade 6

Unit 4 Summary: This unit will include the study of tempo, dynamics, and articulation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr1a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2a.** Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr3a.** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources
- 1.3A.8.Cr3b.** Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3A.8.Pr4a.** Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b.** Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Re7a.** Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b.** Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re9a. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **RL.6.7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. **Science MS-PS4-2.** Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Unit Understandings:

Students will understand that...

- Music is a basic form of communication and expression.
- Elements of music include tempo, dynamics, and articulation.
- Analyzing, evaluating, and applying the elements of music helps with the comprehension and expression of the language of music.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators’ and performers’ expressive intent?

Knowledge and Skills:

Students will know...

- Tempo terms to describe the speed of music –prestissimo, presto, allegro, moderato, andante, and adagio, grave, ritardando, and accelerando.
- Dynamics terms and their corresponding symbols to describe the volume of music – fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo and decrescendo.
- Articulation terms to indicate how the music is performed – legato, staccato, accents and slurs.
- Different pieces of music express different moods, ideas, and values.

Students will be able to...

- Identify, apply, and perform different tempi in a variety of ways (i.e. movement, singing, playing instruments, listening activities, composing).
- Identify, apply, and perform different dynamics in a variety of ways (i.e. movement, singing, playing instruments, listening activities, composing).
- Identify, apply, and perform music using different types of articulation in a variety of ways (i.e. movement, singing, playing instruments, listening activities, composing).
- Sing expressively showing an understanding of the text.
- Listen to, analyze and describe the mood, ideas, and/or values a particular piece of music conveys using unit terminology.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Expression will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
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- Wirth, Mirian. *Musical Games, Fingerplays and Rhythmic Activities*.

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- Marsalis on Music, The Young People's Concert Series: *Why Toes Tap, Listening for Clues, Sousa to Satchmo, Tackling the Monster*
- Peter and the Wolf
- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board

- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Vocal Music Grade 6

Unit 5 Summary: This unit will include the study of phrase, form, and related musical symbols. It will also include the study of various genres of music. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT,** and **African-American** composers and musicians.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr1a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2a.** Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr3a.** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d.** Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr6a.** Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7c.** Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re9a.** Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3A.8.Cn10a. Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Math

6.EE. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Unit Understandings:

Students will understand that...

- Music is organized sound.
- Music can be organized into different forms and structures.
- Different styles of music are all art forms.
- Music can be analyzed and evaluated.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Knowledge and Skills:

Students will know...

- Form is how a song is organized.
- There are different types of forms and structures for music such as AB, ABA, rondo, verse/refrain, and theme and variations.
- Music notation uses symbols to indicate the structure of music such as codas, repeat signs, 1st & 2nd endings, D.C. and D.S.
- Music is categorized in genres by shared characteristics.

Students will be able to...

- Identify the form of a piece of music using letter names to map out the form.
- Identify, compose, and perform music with forms of AB, ABA, ABACA, and theme and variations.
- Identify and perform music using codas, repeat signs, 1st & 2nd endings, D.C. and D.S. in a variety of ways (i.e. movement, singing, playing instruments, listening activities).
- Experience different genres of music through a variety of ways (singing, playing, and listening activities) and identify the distinguishing characteristics.
- Listen to, describe and evaluate musical performances of a variety of genres of music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Form and genre will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
- Self/peer evaluation
- Written assessments
- Class discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Students create and deliver a presentation or performance to show what they have learned
- Portfolio of completed compositions and performances
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid Responses - Have students respond aurally about what they understand
- Write it down - Have students write down an explanation of what they understand.
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

Books

- Alderson, Richard. *The Complete Handbook of Voice Training*.
- Althouse, Jay. *The Complete Choral Warm-Up Book*.
- *The Big Book of Children's Songs*. Hal Leonard.
- *Bucket Blast: Play Along Activities for Bucket Drums and Classroom*. Hal Leonard.
- Birkenshaw-Fleming, Lois. *Come on Everybody, Let's Sing*.
- Elliott, Raymond. *Fundamentals of Music*.
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- Feierabend, John. *The Book of Call and Response*.
- Glazer, Tom. *Treasury of Songs for Children*.
- Kline, Todd F. *Classic Tunes and Tales*.
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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
- Finale NotePad from MakeMusic, Inc.
- noteflight.com
- iTunes
- Audacity for Mac and Windows
- GarageBand
- MusicFirst

Equipment Needed:

- Textbooks
- Instruments
- Media player
- Keyboard/piano
- Recorders
- Classroom instruments (i.e. boomwhackers, Orff instruments, hand held percussion, buckets, etc.)
- Computer/Chromebooks
- Smart board/white board
- Student manipulatives (i.e. scarves, puppets, cups, balls, etc.)

UNIT 6 OVERVIEW

Content Area: General Music

Unit Title: History and Culture

Target Course/Grade Level: Vocal Music Grade 6

Unit 6 Summary: This unit will include the study of culture, history, composers, folk music, patriotic music, jazz in America, geography, and music technology. In this unit, students will have the opportunity to examine a variety of musical genres and cultures. Special emphasis will be given to the contributions of **persons with disabilities, LGBT**, and **African-American** composers and musicians. In addition, **students will learn about the positive impact of music as a negotiator** for peace in the fight against hatred and racism throughout history.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.8.Cr1a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr3a.** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources
- 1.3A.8.Pr4a.** Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices
- 1.3A.8.P4d.** Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr6a.** Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7a.** Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7c.** Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a** Apply appropriate personally developed criteria to evaluate musical works or performances

1.3A.8.Re9a. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3A.8.Cn10a. Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Career Readiness, Life Literacies, and Key Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Math

6EE. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Social Studies

6.1.8.D.3.e. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Educational Technology

8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.8.A.2. Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Unit Understandings:

Students will understand that...

- Music is a universal language.
- Music expands understanding of the world, its people, and one's self.
- Music has a fundamental connection with history and culture.
- Music is an important element of the historical and cultural record of humankind.
- Cooperation and collaboration shape all musical experiences.
- Individual life experiences influence the appreciation and enjoyment of music.
- Technological developments influence the development of music.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing and responding?

Knowledge and Skills:

Students will know...

- Music is a record of culture and history.
- The elements of music have distinctive characteristics that reflect culture and historical time periods.
- Music is a form of communication.

Students will be able to...

- Perform and listen to music from a variety of styles, cultures and historical periods.
- Compare and contrast similarities and differences in the music of different cultures and historical time periods.
- Listen to a variety of musical excerpts and formulate opinions using appropriate terminology.
- Identify the ways music is used in society (leisure, ceremonial/ religious/ civic, for dance, to tell stories, etc.)
- Create compositions that communicate ideas.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

History and culture will be assessed using any of the following methods:

- Tests on unit topics
- Quizzes on unit topics
- Homework
- Projects
- Class participation
- Performance evaluation
- Attendance
- End of unit assessment
- Class observation
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

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- Peter and the Wolf

- Carnival of the Animals
- Peer Gynt Suite
- The Nutcracker Suite
- The Magic Flute

Technology

- Chrome Music Lab
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Equipment Needed:

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