

# Curriculum Framework for Performing Arts

School: Mapleton Charter School

Curricular Tool: Teacher Created

Grade: K and 1 music

Although skills are targeted in specific timeframes, they will be reinforced throughout the year.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Singing As a Group</b> <b>Timeframe: 10 sessions</b>			
<p><b>Shared K/1 Standards:</b></p> <p><b>1.1 I/D</b> Imitate melodic patterns</p> <p><b>1.2 I/D</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3 I/D</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>1.4 I/D</b> Sing demonstrating proper posture and breathing</p> <p><b>1.5 I/D</b> Sing demonstrating proper vocal technique</p> <p><b>1.6 I/D</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.7 I/D</b> Sing call and response</p> <p><b>1.8 I/D</b> Singing ostinati with songs</p> <p><b>1.14 I/D</b> Sing a repertoire of songs representing different genres, styles and languages</p> <p><b>1.15 I/D</b> Sing expressively with phrasing, dynamics and stylistic interpretation</p> <p><b>1.17 I/D</b> Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p><b>2.6 I/D</b> Perform with proper posture and breathing</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Singing in a group, music of many genres</li> <li>• Echo Singing</li> <li>• Dynamics(loud and soft)</li> <li>• Pitch(High and low)</li> <li>• Musical Genres</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Rhythm refers to the pattern of regular or irregular pulses caused in music</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• A musical genre is an expressive style of music</li> <li>• Improvisation is the creative activity of immediate musical composition.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are dynamics in music, and how are they used to convey mood in a piece?</li> <li>• What does the term pitch refer to in a piece of music?</li> <li>• What is improvisation, and how do we do it?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to perform echo singing games.</li> <li>• Students will be able to identify and use whispering, speaking, singing, and shouting voices.</li> <li>• Students will be able to identify the difference between High and Low pitches</li> <li>• Students will understand that melody a single line of</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly.</li> <li>• Teacher will sing basic melodies with text while students echo sing and teacher observes performance</li> <li>• Reflection Journals</li> <li>• Singing Rubric</li> <li>• Practice/ Observation</li> <li>• Performances</li> <li>• Self and Peer Assessments</li> </ul>

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<p><b><u>First Grade Standards:</u></b> All standards above with the introduction of: <b>1.13 I</b> Sing in groups and blending vocal timbres</p>		<p>moving notes that create the tune or idea of a song.</p> <ul style="list-style-type: none"> <li>• Students will be able to classify and distinguish between genres(rock, classical, jazz)</li> <li>• Students will be able to successfully sing in a group.</li> <li>• Students will be able to sing simple melody containing quarter notes with rhythmic accuracy.</li> <li>• Students will be able perform the rhythm of a familiar song to a steady beat in small groups.</li> <li>• Students will be able to perform basic rhythms on unpitched percussion</li> </ul>	
<p><b>Unit Two: Building Blocks of Music</b> <b>Timeframe: 8 sessions</b></p>			
<p><b><u>Shared K/1 Standards:</u></b></p> <p><b>5.1 I/D</b> Identify and define standard notation symbol</p> <p><b>5.2 I/D</b> Read rhythmic notation</p> <p><b>5.3 I/D</b> Read melodic notation</p> <p><b>5.4 I/D</b> Read a single line of an instrumental or vocal part</p> <p><b>5.5 I/D</b> Notate symbols and terms for meter</p>	<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Tempo(fast and slow)</li> <li>• Pulse/Beat</li> <li>• Percussion Instruments</li> <li>• Improvisation</li> <li>• Rhythm</li> <li>• Quarter note, Half Note, Whole Note</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What does the term melody refer to in a piece of music?</li> <li>• What does the tempo of a song refer to?</li> <li>• What is beat, and how is rhythm formed within it?</li> <li>• What are dynamics in music, and how are they used to convey mood in a</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat.</li> <li>• Teacher will clap rhythms while students echo clap and teacher observes performance</li> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Practice/ Observation</li> </ul>

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<p>and rhythm</p> <p><b>5.6 I/D</b> Notate symbols for pitch</p> <p><b>5.7 I/D</b> Notate symbols and terms referring to dynamics, tempo and articulation</p> <p><b>5.9 I/D</b> Read unfamiliar music with tonal and rhythmic accuracy</p> <p><b>6.1 I/D</b> Express changes and contrasts in music through movement</p> <p><b><u>First Grade Standards:</u></b></p> <p>All above with the introduction of:</p> <p><b>6.2 I</b> Identify and classify instruments according to family</p> <p><b>6.3 I</b> Identify and classify voices by range and quality</p> <p><b>6.5 I</b> Identify and describe common instrumental and vocal ensembles</p> <p><b>6.7 I</b> Identify the elements of music within a musical composition</p>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Beat is the steady pulse in a piece of music.</li> <li>• Music enables one to communicate</li> <li>• Knowledge of music provides more opportunities to communicate</li> <li>• Tempo is the speed of the beat within a piece of music.</li> <li>• Dynamics refer to the louds and softs within a piece of music</li> </ul>	<p>piece?</p> <ul style="list-style-type: none"> <li>• What does the term pitch refer to in a piece of music?</li> <li>• When is sound considered music?</li> <li>• What are the differences between quarter, half and whole notes?</li> <li>• What are some examples of percussion instruments?</li> <li>• What is improvisation, and how do we do it?</li> </ul> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to correctly perform a rhythm pattern independently to a steady beat</li> <li>• Students will be able to perform the rhythm of a familiar song to a steady beat in small groups.</li> <li>• Students will be able to perform basic rhythms on unpitched percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Performances</li> <li>• Reflection Journals</li> <li>• Self and Peer Assessments</li> </ul>
<p><b>Unit Three: Composition-On That Note! (DDOE Model Unit)</b>  <b>Focus: 8 sessions</b></p>			

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<p><b><u>Shared K/1 Standards:</u></b></p> <p><b>2.1 I/D</b> Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p><b>2.2 I/D</b> Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p><b>2.3 I/D</b> Perform rhythm accompaniments by ear</p> <p><b>2.5 I/D</b> Perform melodies by ear using a melodic instrument</p> <p><b>2.7 I/D</b> Perform with proper instrument technique</p> <p><b>2.8 I/D</b> Perform in groups in response to gestures of a conductor</p> <p><b>2.11 I/D</b> Perform in groups with blend and balance</p> <p><b>4.1 I/D</b> Compose short songs and instrumental pieces</p> <p><b>5.2 I/D</b> Read rhythmic notation</p> <p><b>5.3 I/D</b> Read melodic notation</p> <p><b>5.5 I/D</b> Notate symbols and terms for meter and rhythm</p> <p><b>5.6 I/D</b> Notate symbols for pitch</p>	<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Posture and Breathing</li> <li>• Musical preferences</li> <li>• Percussion Instruments</li> <li>• Nurturing the Lifelong Learner in Music</li> </ul> <p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration</li> <li>• Patterns are inherent to musical compositions</li> <li>• Composition is a communication between the composer and the intended audience.</li> <li>• Music has form</li> <li>• Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs minor, question vs. answer, chaos vs. form)</li> <li>• Music study included creating, performing, and</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is beat, and how is rhythm formed within it?</li> <li>• What does the term melody refer to in a piece of music?</li> <li>• What /how do composers communicate? (convey meaning, thoughts, feelings?)</li> <li>• What influences the development of a personal aesthetic?</li> <li>• Why does form exist in music?</li> <li>• What is the role of contrast in the compositional process?</li> <li>• Why are patterns in composition important?</li> <li>• On what basis can music be compared and contrasted?</li> <li>• How do composers communicate (express meaning, thoughts, feelings)?</li> <li>• What do composers communicate?</li> <li>• Why does form exist in music?</li> <li>• What is the role of contrast in the compositional process?</li> <li>• Why are patterns in</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat.</li> <li>• Teacher will clap rhythms while students echo clap and teacher observes performance</li> <li>• Reflection Journals</li> <li>• Self and Peer Assessments</li> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Composition 5 point rating scale</li> <li>• (See Composition Unit)</li> </ul>

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<p>5.7 I/D Notate symbols and terms referring to dynamics, tempo and articulation</p> <p>5.9 I/D Read unfamiliar music with tonal and rhythmic accuracy</p> <p><b><u>First Grade Standards:</u></b></p> <p>All Above with the introduction of:</p> <p>3.2 I Improvise ostinato accompaniments</p> <p>3.3 I Improvise unaccompanied melodies</p> <p>3.4 I Improvise melodic embellishments on given melodies in various tonalities</p> <p>3.5 I Improvise rhythmic variations on given melodies</p> <p>3.6 I Improvise melodic variations</p> <p>3.7 I Improvise melodies over basic chord progressions</p> <p>3.8 I Improvise melodies over given rhythm and tonal context</p> <p>4.3 I Utilize standard written notation in composition of short songs</p> <p>7.5 I Develop and apply criteria for evaluating compositions and performances</p>	<p>responding</p> <ul style="list-style-type: none"> <li>• The more one knows about music, the more opportunities one has to connect with the meaning</li> <li>• There will be positive and negative aspects to all music based on personal preferences and levels of understanding</li> <li>• Music is one form of artistic expression.</li> <li>• Music is art. It allows a human being to integrate many techniques and use them to create emotion.</li> </ul>	<p>composition important?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to notate their ideas.</li> <li>• Students will compose a short monophonic melody.</li> <li>• Students will perform their compositions.</li> <li>• Students will move to a steady pulse.</li> <li>• Students will experiment on simple, melodic instruments.</li> <li>• Students will articulate, describe, and reflect upon the compositional process.</li> <li>• Students will be able to improvise basic rhythms on unpitched percussion</li> <li>• Students will be able to perform basic rhythms on unpitched percussion.</li> </ul>	
<p><b>Unit Four: Music in My Life!</b> <b>Focus: 8 sessions</b></p>			

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<p><b><u>Shared K/1 Standards:</u></b></p> <p><b>7.1 I/D</b> Express personal preferences for specific musical styles</p> <p><b>7.2 I/D</b> Identify ways for evaluating compositions and performances</p> <p><b>7.4 I/D</b> Discuss and evaluate the relationship between music and human emotions</p> <p><b>8.1 I/D</b> Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 I/D</b> Make connections with other disciplines as they relate to music</p> <p><b>8.3 I/D</b> Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 I/D</b> Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 I/D</b> Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.2 I/D</b> Listen to music from various periods and diverse cultures by genre or style</p> <p><b><u>First Grade Standards:</u></b> All above with the introduction of:</p> <p><b>4.2 I</b> Arrange short songs and/or instrumental</p>	<p><b><u>Concepts:</u></b> Personal music preferences</p> <p>Criteria for describing music</p> <p>Music from different cultures and time periods</p> <p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</li> <li>• The process of evaluation is both subjective and objective.</li> <li>• There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</li> <li>• Listening is an active endeavor.</li> <li>• Music has its own vocabulary.</li> <li>• The more one knows about music the more opportunities one has to connect with the meaning.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What influences the development of a personal aesthetic?</li> <li>• On what basis can music be compared and contrasted?</li> <li>• When is sound considered music?</li> <li>• How does the concept of quality relate to musical performance?</li> <li>• Why learn the historical context prior to evaluating music?</li> <li>• How important has music been in history?</li> </ul> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to express a preference for music</li> <li>• Students will be able to use musical terms when describing what they like about music</li> <li>• Students will be able to make connections between music and their lives</li> <li>• Students will be able to compare different types of music</li> <li>• Students will be able to group different types of music together by similar characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will take the students on a virtual field trip to the “Carnegie Hall Listening Adventure” and ask that students actively listen to the music and evaluate the music heard using the learned vocabulary of music. Students will also express their opinions, likes and dislikes of the music in terms of personal preferences and what they feel makes music “good.”</li> <li>• Composition 5 point rating scale</li> <li>• Reflection Journals</li> <li>• Self and Peer Assessments</li> <li>• Rhythm Rubric</li> </ul> <p><b><u>First Grade:</u></b></p> <ul style="list-style-type: none"> <li>• Students will use computer technology, such as the “Gibson Interactive Studio” to create their own music and song. They will present their song to the class who will then offer comment as to the elements of music and the student’s original use of the compositional technology.</li> </ul>

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<p>pieces</p> <p><b>4.4 I</b> Utilize compositional technology</p> <p><b>4.5 I</b> Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging</p> <p><b>6.6 I</b> Express through verbal and non-verbal means various styles/genres of music</p> <p><b>7.3 I</b> Explain personal music preferences using appropriate terminology</p> <p><b>7.5 I</b> Develop and apply criteria for evaluating compositions and performances</p>		<ul style="list-style-type: none"> <li>Students will be able to create a short composition and describe why it is like a type of music played in class</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of in class, oral discussion.</li> </ul>

# Curriculum Framework for Performing Arts

School Mapleton Charter School Curricular Tool: Teacher Created Grade or Course: 2-3 music

Although skills are targeted in specific timeframes, they will be reinforced throughout the year.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit One: Singing Together, Singing in Tune</b> <b>Timeframe: 8 sessions</b>			
<p><b>1.2 D/P</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3 D/P</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>1.4 D/P</b> Sing demonstrating proper posture and breathing</p> <p><b>1.5 D/P</b> Sing demonstrating proper vocal technique</p> <p><b>1.6 D/P</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.9 D/P</b> Sing in groups in response to gestures of a conductor</p> <p><b>1.12 I/D</b> Sing music in 2 and 3 parts</p> <p><b>1.13 D</b> Sing in groups and blending vocal timbres</p> <p><b>1.14 D</b> Sing a repertoire of songs representing different genres, styles and languages</p> <p><b>2.6 D</b> Perform with proper posture and breathing</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Proper Posture and Breathing</li> <li>• Echo Singing</li> <li>• Singing in a group, music of many genres</li> <li>• Intonation</li> <li>• Tempo(fast and slow)</li> <li>• Call and response</li> <li>• Time Signature(Grade 3 only)</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Proper breathing and posture is a must in order to sing your best.</li> <li>• Intonation is the ability to play or sing notes in tune.</li> <li>• Beat is the steady pulse in a piece of music.</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• Tone refers to the quality or character of sound</li> <li>• Pitch refers to the relative position of a tone within a range of musical sounds,</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the essentials of good posture for singing?</li> <li>• What are the physical characteristics necessary for good breath support?</li> <li>• What is good intonation and how do we achieve it?</li> <li>• What is Solfege and how is it used in music?</li> <li>• How are sounds in time organized?</li> <li>• How is reading music similar to reading language?</li> </ul> <p><b>Student Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to exhibit proper breathing while singing</li> <li>• Students will be able to successfully sing in a group.</li> <li>• Students will be able to identify and use whispering, speaking, singing, and shouting voices.</li> <li>• Students will be able to identify the difference between High and Low pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly.</li> <li>• Reflection Journals</li> <li>• Performance Reviews</li> <li>• Self and Peer Assessments</li> <li>• Singing Rubrics</li> </ul>



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<p><b>2.9 D</b> Perform an independent part in an ensemble setting</p> <p><b>2.10 D</b> Perform music representing diverse genres and styles</p> <p><b>2.11 D</b> Perform in groups with blend and balance</p> <p><b>2.12 D</b> Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p><b>5.4 D</b> Read a single line of an instrumental or vocal part</p> <p><b>5.7 D</b> Notate symbols and terms referring to dynamics, tempo and articulation</p> <p><b>6.1 D</b> Express changes and contrasts in music</p> <p><b>6.3 D</b> Identify and classify voices by range and quality</p> <p><b>6.7 D</b> Identify the elements of music within a musical composition</p> <p>* Standard introduced in the 3<sup>rd</sup> grade</p>	<ul style="list-style-type: none"> <li>• A musical genre is an expressive style of music</li> <li>• Solfege is the application of the sol-fa syllables to a musical scale or to a melody</li> <li>• Intonation is the ability to play or sing notes in tune.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to perform echo singing and speaking singing games.</li> <li>• Students will incorporate dynamics(loud and soft into their singing</li> <li>• Students will be able to sing simple melody containing eighth notes with rhythmic accuracy.</li> <li>• Students will be able to speak and correctly perform a rhythm pattern independently to a steady beat.</li> <li>• Sing the major scale using Solfege syllables</li> </ul>	
<p><b>Unit Two: Musical Olympics</b>  <b>Timeline: 6 sessions</b></p>			
<p><b>1.2D/P</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3D/P</b> Sing on pitch in</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Listening and Understanding</li> <li>• Moving to sound</li> </ul>	<p><b>Essential Questions:</b></p> <p>What effect do speed, duration, and dynamics in music have on a listener?</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Quizzes</li> <li>• Games</li> <li>• Peer critique</li> </ul>

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<p>rhythm while applying a steady beat</p> <p><b>1.6D</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.15D</b> Sing expressively with phrasing, dynamics and stylistic interpretation</p> <p><b>1.17D</b> Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p><b>3.1D</b> Improvise rhythmically with voice or on instrument</p> <p><b>3.4D</b> Improvise melodic embellishments on given melodies in various tonalities</p> <p><b>3.8D</b> Improvise melodies over given rhythm and tonal context</p> <p><b>4.4D</b> Utilize compositional technology</p> <p><b>6.1D/P</b> Express changes and contrasts in music through movement</p> <p><b>8.2D</b> Make connections with other disciplines as they relate to music</p>	<ul style="list-style-type: none"> <li>• Elements of Music</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Musical ideas can be expressed through movement.</li> <li>• Knowing how to effectively use content specific vocabulary allows you to talk like an expert.</li> <li>• Speed, duration, and dynamics all play a part in the effect music has on a listener.</li> <li>• A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</li> <li>• Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</li> <li>• The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</li> <li>• Music has its own vocabulary.</li> <li>• Vocabulary enables one to communicate.</li> <li>• Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</li> </ul>	<p>How can we represent musical elements and dynamics through movement?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How can I make a tune or piece my own?</p> <p>When is sound considered music?</p> <p>To what extent have changes in technology influenced music?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate a steady beat by moving, singing, and playing instruments.</li> <li>• Students will demonstrate beginning pitch recognition through moving and singing.</li> <li>• Students will show expressive elements of dynamics and tempo.</li> <li>• Students will read and notate simple melodic and rhythmic patterns using traditional and nontraditional music notation.</li> <li>• Students will identify symbols and traditional terms that refer to dynamics, tempo, form, and meter.</li> <li>• Students will explore and express</li> </ul>	<ul style="list-style-type: none"> <li>• Performance task</li> <li>• Rubric</li> <li>• Participation</li> <li>• Learning log/reflection journal</li> <li>• Pre-post tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
		musical ideas through movement, singing, and playing musical games. <ul style="list-style-type: none"> <li>• Students will create short compositions within a given framework.</li> <li>• Students will identify musical elements and expressive qualities using appropriate musical vocabulary.</li> </ul>	
<b>Unit Three: Beat and Meter – Slices of Time Unit (Grade 3 DDOE Model Unit)</b> <b>Timeframe: 6 sessions</b>			
<p><b>1.3 D/P</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>2.1 P/E</b> Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p><b>2.2 D/P</b> Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p><b>6.1 D/P</b> Express changes and contrasts in music</p> <p><b>6.7 D</b> Identify the elements of music within a musical composition</p> <p><b>9.1 I</b> Identify and describe the roles of musicians in various historical periods, cultures, genre and styles *</p> <p><b>9.2 D</b> Listen to music from various periods and diverse</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Percussion Instruments</li> <li>• Dynamics(loud and soft)</li> <li>• Pitch(High and low)</li> <li>• Tone(Grade 3 only)</li> <li>• Musical Notation(Grade 3 only)</li> <li>• Solfege(grade 3 only)</li> <li>• Tempo(fast and slow)</li> <li>• Sound in Time</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Intonation is the ability to play or sing notes in tune.</li> <li>• Beat is the steady pulse in a piece of music.</li> <li>• Tempo is the speed of the beat within a piece of music.</li> <li>• Dynamics refer to the louds and</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is tempo?</li> <li>• What are some examples of a percussion instrument?</li> <li>• What is beat, and how is rhythm formed against it?</li> <li>• How are rhythmic ideas created?</li> <li>• What does the term pitch refer to in a piece of music?</li> <li>• How do we identify and make sense of the time signature in a piece of music?</li> <li>• What are dynamics in music, and how are they used to convey mood in a piece?</li> <li>• What determines a unit of time?</li> <li>• How long is a beat?</li> <li>• Why organize time in music?</li> <li>• What are the basics of reading musical notation?</li> <li>• How can musical notation show</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat.</li> <li>• Teacher will clap rhythms while students echo clap and teacher observes performance</li> <li>• Rhythm flash cards for reading practice.</li> <li>• Rhythmic dictation with dry erase boards or manipulatives.</li> <li>• Written quiz</li> <li>• Using body percussion</li> <li>• Exit tickets</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>cultures by genre or style</p> <p><b>9.4 I</b> Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them *</p> <p>*Standard introduced in the 3<sup>rd</sup> grade</p>	<p>softs within a piece of music</p> <ul style="list-style-type: none"> <li>• Rhythm is the pattern of regular or irregular pulses caused in music</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• Time signature tells us how many beats are in a measure of music, and which note receives the beat.</li> <li>• Tone refers to the quality or character of sound</li> <li>• Pitch refers to the relative position of a tone within a range of musical sounds,</li> <li>• A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration.</li> <li>• Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</li> <li>• Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time</li> </ul>	<p>sounds that are short, long, high or low?</p> <ul style="list-style-type: none"> <li>• How are sounds in time organized?</li> <li>• How is reading music similar to reading language?</li> </ul> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to perform basic rhythms on unpitched percussion</li> <li>• Students will be able perform the rhythm of a familiar song to a steady beat in small groups.</li> <li>• Sing a simple melody containing sixteenth notes with rhythmic accuracy.</li> <li>• Aurally distinguish the presence of eighth notes in a song or rhythmic example.</li> </ul>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit Four: Improvisation</b> <b>Timeframe: 6 sessions</b>			
<p><b>1.1 P/E</b> Imitate melodic patterns</p> <p><b>1.2 D/P</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3 D/P</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>1.6 D/P</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.7 D/P</b> Sing call and response</p> <p><b>1.9 D/P</b> Sing in groups in response to gestures of a conductor</p> <p><b>1.10 I/D</b> Sing rounds</p> <p><b>1.11 I</b> Sing partner songs *</p> <p><b>1.14 D</b> Sing a repertoire of songs representing different genres, styles and languages</p> <p><b>1.15 D</b> Sing expressively with phrasing, dynamics</p> <p><b>2.5 D</b> Perform melodies by ear using a melodic instrument</p> <p><b>2.6 D</b> Perform with proper posture and breathing</p> <p><b>2.7 D</b> Perform with proper instrument technique</p> <p><b>2.8 D</b> Perform in groups in</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Composition</li> <li>• Patterns</li> <li>• Creation and Performance</li> <li>• Musical Form(grade 3 only)</li> <li>• Harmony(grade 3 only)</li> <li>• Musical genres</li> <li>• Musicals</li> <li>• Folk Music</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Improvisation is the creative activity of immediate musical composition.</li> <li>• There are many different forms that a piece of music can be in.</li> <li>• Composition is a communication between the composer and the intended audience.</li> <li>• Patterns are inherent to musical compositions</li> <li>• Music has form</li> <li>• Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs. minor, question vs. answer, chaos vs. form)</li> <li>• Harmony is the the combination of two or more simultaneously sounded musical notes</li> <li>• A percussion instrument is any object which produces a sound when</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is improvisation?</li> <li>• How conscious and deliberate is the process of creating good music?</li> <li>• What do composers communicate?</li> <li>• What is the role of contrast in the compositional process?</li> <li>• Why are patterns in composition important?</li> <li>• Why does form exist in music?</li> <li>• What are different types of musical form?</li> <li>• What is harmony and what does it add to music?</li> <li>• What are the characteristics of a ballet?</li> <li>• What are the characteristics of a musical?</li> <li>• What are the characteristics of an opera?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that melody a single line of moving notes that create the tune or idea of a song.</li> <li>• Students will be able to identify harmony within a piece of music</li> <li>• Students will be able to classify and distinguish between genres</li> <li>• Students will be able to perform</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Journals</li> <li>• Singing Rubric</li> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Practice/Observation</li> <li>• Composition 5 point rating scale</li> <li>• Performances</li> <li>• Self and Peer Assessments</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>response to gestures of a conductor</p> <p><b>2.11 D</b> Perform in groups with blend and balance</p> <p><b>2.12 I</b> Perform expressively with phrasing, dynamics and stylistic interpretation *</p> <p><b>3.1 D</b> Improvise rhythmically with voice or on instrument</p> <p><b>3.2 D</b> Improvise ostinato accompaniments</p> <p><b>3.3 D</b> Improvise unaccompanied melodies</p> <p><b>3.4 D</b> Improvise melodic embellishments on given melodies in various tonalities</p> <p><b>3.5 D</b> Improvise rhythmic variations on given melodies</p> <p><b>3.6 D</b> Improvise melodic variations</p> <p><b>3.7 D</b> Improvise melodies over basic chord progressions</p> <p><b>3.8 D</b> Improvise melodies over given rhythm and tonal context</p> <p><b>4.1 D</b> Compose short songs and instrumental pieces</p> <p><b>4.2 D</b> Arrange short songs and/or instrumental pieces</p> <p><b>4.3 D</b> Utilize standard written notation in</p>	<p>hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration.</p>	<p>basic rhythms and melodies on unpitched percussion.</p> <ul style="list-style-type: none"> <li>• Students will be able to improvise basic rhythms and melodies on unpitched percussion.</li> <li>• Students will be compose simple melodies on unpitched percussion.</li> </ul>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>composition of short songs</p> <p><b>4.6 I</b> Organize the elements of music into compositions which are unified and varied *</p> <p>* Standard introduced in the 3<sup>rd</sup> grade</p>			
<p><b>It's in the Bag (DDOE Model Unit)</b>  <b>Focus: 8 sessions</b></p>			
<p><b>2.1 P/E</b> Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p><b>2.2 D/P</b> Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p><b>2.7 D</b> Perform with proper instrument technique</p> <p><b>3.8 D</b> Improvise melodies over given rhythm and tonal context</p> <p><b>4.1 D</b> Compose short songs and instrumental pieces</p> <p><b>4.3 D</b> Utilize standard written notation in composition of short songs</p> <p><b>5.1 D</b> Identify and define standard notation symbol</p> <p><b>5.3 D</b> Read melodic notation</p> <p><b>5.4 D</b> Read a single line of an instrumental or vocal part</p> <p><b>7.7 D</b> Critically evaluate</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Humans have the ability to create. (thoughts, ideas, objects, etc.)</li> <li>• Humans have the unique capability of creating music.</li> <li>• Humans have the unique capability of using tools to express music.</li> <li>• Improvising as an individual allows complete creative freedom of expression</li> <li>• Learning to read music notation unlocks a window of opportunity for life-long enjoyment of music.</li> <li>• Music notation is an elaborate system of symbols used to record musical thoughts that can transcend cultural barriers and time.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is recording music through notation valuable?</li> <li>• How is music notation a universal language?</li> <li>• How is music created?</li> <li>• How conscious and deliberate is the process of creating good music?</li> <li>• When is sound considered music?</li> <li>• Should you hear a performance to understand or appreciate it?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will improvise a short, melodic phrase using the pitches B, A, and G.</li> <li>• Students will compose, notate and perform an original composition on the recorder using the pitches B, A, and G.</li> <li>• Students will evaluate skill development on their recorders in addition to the effectiveness of their improvisation and</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Journals</li> <li>• Improvisation activities</li> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Practice/Observation</li> <li>• Pitch identification practice</li> <li>• Performances</li> <li>• Self and Peer Assessments</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>one's own musical creations</p> <p>* Standard introduced in the 3<sup>rd</sup> grade</p>		<p>composition through self-assessment and reflection.</p> <ul style="list-style-type: none"> <li>• Students will play folk songs and simple BAG melodies on the recorder using the correct fingerings, embouchure, and breath support.</li> <li>• Students will identify and notate whole, half, quarter notes, whole, half and quarter rests</li> </ul>	



# Curriculum Framework for Performing Arts

School: Mapleton Charter School

Curricular Tool: Teacher Created

Grade: Grades 4 and 5 music

Although skills are targeted in specific timeframes, they will be reinforced throughout the year.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Singing as a Group</b> <b>Timeframe: 8 sessions</b>			
<p><b>Shared Standards:</b></p> <p><b>1.2 E</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3 E</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>1.4 E</b> Sing demonstrating proper posture and breathing</p> <p><b>1.5 E</b> Sing demonstrating proper vocal technique</p> <p><b>1.6 E</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.9 E</b> Sing in groups in response to gestures of a conductor</p> <p><b>1.12 D</b> Sing music in 2 and 3 parts</p> <p><b>1.13 D</b> Sing in groups and blending vocal timbres</p> <p><b>1.14 D</b> Sing a repertoire of songs representing different genres, styles and languages</p> <p><b>1.17 D</b> Sing a repertoire of choral literature with expression and technical accuracy including songs</p>	<p><b>Shared Concepts:</b></p> <ul style="list-style-type: none"> <li>• Proper Posture and Breathing</li> <li>• Echo Singing</li> <li>• Singing in a group music of many genres</li> <li>• Intonation</li> <li>• Solfege</li> <li>• Call and response</li> <li>• Dynamics(loud and soft)</li> <li>• Pitch(High and low)</li> </ul> <p><b>Shared Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Proper breathing and posture is a must in order to sing your best.</li> <li>• Intonation is the ability to play or sing notes in tune.</li> <li>• Beat is the steady pulse in a piece of music.</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• Solfege is the application of the sol-fa syllables to a musical scale or to a melody</li> <li>• Dynamics refer to the louds and</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the essentials of good posture for singing?</li> <li>• What are the physical characteristics necessary for good breath support? What does proper breathing look and feel like?</li> <li>• Why is it important to breathe correctly while singing?</li> <li>• How does vowel formation and placement change the tone of a song?</li> <li>• How is balance and blend achieved when singing in a group?</li> <li>• What is good intonation and how do we achieve it?</li> <li>• How do dynamics affect the mood of a song?</li> <li>• How do expressive elements communicate an idea and/or feeling in a song?</li> </ul> <p><b>Shared Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to exhibit proper breathing while singing</li> <li>• Students will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students start with a deep breath in through the nose. As she or he exhales, observe students to make sure they are using proper posture, rib cage is expanding, and diaphragm is being used properly.</li> <li>• Practice/ Observation</li> <li>• Performances</li> <li>• Reflection Journals</li> <li>• Self and Peer Assessments</li> <li>• Singing Rubric</li> <li>• Exit Tickets</li> <li>• Informal assessment of students' conversations</li> <li>• Use of questioning during whole group instruction</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>performed from memory</p> <p><b>2.6 D</b> Perform with proper posture and breathing</p> <p><b>2.9 D</b> Perform an independent part in an ensemble setting</p> <p><b>2.10 D</b> Perform music representing diverse genres and styles</p> <p><b>2.11 D</b> Perform in groups with blend and balance</p> <p><b>2.12 D</b> Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p><b>5.4 D</b> Read a single line of an instrumental or vocal part</p> <p><b>5.7 D</b> Notate symbols and terms referring to dynamics, tempo and articulation</p> <p><b>5.10 I/D</b> Read simple melodies in 2 or more clefs</p> <p><b>6.1 E</b> Express changes and contrasts in music</p> <p><b>6.3 P/E</b> Identify and classify voices by range and quality</p>	<p>softs within a piece of music</p> <ul style="list-style-type: none"> <li>• Tone refers to the quality or character of sound</li> <li>• Pitch refers to the relative position of a tone within a range of musical sounds.</li> <li>• Many fundamentals are needed to sing properly.</li> <li>• Singing in a group differs from singing as a soloist</li> <li>• It takes a great deal of listening and focus to ensure proper blend and balance is accomplished within the group.</li> <li>• Expression of a song is demonstrated through the use of tone and changes in vowels and dynamics.</li> <li>• Proper balance and blend are crucial elements of a successful choir.</li> </ul>	<p>successfully sing in a group.</p> <ul style="list-style-type: none"> <li>• Students will be able to identify and use whispering, speaking, singing, and shouting voices.</li> <li>• Students will be able to perform echo singing and speaking singing games.</li> <li>• Students will be able to sing simple melody containing sixteenth notes with rhythmic accuracy.</li> <li>• Students will be able to speak and correctly perform a rhythm pattern independently to a steady beat.</li> <li>• Students will be able to perform with proper blend within a choir.</li> <li>• Students will be able to shape vowels correctly.</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Elements of Music</b> <b>Timeframe: 6 sessions</b>			
<p><b>Shared Standards:</b></p> <p><b>2.1 E</b> Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p><b>2.2 E</b> Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p><b>2.5 D</b> Perform melodies by ear using a melodic instrument</p> <p><b>2.7 D</b> Perform with proper instrument technique</p> <p><b>2.8 D</b> Perform in groups in response to gestures of a conductor</p> <p><b>4.1 D</b> Compose short songs and instrumental pieces</p> <p><b>4.2 D</b> Arrange short songs and/or instrumental pieces</p> <p><b>4.3 D</b> Utilize standard written notation in composition of short songs</p> <p><b>4.4 D</b> Utilize compositional technology</p> <p><b>4.5 D</b> Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging</p> <p><b>4.6 D</b> Organize the elements of music into compositions which are unified and varied</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Tempo</li> <li>• Beat</li> <li>• Rhythm</li> <li>• Time Signature</li> <li>• Musical Notation</li> <li>• Percussion Instruments</li> <li>• Dynamics(loud and soft)</li> <li>• Pitch(High and low)</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Beat is the steady pulse in a piece of music.</li> <li>• Tempo is the speed of the beat within a piece of music.</li> <li>• Rhythm refers to the the pattern of regular or irregular pulses caused in music</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• Time signature tells us how many beats are in a measure of music, and which note receives the beat.</li> <li>• Dynamics refer to the louds and softs within a piece of music</li> <li>• Tone refers to the quality or character of sound</li> <li>• Pitch refers to the relative position of a tone within a range of musical</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is tempo?</li> <li>• What is beat, and how is rhythm formed against it?</li> <li>• How are sounds in time organized?</li> <li>• How is reading music similar to reading language?</li> <li>• How are rhythmic ideas created?</li> <li>• What determines a unit of time?</li> <li>• How long is a beat?</li> <li>• Why organize time in music?</li> <li>• What are the basics of reading musical notation?</li> <li>• How can musical notation show sounds that are short, long, high or low?</li> <li>• What does the term pitch refer to in a piece of music?</li> <li>• How do we identify and make sense of the time signature in a piece of music?</li> <li>• What are dynamics in music, and how are they used to convey mood in a piece?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the difference between High and Low pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat.</li> <li>• Teacher will clap rhythms while students echo clap and teacher observes performance</li> <li>• Practice/ Observation</li> <li>• Performances</li> <li>• Reflection Journals</li> <li>• Self and Peer Assessments</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>5.1 D</b> Identify and define standard notation symbol</p> <p><b>5.8 I/D</b> Read an instrumental or vocal score</p> <p><b>5.9 D</b> Read unfamiliar music with tonal and rhythmic accuracy</p> <p>6.4/D Identify and describe basic music forms</p> <p><b>6.6 D</b> Express through verbal and non-verbal means various styles/ genres of music</p> <p><b>6.7 D</b> Identify the elements of music within a musical composition</p> <p><b><u>Fifth Grade Standards:</u></b> All standards above with the introduction of:</p> <p><b>3.9 I</b> Improvise basic harmonic accompaniment or bass line to a given melody</p>	<p>sounds,</p> <ul style="list-style-type: none"> <li>A musical genre is an expressive style of music</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able perform the rhythm of a familiar song to a steady beat in small groups.</li> <li>Aurally distinguish the presence of sixteenth notes in a song or rhythmic example.</li> </ul>	
<p><b>Unit Three: Composition</b> <b>Timeframe: 8 sessions</b></p>			
<p><b><u>Shared Standards:</u></b></p> <p><b>1.1 E</b> Imitate melodic patterns</p> <p><b>1.7 E</b> Sing call and response</p> <p><b>2.5 D</b> Perform melodies by ear using a melodic instrument</p> <p><b>3.1 D</b> Improvise rhythmically with voice or on instrument</p>	<p><b><u>Shared Concepts:</u></b></p> <ul style="list-style-type: none"> <li>Instrument Families</li> <li>Composition</li> <li>Folk Music</li> <li>Jazz</li> <li>Classical music</li> <li>Recorders</li> </ul> <p><b><u>Shared Big Ideas:</u></b></p>	<ul style="list-style-type: none"> <li>What does a musician’s experience and technique have to do with the sound of an instrument?</li> <li>How is each instrument family played by the musician? How does that contribute to how the instrument and instrument</li> </ul>	<ul style="list-style-type: none"> <li>Composer word finder</li> <li>Assessments in teach yourself the recorder (books and CD)</li> <li>Analyzing live musical performance</li> <li>Analyzing animated Movie theme and musicals</li> <li>Practice/ Observation</li> <li>Performances</li> <li>Reflection Journals</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>3.2 D</b> Improvise ostinato accompaniments</p> <p><b>3.3 D</b> Improvise unaccompanied melodies</p> <p><b>3.4 D</b> Improvise melodic embellishments on given melodies in various tonalities</p> <p><b>3.5 D</b> Improvise rhythmic variations on given melodies</p> <p><b>3.6 D</b> Improvise melodic variations</p> <p><b>3.7 D</b> Improvise melodies over basic chord progressions</p> <p><b>3.8 D</b> Improvise melodies over given rhythm and tonal context</p> <p><b>3.10 D</b> Improvise melodies over given rhythm and harmonic context consistent to the styles</p> <p><b>4.1 D</b> Compose short songs and instrumental pieces</p> <p><b>4.2 D</b> Arrange short songs and/or instrumental pieces</p> <p><b>4.3 D</b> Utilize standard written notation in composition of short songs</p> <p><b>4.6 D</b> Organize the elements of music into compositions which are unified and varied</p> <p><b>5.2 D</b> Read rhythmic notation</p> <p><b>5.3 D</b> Read melodic notation</p> <p><b>5.5 D</b> Notate symbols and terms</p>	<ul style="list-style-type: none"> <li>• Instruments in the orchestra are grouped into families based on how that instrument makes sound.</li> <li>• Different instrument families make different sounds.</li> <li>• Composition is a communication between the composer and the intended audience.</li> <li>• Each genre of music has it's own unique qualities</li> <li>• There are many different forms that a piece of music can be in.</li> <li>• Composition is a communication between the composer and the intended audience.</li> <li>• Patterns are inherent to musical compositions</li> <li>• Music has form</li> <li>• Contrast is an important aspect of composition. (Silence vs. sound, same vs. different, major vs. minor, question vs. answer, chaos vs. form)</li> <li>• Harmony is the the combination of two or more simultaneously sounded musical notes</li> </ul>	<p>family sounds?</p> <ul style="list-style-type: none"> <li>• How does vibration contribute to the sound of an instrument?</li> <li>• What are the characteristics of each family of the orchestra?</li> <li>• Why do different people have opinions about musical works?</li> <li>• How is music used to pass on tradition?</li> <li>• What is Jazz and who were some of the major performers of this genre?</li> <li>• What is Folk music and who were some of the major composers of this genre?</li> <li>• What is classical music and who were some of the major composers of this genre?</li> </ul> <p><b><u>Shared Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to <i>compose</i> a brief rhythm line using MusicBox in order to become more familiar with orchestral sounds.</li> <li>• Students will be able to <i>explain</i> what a conductor is/does</li> <li>• Students will be able to <i>compare</i> an orchestra and a band</li> <li>• Students will be able to identify music of various different genres</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Composition 5 point rating scale</li> <li>• Self and Peer Assessments</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>for meter and rhythm</p> <p><b>5.6 D</b> Notate symbols for pitch</p> <p><b>6.5/D</b> Identify and describe common instrumental and vocal ensembles</p> <p><b>6.9I/D</b> Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.7 D</b> Critically evaluate one's own musical creations</p> <p><b>7.8 D</b> Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b><u>Fifth Grade Standards:</u></b></p> <p><b>3.9I</b> Improvise melodies over given rhythm and harmonic context consistent to the styles</p>			
<p><b>Unit Four: Instrument Families</b> <b>Timeframe: 6 sessions</b></p>			
<p><b><u>Shared Standards:</u></b></p> <p><b>2.1 E</b> Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p><b>2.2 E</b> Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p>	<p><b><u>Shared Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Instrument Families</li> <li>• Recorders</li> <li>• Percussion</li> <li>• Sounds and Families in the orchestra</li> </ul> <p><b><u>Shared Big Ideas:</u></b></p>	<ul style="list-style-type: none"> <li>• What are some examples of a percussion instrument?</li> <li>• What is beat, and how is rhythm formed against it?</li> <li>• What is tempo?</li> <li>• What are some examples of a percussion instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• write an analysis of the rhythm of a song, using complete sentences, and correct spelling</li> <li>• Students will then rewrite the melody above, taking every other note or groups of notes from the treble clef, moving them an octave</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>2.3 E</b> Perform rhythm accompaniments by ear</p> <p><b>2.4 D</b> Perform tonal accompaniments by ear</p> <p><b>2.7 D</b> Perform with proper instrument technique</p> <p><b>2.8 D</b> Perform in groups in response to gestures of a conductor</p> <p><b>4.5 D</b> Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging</p> <p><b>6.2 P/E</b> Identify and classify instruments according to family</p> <p><b>8.2 D</b> Make connections with other disciplines as they relate to music</p>	<ul style="list-style-type: none"> <li>• Instruments in the orchestra are grouped into families based on how that instrument makes sound.</li> <li>• Different instrument families make different sounds.</li> <li>• All instruments vibrate to create sound; where the vibration occurs on or in the instrument contributes to the sound.</li> <li>• The shapes and materials of instruments determine how the instrument makes sound.</li> <li>• A percussion instrument is any object which produces a sound when hit with an implement or when it is shaken, rubbed, scraped, or otherwise acted upon in a way that sets the object into vibration.</li> <li>• Pitch refers to the relative position of a tone within a range of musical sounds.</li> <li>• Dynamics refer to the louds and softs within a piece of music</li> <li>• Melody is a single line of moving notes that create the tune or idea of a song.</li> <li>• Rhythm refers to the the pattern of regular or irregular pulses caused in music</li> <li>• Intonation is the ability to play or sing notes in tune.</li> </ul>	<ul style="list-style-type: none"> <li>• How are sounds in time organized?</li> <li>• How are rhythmic ideas created?</li> <li>• How long is a beat?</li> <li>• What does the term pitch refer to in a piece of music?</li> <li>• What are dynamics in music, and how are they used to convey mood in a piece?</li> <li>• What are the characteristics of each family in the orchestra?</li> <li>• How is each instrument family played by the musician? How does that contribute to how the instrument and instrument family sounds?</li> <li>• How does vibration contribute to the sound of an instrument?</li> <li>• What does a musician’s experience and technique have to do with the sound of an instrument?</li> </ul> <p><b><u>Shared Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to perform basic rhythms on unpitched percussion.</li> <li>• Students will be able to identify the difference between High and Low pitches</li> <li>• Students will be able to perform basic rhythms on unpitched percussion.</li> </ul>	<p>lower to the bass clef.</p> <ul style="list-style-type: none"> <li>• Reflection Journals</li> <li>• Rhythm Rubric</li> <li>• Instrument Rubric</li> <li>• Practice/Observation</li> <li>• Performances</li> <li>• Self and Peer Assessments</li> <li>• Worksheets and activities on each instrument family</li> <li>• Informal assessment via teacher questioning during the unit</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>• Students will be able perform the rhythm of a familiar song to a steady beat in small groups.</li> <li>• Students will be able to <i>discuss</i> and <i>demonstrate</i> the characteristics of each instrument family and members through the creation of a “recycled” instrument.</li> <li>• Students will be able to <i>listen</i> to and <i>identify</i> several musical instruments by sound</li> <li>• Students will be able to <i>recognize</i> the instruments in each family</li> <li>• Students will be able to <i>research</i> the characteristics of families of instruments</li> <li>• Students will be able to <i>identify</i> the four instrument families: woodwinds, brass, strings, and percussion; and their members</li> </ul>	
<b>Unit Five: Texture in Music</b> <b>Timeframe: 6 sessions</b>			
<u><b>Shared Standards:</b></u> <b>1.1 E</b> Imitate melodic patterns <b>1.8 E</b> Singing ostinati with songs <b>1.9 E</b> Sing in groups in response to gestures of a conductor <b>2.9 D</b> Perform an independent part in an ensemble setting	<u><b>Shared Big Ideas:</b></u> <ul style="list-style-type: none"> <li>• The whole is greater than the sum of its parts.</li> <li>• Music moves in layers (one, few or many)</li> <li>• Some music is arranged in thicker layers than others (thick or thin)</li> </ul>	<ul style="list-style-type: none"> <li>• What is “texture” in music? What does texture add to music?</li> <li>• What kinds of sounds can be layered in music?</li> <li>• What is the relationship between texture and melody?</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/Observation</li> <li>• Performances</li> <li>• Self and Peer Assessments</li> <li>• Worksheets and activities on each instrument family</li> <li>• Informal assessment via teacher questioning during the unit</li> <li>• Compose and perform pieces for</li> </ul>



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<p><b>2.11 D</b> Perform in groups with blend and balance</p> <p><b>2.12 D</b> Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p><b>4.1 D</b> Compose short songs and instrumental pieces</p> <p><b>4.2 D</b> Arrange short songs and/or instrumental pieces</p> <p><b>4.5 D</b> Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging</p> <p><b>4.6 D</b> Organize the elements of music into compositions which are unified and varied music forms</p> <p><b>6.7 D</b> Identify the elements of music within a musical composition</p> <p><b>7.7 D</b> Critically evaluate one's own musical creations</p> <p><b>9.3 D</b> Describe how elements of music are used in various historical periods, cultures, genres, and styles</p> <p><b>9.6 I/D</b> Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<ul style="list-style-type: none"> <li>• Sometimes layers start and end together. Other times layers start and end at different times.</li> <li>• Sometimes music has one melody (monophony); sometimes music has more than one melody (polyphony)</li> <li>• Texture exists in all styles, genres, and music of all cultural contexts</li> </ul>	<p><b><u>Shared Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will perform and analyze melody and countermelody accompanied by a repeating bass line.</li> <li>• Students will be able to perform and analyze melody and countermelody accompanied by a repeating bass line, chords, and additional countermelody.</li> <li>• Students will be able to listen and graph what they hear (in pairs and small groups)</li> <li>• Students will be able perform pieces of music that use a variety of textures.</li> <li>• Students will perform and analyze melody and countermelody.</li> </ul>	<p>seasons of the year.</p> <ul style="list-style-type: none"> <li>• Practice notation of texture</li> <li>• Reflection and use of vocabulary</li> <li>• Creation of graphic score of a popular song</li> </ul>