

READINGTON PUBLIC SCHOOL DISTRICT

K-8 Music Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach which includes common beliefs: (1) artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The kindergarten through grade eight curricula is designed to build on the curriculum from previous grades. Readington Township's curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education.

The music curriculum has been developed for the Readington Township School District based on the newly published National Core Arts Standards, which are defined as Dance, Media Arts, Music, Theater, and Visual Arts. The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

In music, formal instruction in performing on a musical instrument begins in grade three with the recorder. Students learn on soprano recorders that are provided by the district. Playing the recorder provides students with a hands-on approach to mastering several Music Education Content Standards, such as learning to read traditional notation on the music staff (treble clef). Students may select an instrument in fourth grade. In fifth grade students may select from a variety of instruments including; strings, brass, woodwind, or percussion for formal lessons.

In the upper elementary school, children become increasingly keep observers of their world. They enjoy inventing games, working cooperatively, and creating personal codes and languages. An increased attention span enables memorization and the enjoyment of lengthened musical experiences. It also allows greater involvement in activities that require small-muscle control and dexterity.

Elementary Instrumental Instruction will introduce the beginning and intermediate student (Grades 4 and 5) to the technical and physical skills needed to perform proficiently on a band or orchestral instrument. Music courses will include the following: elementary theory, care and maintenance of the instrument, elementary physical and technical skills needed to play the instrument, and the study and practice techniques required to succeed in performing satisfactorily on an instrument. The intent of the program is three-fold: first, to provide the student with the basic skills needed to progress satisfactorily on an instrument; second, to provide the student with sufficient knowledge to continue instrumental studies; and third, to expose the student to ensemble playing.

II. RATIONALE AND PHILOSOPHY

Music is an important part of a cohesive, comprehensive and developmentally appropriate elementary education for several reasons. First, music has its own unique mode of thinking. The process involved in creating and performing music helps students to develop higher level thinking skills which can be applied to all other areas of learning. By developing the musical aptitude of students, we are training them to be creative independent thinkers. The sequential process of developing the musical skills gives the student opportunities for cognitive and esthetic growth, social interaction, emotional and personal expression and teaches discriminating judgments. Students learn how to interpret and understand the emotions in the music expressed by composers and how to express themselves through listening to and creating music of their own. This

allows the students to more easily interpret the world around them and to more easily express themselves in other areas as well. By providing the students with the tools for music literacy and teaching them how to express themselves through music, we are providing them with access to understanding music as an art form and can give them a lifetime of fulfillment through music.

Music plays an important role in the education of all students. Music is a unique language for expression. As far back as the ancient Greeks, music has been considered the mirror of the soul. Music expresses spiritual and emotional values that are both personal and universal. Music expands the creative capabilities of each person and contributes greatly to increased learning capacities in diverse subject areas. The study and performance of music integrates and harmonizes the mind and body and promotes a sense of well-being. Music is the universal language which provides the means to overcome political and geographic barriers.

In highly technical and rapidly changing society, music remains a constant link to the past, provides an understanding of the present, and establishes a path to the future. Music offers limitless possibilities to enhance the quality of life.

III. COMPONENTS OF EFFECTIVE MUSIC AND BAND PROGRAM

The components of a successful balanced music and band program in the K-8 school setting include:

- a. **Creating** – Conceiving and developing new artistic ideas and work.
- b. **Performing/Producing/Presenting-**
Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
Presenting (visual arts): Interpreting and sharing artistic work.
Producing (media arts): Realizing and presenting artistic ideas and work.
- c. **Responding-** Understanding and evaluating how the arts convey meaning.
- d. **Connecting-** Relating artistic ideas and work with personal meaning and external content.

In the Kindergarten through Grade 4 music curriculum, student learning is focused upon the skills listed below in a developmentally appropriate manner.

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guide lines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and musical performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

In the grades 5 through 8 music curriculum, student learning is focused upon the skills listed below in a developmentally appropriate manner.

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and musical performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

IV. GOALS

(Linked to Core Curriculum Content Standards, 21st Century Standards) and the National Core Arts Standards (Dance, Media Arts, Music, Theatre and Visual Arts)

National Core Arts Standards:

Creating:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting/Producing:

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

Anchor Standard 5: Develop and refine artistic work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Standards for the 21st - Century Learner

Inquire, think critically, and gain knowledge.

1.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for assessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate the adaptability by changing the inquire focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

- 2.3.1 Connect understandings to the real world
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

- 2.4.1 Determine how to act on information (accept, reject, or modify).
- 2.4.1 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to other in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills for dispositions to engage in public conversations and debate around issues of common concern.
- 3.3.4 Create products that can apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.1 Assess the quality and effectiveness of the learning product.
- 3.4.2 Assess on own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Pursue personal and aesthetic growth

4.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

- 4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.3.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

American Association of School Librarians (AASL) Standards

1.1 Skills

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

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- 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when needed.

V. ASSESSMENT, EVALUATION, AND GRADING

Cornerstone Performance Assessments, grades 2, 5, and 8

The cornerstone performance assessments:

- are curriculum embedded (as opposed to externally imposed)
- recur over the grades, becoming increasingly sophisticated over time
- establish authentic contexts for performance
- assess understanding and transfer via genuine performance
- integrate 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content
- evaluate performance with established rubrics
- engage students in meaningful learning while encouraging the best teaching
- provide content for a student's portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)
- integrate the Common Core for English Language Arts and Mathematics

Grade Level 2: Possible Cornerstone Performance Assessments:

- Improvise an ostinato accompaniment on pitched and non-pitched percussion instruments for a simple song such as "Frere Jacques."
- Explore melodic contour through singing, movement, and labeled pitches.
- Chant simple rhythm patterns using the Kodaly system, saying "ta" for quarter notes and "ti" for eighth notes.
- Demonstrate the appropriate musical responses to verbal and conducted directions (e.g., stopping and starting, playing loud or soft, playing *staccato* or *legato*)
- Perform in solo and group settings with attention to feeling and musical interpretation.
- Practice respectful behavior as performers and listeners.
- Compare and contrast performances of a musical selection sung by different artists/groups such as "This Little Light of Mine."
- Identify a range of sound qualities on traditional and non-traditional (found, homemade) instruments.
- Select musical choices through the exploration of voices and instruments.
- Describe performances, with attention to tone, articulation, and ensemble.
- Vocalize and distinguish "high," "middle," and "low" pitches.
- Listen and respond to a recording using descriptive words
- Compose short ABA pieces using technology within specific guidelines (e.g., three pitches, two timbres).
- Sing and express a song's lyrics through movement and dramatization (e.g., "El Chorrillo" by Cri-Cri)
- Synthesize the fundamental elements of music through words, movement, and/or visual imagery.
- Identify and perform repetitive or contrasting pieces.
- Describe own emerging performances, the performances of their peers and the ways in which they differ.
- Choose and model body motions to represent form (e.g., steady beat on knees for A section, tap shoulders for B section)

Grade Level 5: Possible Cornerstone Performance Assessments:

- Make personal connections in writing and discussion, interpreting text and score elements for emotion content

- Perform rhythmic patterns with accuracy: whole, half, quarter, eighth, and dotted rhythms.
- Perform rhythmic and technical exercises based on repertoire.
- Research historical roots of a composer, musical era, style, or favorite performer.
- Sing and play in two-part harmony, in rounds and in songs with ostinato.
- Recognize musical forms: binary, ternary, rondo, and popular song.
- Improvise and compose music on a given subject or from imagination.
- Demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.
- Assume responsibility for their instruments, music materials, and learning environment.
- Prepare a written review of a concert attended inside or outside of school
- Critique and adjust vocal production using music terms such as breath, enunciation, phrasing, tone.
- Refine basic instrument technique and posture.
- Describe various emotive and expressive qualities of recorded and written repertoire, using music terminology.
- Determine appropriate musical responses to the visual (notation), oral, and physical (gesture).
- Research uncommon music industry jobs, using the Web.
- Record and evaluate a rehearsal to improve blend and refine the musical outcome.
- Improvise and notate a soundscape using music software.
- Sing songs in multiple languages with attention to the relationship among text, rhythm, and melody.
- Create a listening log of repertoire in which the title, composer, genre, style, and cultural characteristics are identified.
- Evaluate a recorded rehearsal and suggest improvements to vocal production (breath, articulation, phrasing).
- Create simple meter compositions (4/4, $\frac{3}{4}$, or 2/4)
- Identify technical elements to be improved upon in ensemble's performance (e.g., pitch articulation, bow control, blend and balance), and explain why it is important to the piece.
- Sing solo and ensemble repertoire and employ opportunities for improvisation.

Grade Level 8: Possible Cornerstone Performance Assessments:

- Choose and conduct scale-based warm ups in solfege.
- Express text through personal experiences.
- Recognize and adjust intonation as needed, producing a secure and expressive tone.
- Analyze composition structures: march, waltz, program music, theme and variation, choral, rondo, eight-bar blues, twelve-bar blues.
- Demonstrate knowledge of musical elements (dynamics, tempo, articulation) through performance.
- Perform nuanced responses to conducted gestures in vocal warm-ups and repertoire.
- Critique and adjust individual and group performances using rubric-based criteria for balance, blend, articulations, intonation, tonal quality, dynamics, and rhythmic accuracy.
- Explore phrasing and articulation through discussion and application.
- Produce a proper tone quality with attention to breath control and articulation of vowels and consonants.
- Hear and adjust intonation as needed.
- Master music theory exercises and games using Web-based programs.
- Notate and compose music using technology.
- Create and maintain an electronic portfolio of their musical product and growth over time.
- Make musical choices that incorporate knowledge of specific styles and genres.
- Identify parallels between a culture's geography, natural resources, climate, and ancestry, and its music.
- Create a musical response to pivotal events in history.
- Utilize Internet and library research techniques to solve musical problems.
- Create and use appropriate assessment tools.
- Demonstrate understanding and show sensitivity to the changing voice.
- Decode standard or abbreviated music symbols and notation (flat, sharp, natural, fermata, crescendo/decrescendo)
- Compose a poem and musical underscoring to express emotional reactions to pivotal events in history.
- Compare and contrast the "musical voice" in two different recordings of a jazz standard.
- Demonstrate an understanding of conducting gestures while leading an ensemble.
- Perform in local community facilities and engage with audience members in follow-up interactions.

- Develop leadership skills by sharing performance, ensemble, and classroom responsibilities.
- Assume various roles in music performances, presentations, and collaborations.

Student participation, effort and skill levels are continually evaluated and assessed through: solo and group performance, individual and group projects as well as through individual and class dictation and notation. Students are expected to perform, write, hear and derive concepts appropriate to their grade level. Based on this continual evaluation students are given a grade each marking period reflecting these three categories:

Effort: Evaluation is based on the consciousness of the student's singing, performing and practicing of skills.

Skills: Evaluation is based on the student demonstrating knowledge and mastery of concepts appropriate to their grade level through singing, playing instruments, dictation and notation.

Participation: Evaluation is based on the student's amount and quality of participation in individual and group performance and lesson.

VI. GROUPING OF STUDENTS

Grades K-5

Students attend classroom general music classes in grades K-5 by heterogeneous regular classroom. Instrumental 4th and 5th grade lessons are taught in small group pullout by like or mixed instruments. Ensemble rehearsals for string instruments and for band include the full orchestra/band. Samba Kids in 4th and 5th grade is selected by audition.

Grades 6-8

Students participate in music instruction through enrollment in Band, Orchestra, Chorus, or Music Study. All students will participate in at least one of these classes during their middle school years. The Band and Orchestra lessons are scheduled through a rotating pull-out process with full ensemble practices occurring after school and during the day.

VII. K-5 SCOPE AND SEQUENCE

	Rhythm	Expressive Elements	Melody	Harmony/Texture	Form	Timbre/Tonality
Kindergarten	Beat/Meter ---steady beat ---strong beat/weak beat ---beat division ---long/short	Dynamics/Tempo ---loud/soft ---fast/slow	Speak/Sing Whisper/Shout Pitch ---matching ---hi/low Contour/Line Upward/downward	Accompaniment/No Accompaniment	Echo Singing Solo/Group Same/Different Call/Response	Vocal/Instrumental Tone Color Pitched/unpitched percussion instruments
First Grade	review K content and develop/add: ---duple meter ---note values (ta, ti-ti, quarter rest)	review K content and develop/add: ---piano/forte ---largo/presto	review K content and develop/add: ---so-mi-la	review K content and develop/add: ---acapella	review K content and develop/add: ---AB	review K content and develop/add: male/female/child voices
Second Grade	review grade 1 content and develop/add: ---note values (whole note, whole rest, half note, half rest, sixteenth notes)	review grade 1 content and develop/add: ---mezzo piano/mezzo forte ---andante/allegro--- crescendo/decrescendo	review grade 1 content and develop/add: ---do, re ---pentatonic scale- --step, skip and repeat	review grade 1 content and develop/add: ---partner songs	review grade 1 content and develop/add: --- Verse/Refrain ---Ostinato	review grade 1 content and develop/add: Timbre ---organize orchestral instrument families Tonality--- pentatonic

Third Grade	review grade 2 content and develop/add: -- downbeat/upbeat ---triple meter	review grade 2 content and develop/add: Articulation ---proper recorder tonguing technique	review grade 2 content and develop/add: ---identify pitches on music staff in treble clef	review grade 2 content and develop/add: identify ---soprano ---alto ---tenor ---bass	review grade 2 content and develop/add: ---Round	review grade 2 content and develop/add: Tonality ---major/minor
Fourth Grade	review grade 3 content and develop/add: --- sixteenth and eighth note combinations	review grade 3 content and develop/add: ---conveying emotional expression while performing ---diction	review grade 3 content and develop/add: ---intervals (unison/octave) ---using standard treble clef notation to notate and express musical ideas	review grade 3 content and develop/add: ---two-part harmony	review grade 3 content and develop/add: ---complex forms (such as rondo or theme and variations)	review grade 3 content and develop/add: ---aural identification of instrumental timbres
Fifth Grade	review grade 4 content and develop/add: ---traditional rhythm counting systems ---dotted rhythms ---syncopation	review grade 4 content and develop/add: ---articulation markings ---vocal phrasing	review grade 4 content and develop/add: ---bass clef ---grand staff ---flat/sharp ---half and whole steps	review grade 4 content and develop/add: ---multi-part harmony ---chord structure and identification	review grade 4 content and develop/add: ---genre ---12-bar blues	review grade 4 content and develop/add:--- vocal system and health --breath control/singing in tune (flat/sharp)

VIII. UNITS OF STUDY

Pre-School Music

*Note: For students enrolled in the Readington Township Pre-School Integrated Program.

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.PK

a. With substantial guidance, explore and experience a variety of music.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.PK

a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.PK

a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

MU:Cr3.2.PK

a. With substantial guidance, share revised personal musical ideas with peers.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.PK

a. With substantial guidance, demonstrate and state preference for varied musical selections.

MU:Pr4.2.PK

a. With substantial guidance, explore and demonstrate awareness of musical contrasts.

MU:Pr4.3.PK

a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.PK

- a. With substantial guidance, practice and demonstrate what they like about their own performances.
- b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.PK

- a. With substantial guidance, perform music with expression.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.PK

- a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

MU:Re7.2.PK

- a. With substantial guidance, explore musical contrasts in music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.PK

- a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.PK

- a. With substantial guidance, talk about personal and expressive preferences in music.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.PK

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.PK

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings:

Students will understand that... *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

○ Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ○ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ○ The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ○ Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ○ Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	
<i>Students will know/learn...</i> <i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i> • With substantial guidance, explore and experience a variety of music. • With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). • With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology. • With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas. • With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo). • With substantial guidance, explore musical contrasts in music. • With substantial guidance, perform music with expression. • With substantial guidance, explore music's expressive qualities (such as dynamics and tempo). <i>Students will be able to...</i> • With substantial guidance, improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means. • With substantial guidance, create and arrange music to accompany readings and/or dramatizations. • With substantial guidance, create and arrange short songs and instrumental pieces with specified guidelines. • With substantial guidance, use a variety of sound sources when composing. • With substantial guidance, sing with the group, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.	

Kindergarten Music
Desired Results
Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i> Anchor Standard #1: Generate and conceptualize artistic ideas and work. MU:Cr1.1.K a. With guidance, explore and experience music concepts (such as beat and melodic contour). b. With guidance, generate musical ideas (such as movements or motives). Anchor Standard #2: Organize and develop artistic ideas and work. MU:Cr2.1.K a. With guidance, demonstrate and choose favorite musical ideas.

b. With guidance organize personal musical ideas using iconic notation and/or recording technology.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.K

a. With guidance apply personal, peer, and teacher feedback in refining musical ideas.

MU:Cr3.2.K

a. With guidance, demonstrate a final version of personal musical ideas to peers.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentations.

MU:Pr4.1.K

a. With guidance demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K

a. With guidance, explore and demonstrate awareness of music.

MU:Pr4.3.K

a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.K

a. With guidance, apply personal teacher, and peer feedback to refine performances.

MU:Pr 5.1.K

b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.Ka With guidance perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1K

a. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re 7.2 K

a. With guidance demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.K

a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.K

b. With guidance, apply personal and expressive preferences in the evaluations of music.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Understandings:

Students will understand that...What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

repertoire. ○ Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ○ Performers make interpretive decisions based on their understanding of context and expressive intent. ○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ○ Musicians' judge performance based on criteria that vary across time, place, and cultures. ○ Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ○ Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ○ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ○ The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ○ Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ○ Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	○ How do we discern the musical creators' and performers' expressive intent? ○ How do we judge the quality of musical work(s) and performance(s)? ○ 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?
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Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Improvise melodies, variations, and melodic accompaniments.
- Compose and arrange music within specified guidelines.
- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music

Students will be able to...

- Improvise “answers” in the same style to given rhythmic and melodic phrases.
- Improvise simple rhythmic and melodic ostinato accompaniments.
- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- With significant assistance, create and arrange music to accompany readings or dramatizations
- With significant assistance, create and arrange short songs and instrumental pieces within specified guidelines.
- Use a variety of sound sources when composing.
- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- Perform expressively a varied repertoire of music representing diverse genres and styles.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play contrasting parts.
- Sing independently, in rhythm with appropriate posture while maintaining a steady tempo.
- Sing expressively, by rote and using call/response methods.
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Sing in groups.
- Perform in rhythm while maintaining a steady tempo.
- Perform easy rhythmic patterns accurately and independently on rhythmic classroom instruments.
- Echo short rhythms.
- Improvise simple rhythmic ostinato accompaniments.
- Create and arrange music to accompany short readings or dramatizations.
- Use a variety of sound sources when composing.
- Read and notate quarter notes and rests
- Identify simple music forms when presented aurally (same/different).
- Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, classroom instruments and voices, and music performances.
- Identify the sounds of a variety of classroom instruments.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- Devise simple criteria for evaluating performances and compositions
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Identify by genre or style aural examples of music from various cultures.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*
○ quizzes, tests and written work products

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*

○ student compositions ○ oral responses to questions ○ student demonstration (performance assessment) ○ (teacher) observing for student understanding ○ caring for and responsible use of instruments and materials	○ audio and visual recordings ○ rubrics ○ peer coaching
Assessment Evidence	
Other Evidence: Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? • quizzes ,tests and written work products • student compositions • oral responses to questions • student demonstration (performance assessment) • (teacher) observing for student understanding • caring for and responsible use of instruments and materials <i>How will students reflect upon and self-assess their learning?</i> • audio and visual recordings • rubrics • peer coaching	
Learning Plan	
Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? • Singing, alone and with others, a varied repertoire of music. • Performing on instruments, alone and with others, a varied repertoire of music. • Improvising melodies, variations, and accompaniments. • Composing and arranging music within specified guidelines. • Reading and notating music. • Listening to, analyzing, and describing music. • Evaluating music and music performances. • Examining relationships between music, the other arts, and disciplines outside the arts. • Examining music in relation to history and culture.	

First Grade Music
Desired Results
Established Goals: <i>What relevant goals (content standards, program objectives, learning outcomes) will this unit address?</i> Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU:Cr1.1.1 a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.1 a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. Anchor Standard 3: Refine and complete artistic work. MU:Cr3.1.1 a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. Musicians' presentation of creative work is the culmination of a process of creation and communication. MU:Cr3.2.1 a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. MU:Pr4.1.1 a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.1 a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. MU:Pr4.3.1 a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo). Anchor Standard 5: Develop and refine artistic techniques and work for presentation. MU:Pr5.1.1 a. With limited guidance, apply personal, teacher, and peer feedback to refine performances. b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. Anchor Standard 6: Convey meaning through the presentation of artistic work. MU:Pr6.1.1 a. With limited guidance, perform music for a specific purpose with expression. b. Perform appropriately for the audience and purpose. Anchor Standard 7: Perceive and analyze artistic work. MU:Re7.1.1 a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.2.1 a. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. Anchor Standard 8: Interpret intent and meaning in artistic work. MU:Re8.1.1 a. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent. Anchor Standard 9: Apply criteria to evaluate artistic work. MU:Re9.1.1 a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. MU:Cn10.1.1 a. Demonstrate how interests, knowledge, and skills relate to personal choice and intent when creating, performing, responding to music. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. MU:Cn11.1.1 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings:

Students will understand that... *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Compose and arrange music within specified guidelines.
- Improvise melodies, variations and melodic accompaniments.
- Read and notate some music.
- Evaluate music and music performances.
- Listen to, move to, analyze, and describe music
- Begin to understand relationships between music, the other arts, and disciplines outside the arts.
- Begin to understand music in relation to history and culture.

Students will be able to...

- Read whole notes in 4/4 meter signatures.

- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
- Respond through purposeful movement to selected prominent music characteristics or to selected music events while listening to music.
- Devise criteria for evaluating performances and compositions.
- Explain, using appropriate terminology, their personal preferences for specific musical works and styles.
- Sing independently on pitch with increasing accuracy, and in rhythm, with appropriate diction and posture, and maintain a steady tempo.
- Sing expressively, with appropriate dynamics by rote and using call/response methods.
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Sing ostinatos.
- Sing in groups, matching dynamic levels.
- Perform in rhythm, with appropriate dynamics, and maintain a steady tempo.
- Perform easy rhythmic and melodic patterns accurately and independently on rhythmic and melodic classroom instruments.
- Echo short rhythms and melodic patterns.
- Perform in groups matching dynamic levels.
- Perform independent instrumental parts while other students sing.
- Improvise simple rhythmic and melodic ostinato* accompaniments.
- Improvise “answers” in the same style to given rhythmic phrases.
- Improvise short songs and instrumental pieces, using a variety of sound sources available in the classroom and body sounds (clapping, snapping, and foot tapping).
- Create and arrange music to accompany short readings or dramatizations.
- Use a variety of sound sources when composing.
- Create and arrange short songs and classroom instrumental pieces within specified guidelines.
- Read half, quarter, and eighth notes and quarter and half rests.
- Use a system (syllables or numbers) to read simple pitch notation in the treble clef in pentatonic keys.
- Use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
- Identify simple music forms when presented aurally (ABA, same/different).
- Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of classroom instruments and many orchestra and band instruments, plus instruments from various cultures, as well as children’s/adult’s voices.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Devise criteria for evaluating performances and compositions.
- Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Identify by genre or style aural examples of music from various cultures.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- Demonstrate audience behavior appropriate for the context and style of music performed.
- Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- Identify and describe roles of musicians in various music settings and cultures.
- Sing from memory several patriotic/folk songs important to our American heritage.

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*
 - quizzes, tests and written work products
 - student compositions

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings

- o oral responses to questions - o student demonstration (performance assessment) - o (teacher) observing for student understanding - o caring for and responsible use of instruments and materials	- o rubrics - o peer coaching
Learning Plan	
Learning Activities: • Singing, alone and with others, a varied repertoire of music. • Performing on instruments, alone and with others, a varied repertoire of music. • Improvising melodies, variations, and accompaniments. • Composing and arranging music within specified guidelines. • Reading and notating music. • Listening to, analyzing, and describing music. • Evaluating music and music performances. • Understanding relationships between music, the other arts, and disciplines outside the arts. • Understanding music in relation to history and culture	

Second Grade Music
Desired Results
Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i> Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU: Cr1.1.2 a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.2 a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. Anchor Standard 3: Refine and complete artistic work. MU:Cr3.1.2 a. Interpret and apply personal, peer, and teacher feedback to revise personal music. MU:Cr3.2.2 a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. MU:Pr4.1.2 a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.2 a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. MU:Pr4.3.2 a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. MU:Pr5.1.2 a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.2

- a. Perform music for a specific purpose with expression and technical accuracy.
- b. Perform appropriately for the audience and purpose.

Anchor Standard 7: Perceive and analyze artistic work.**MU:Re7.1.2**

- a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Interpret intent and meaning in artistic work.**MU:Re8.1.2**

- a. Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.**MU:Re9.1.2**

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**MU:Cn10.1.2**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**MU:Cn11.1.2**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings:

Students will understand that... What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

established criteria. ○ Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ○ Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
<i>Students will know/learn...</i> <i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i> • Sing, alone and with others, a varied repertoire of music. • Perform on instruments, alone and with others, a varied repertoire of music with contrasting and repetitive patterns. • Compose and arrange music within specified guidelines. • Improvise melodies, variations and melodic accompaniments. • Read and notate some music. • Evaluate music and music performances. • Listen to, move to, analyze, and describe music • Begin to understand relationships between music, the other arts, and disciplines outside the arts. • Begin to understand music in relation to history and culture. <i>Students will be able to...</i> • Maintain a steady pulse at various tempi through call and response, clapping, tapping, or other movement. • Create rhythmic patterns in relation to a steady beat. • Perform in duple and triple meter. • Explore melodic contour through singing, movement, and labeled pitches. • Perform music with a variety of dynamic levels. • Sing songs from a variety of musical genres • Differentiate the four main uses of the voice: whispering, talking, shouting, and singing. • Explore different timbres by using a variety of instruments and vocal sounds. • Follow musical cues while singing, playing, and moving. • Apply techniques to make their own musical choices • Make musical choices through the exploration of voices and instruments. • Demonstrate respectful behavior as performers and listeners. • Participate in classroom protocols and traditions for music making. • Learn, sing, and perform a song(s). Perform in unison and in a round with varying dynamics. • Identify form, meter, and tempo. • Use classroom and electronic instruments to create a short ABA composition within specific guidelines (e.g., use three pitches and two timbres), with attendance to the contrasting elements of the sections. • Read whole, half, and dotted half notes in 4/4 meter signatures. • Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef major keys • Identify simple music forms when presented aurally. • Identify sounds of a variety of musical instruments, including some orchestra and band instruments, and instruments from various cultures. • Sing independently on pitch with increasing accuracy, and in rhythm, with appropriate diction and posture, and maintain a steady tempo. • Sing expressively, with appropriate dynamics and interpretation by rote and using call/response methods. • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. • Sing ostinatos* and partner songs. • Sing in groups, matching dynamic levels and responding to the cues of a conductor. • Perform in rhythm, with appropriate dynamics, and maintain a steady tempo. • Perform easy rhythmic and melodic patterns accurately and independently on rhythmic and melodic classroom instruments. • Echo short rhythms and melodic patterns. • Perform in groups matching dynamic levels and responding to the cues of a conductor. • Perform independent instrumental parts while other students sing or play. • Improvise simple rhythmic and melodic ostinato* accompaniments. • Improvise “answers” in the same style to given rhythmic phrases.	

- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, non-traditional sounds available in the classroom, and body sounds (clapping, snapping, and foot tapping).
- Create and arrange music to accompany readings or dramatizations.
- Use a variety of sound sources when composing.
- Create and arrange short songs and classroom instrumental pieces within specified guidelines.
- Read whole, half, quarter, and eighth notes and their corresponding rests.
- Use a system (syllables or numbers) to read simple pitch notation in the treble clef in pentatonic and major keys.
- Use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
- Identify symbols and traditional terms referring to dynamics and interpret the correctly when performing.
- Identify simple music forms when presented aurally (ABA, verse/refrain).
- Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of classroom instruments and many orchestra and band instruments, plus instruments from various cultures, as well as children's and male/female adult voices.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Devise criteria for evaluating performances and compositions.
- Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Identify similarities and differences in the meanings of common terms used in various arts.
- Identify by genre or style aural examples of music from various cultures.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- Demonstrate audience behavior appropriate for the context and style of music performed.
- Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- Identify and describe roles of musicians in various music settings and cultures.
- Sing from memory several patriotic/folk songs important to our American heritage.

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?*

- Describe a composer's function.
- Identify a composer of selected repertoire.
- Sing and play music from a variety of world cultures.
- Identify country of origin and basic cultural characteristics of composers whose music they listen to and perform
- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding caring for and responsible use of instruments and materials

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Possible Learning Activities:

- Illustrate musical forms such as AB, ABA, etc. using colored building blocks of varied geometric shapes.
- Use student-constructed puppets to enact aspects of composers' lives and communicate responses to music. N

- Provide pictorial representations of form that correspond to selected repertoire. Students circle responses to directed questions (e.g., triangle, circle, triangle for “Twinkle, Twinkle Little Star,” ABA; apple and orange for “Frere Jacques,” AB).
- Use body motions to represent form (e.g., steady beat on knees for A section, tap shoulders for B section).
- Use classroom instruments and found materials to show contrasting dynamics (forte/piano) articulation (legato/staccato), mood. n create a unit of study on lullabies from various world cultures.
- Demonstrate duple, triple rocking movement while singing lullabies. Students discuss and incorporate emotional characteristics of lullabies into their performances.
- Listen to Brahms’ “Lullaby.” Show students Brahms’ picture and tell them of his reputation as a nature lover who often walked in the Vienna woods handing out penny candy to children. Discuss how his music demonstrates his love for children.
- Write a personal narrative and collaborate with a teaching artist in setting the words to music.
- Listen to music that tells a story, such as griot and/or folk songs, bluegrass, musicals, etc. n present a grade-level assembly, with each class representing an aspect of global music and culture in song with accompaniment. Invite parents and younger grades.
- Write words pertaining to a particular topic (e.g., dinosaurs) using the melody to an existing song.
- Provide students and families with lists of performance venues that offer free and low-cost family tickets.
- Participate in class trips to cultural institutions or schools that offer musical performances. Prepare in advance to maximize student interaction and learning.
- Attend live performances in their communities.
- Share their music experience with the school community.
- Identify music makers in their families, schools, and communities.
- Narrate a story and create musical accompaniment using rhythm instruments. Perform the story and assign each student a role, such as: narrator, actor, musician, conductor, set/costume designer, tech/lighting/sound, composer, audience member, poster designer, usher, ticket maker and seller, etc.
- Draw a picture representing a person in the arts professions.
- Create a book with pictures and text that describes a particular career path.
- Sing songs about people’s jobs, such as “I’ve Been Working on the Railroad,” “Whistle While You Work,” or “Working Together” by Carmino Ravosa.
- Make up original verses to reflect jobs students can identify in their lives.
- List places in the community where music is performed.
- Identify the function and role of music in their daily lives (school, home, place of worship, shopping mall, etc.)
- Describe or compare ways music is used at home and at school for holidays, celebrations, and traditions.
- Create a list of expected behaviors before attending a concert in the school or community. Discuss and model expectations in class

Third Grade Music

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU: Cr1.1.3

- Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.3

- Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.3

- Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria

and feedback.

MU:Cr3.2.3

- a. Present the final version of personal created music to others, and describe connection to expressive intent.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.3

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3

- a. Demonstrate understanding of the structure in music selected for performance.
b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
c. Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.3

- a. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.3

- a. Apply teacher provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.3

- a. Perform music with expression and technical accuracy.
b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.3

- a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3

- a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.3

- a. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.3

- a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.3

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.3

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- 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 a musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do we discern the musical creators' and performers'?

○ Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ○ Performers make interpretive decisions based on their understanding of context and expressive intent. ○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ○ Musicians' judge performance based on criteria that vary across time, place, and cultures. ○ Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ○ Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ○ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ○ The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ○ Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ○ Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	expressive intent? ○ How do we judge the quality of musical work(s) and performance(s)? ○ 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?
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Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Compose and arrange music within specified guidelines.
- Improvise melodies, variations and melodic accompaniments.
- Read and notate some music.
- Evaluate music and music performances.
- Listen to, move to, analyze, and describe music
- Begin to understand relationships between music, the other arts, and disciplines outside the arts.
- Begin to understand music in relation to history and culture.

Students will be able to...

- Read whole, half, dotted half, and quarter notes in 4/4 meter.
- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
- Sing with increasing accuracy, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
- Identify sounds of a variety of musical instruments, including some orchestra and band instruments, and instruments from various cultures.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Sing ostinatos*, partner songs, and rounds.
- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- Perform in rhythm and with appropriate dynamics and timbre, maintaining a steady tempo.
- Perform progressively challenging rhythmic and melodic patterns accurately and independently on rhythmic and melodic

classroom instruments.

- Echo rhythms and melodic patterns.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play contrasting parts.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise rhythmic and melodic ostinato* accompaniments.
- Improvise songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds (clapping, snapping, and foot tapping).
- Create and arrange music to accompany readings, dramatizations, or visual artworks.
- Create and arrange songs and instrumental pieces within specified guidelines.
- Use a variety of sound sources when composing.
- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables to read simple pitch notation in the treble clef in major keys.
- Identify symbols and traditional terms referring to dynamics and tempo and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics in patterns presented by the teacher.
- Identify simple music forms when presented aurally (ABA, verse-refrain, rondo).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of instruments, including principal orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Devise criteria for evaluating performances and compositions.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. color, form, symmetry, and line).
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Identify by genre or style aural examples of music from various cultures.
- Describe in musical terms how elements of music are used in music examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various music settings and culture.
- Demonstrate audience behavior appropriate for the context and style of music performed.
- Sing from memory several patriotic/folk songs important to our American heritage.

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *By what criteria will performance of understandings be judged?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture

Fourth Grade Music

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.4

- a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.4

- a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.4

- a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

MU:Cr3.2.4

- a. Present the final version of personal created music to others, and explain connection to expressive intent.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.4

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch and form) in music selected for performance.
- b. When analyzing selected music, read and perform using iconic and/or standard notation.
- c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.4

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.4

- a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4

- a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.4

- a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.4

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.4

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.4

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas?*

What specific understandings about the big ideas are desired in this unit?

What misunderstandings are predictable?

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
<i>Students will know/learn...</i> <i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i> • Sing, alone and with others, a varied repertoire of music. • Perform on instruments, alone and with others, a varied repertoire of music. • Compose and arrange music within specified guidelines. • Improvise melodies, variations and melodic accompaniments. • Read and notate some music. • Evaluate music and music performances. • Listen to, move to, analyze, and describe music • Understand relationships between music, the other arts, and disciplines outside the arts. • Understand music in relation to history and culture. <i>Students will be able to...</i> • Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. • Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys. • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. • Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. • Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.). • Identify simple music forms when presented aurally. • Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. • Use appropriate terminology when explaining music, music notation, music instruments, and voices, and music performances. • Identify sounds of musical instruments, including orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. • Sing and play from memory a varied repertoire of music representing diverse genres and cultures. • Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts. • Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor. • Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation. • Echo simple rhythms and melodic patterns. • Improvise "answers" in the same style and length as given rhythmic and melodic phrases. • Improvise contrasting rhythmic and melodic ostinato accompaniments. • Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources. • Create and arrange short songs and instrumental pieces within specified or self-directed guidelines. • Identify simple music forms when presented aurally (ABA, verse-refrain, rondo, theme and variations).	

- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Devise criteria for evaluating performances and compositions of fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings?*

- student demonstration (performance assessment)
- (teacher) observing for student understanding
- oral responses to questions
- student compositions
- caring for and responsible use of instruments and materials
- quizzes, tests and written work products
- *By what criteria will performance of understandings be judged?*
 - audio and visual recordings
 - rubrics
 - peer and teacher examination and evaluation

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music's relationship with history, culture and other disciplines

Fifth Grade Music

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.5

- a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.5

- a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.5

- a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Cr3.2.5

- a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.5

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- b. When analyzing selected music, read and perform using standard notation.
- c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.5

- a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.5

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.5

- a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5

- a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.5

- a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.5

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence

from the elements of music.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.5

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.5

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas?*

What specific understandings about the big ideas are desired in this unit?

What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do*

as a result of such knowledge and skill?

- Improvise melodies, variations and melodic accompaniments.
- Compose and arrange music within specified guidelines.
- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

Students will be able to...

- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 meter compositions.
- Identify and define melodies in both the treble and bass clefs.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Identify the sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Identify simple music forms when presented aurally (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.

- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Identify and describe roles of musicians in various musical settings and cultures.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage.

Students who participate in an instrumental ensemble or class will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Play expressively using dynamics, rhythm, and articulation
- Produce a secure tone.
- Hear and adjust intonation.
- Refine basic instrumental technique and posture.
- Show proper care and maintenance of classroom instrument
- Demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.
- Perform rhythmic and technical exercises based on repertoire.

- Perform different ranges of dynamics within single-note and long-tone exercises.
- Demonstrate proper shoulder-rest placement.
- Demonstrate proper rosining of the bow, oiling of valves.
- Hold instrument correctly during case placement/rest position.
- Identify the parts of the instrument, and correctly position in the case.
- Demonstrate how to hold instrument parts properly during assembly.
- Identify, play, move to, and describe musical elements, using specific musical language (meter, tempo, articulations, form, entrance and release, rhythm, dynamics, pitch, timbre).
- Identify basic terminology such as tempo (andante, moderato, allegro), dynamics (piano, forte, mezzo, crescendo, decrescendo), articulations (legato, staccato, slurs, ties, hooked bows).
- Recognize clef of instrument being played.
- Recognize eight-note Major scale pattern; start/end on same pitch.
- Recognize bar lines, measures, time signatures, staff, and down/up bow.
- Analyze form in writing and discussion, using musical vocabulary: binary (AB) and ternary (ABA) forms, da capo (“from the beginning”), del segno (“from the sign”), and repeat signs.
- Critique—in writing and discussion—individual’s performance (e.g., pitch, articulations, bow control) and ensemble’s performance (e.g., blend and balance) of a musical selection.
- Make personal connections in writing and discussion: describe possible mood(s) intended by composer and interpret tempos/dynamics in performances.
- Follow an instrumental score, identifying musical symbols and vocabulary.
- Demonstrate understanding of music through their performance.
- Examine a piece of instrumental music, using it as a tool to identify concepts such as pitch, dynamics, meter, and musical density

Assessment Evidence

Possible Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings?*

- explore the appropriate musical responses to the visual (notation), oral (spoken), and physical (gesture).
- learn, sing, act, and take turns conducting a traditional song such as “Eric Canal” with various tempos and dynamics.
- create an original rhythmic piece in ABA form and conduct class performance using varying dynamics and tempos.
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- oral responses to questions
- student compositions
- caring for and responsible use of instruments and materials
- quizzes, tests and written work products
- *By what criteria will performance of understandings be judged?*
 - audio and visual recordings
 - rubrics
 - peer and teacher examination and evaluation

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Possible Learning Activities:

- Listen to an American spiritual such as “Swing Low, Sweet Chariot” and, working in small groups, discuss feelings the song evokes. Use pantomime to demonstrate and capture responses.
- Read and clap/play rhythm patterns that include whole, half, quarter, eighth, and dotted rhythms.

- Listen to an instrumental repertoire selection, then brainstorm/list the emotions and feelings evoked by the music. Discuss and report back to the class. n listen to an orchestral piece such as “Dance Macabre” (Saint-Saens) and, in small groups, brainstorm/list the emotions and feelings evoked by the music. Discuss and report back to the class.
- Identify musical forms, using letters A, B, C, etc., in songs such as “Rondo Alla Turca” (Mozart) and “Twinkle, Twinkle Little Star.”
- Work in small groups and explore the historical roots of selected composers, musical eras, styles, and repertoire. Compare groups' findings. n learn a South African song such as “Simbahaya.” Then, discuss South Africa’s contemporary history, including the story of Nelson Mandela and the country’s former social system. Create accompaniment on classroom instruments. If available, provide African-derived instruments such as cowry shell gourds, wooden rattles, and mbiras (thumb pianos) to increase authenticity of instrumental accompaniment.
- Create a listening log of repertoire in which the title, composer, genre, style, and other characteristics are entered.
- Use listening log to deduce characteristics and inform responses to new repertoire.
- Use essay form to follow a listening map of the first movement of Mozart’s Piano Sonata No. 3 in B-flat Major.
- Create instruments made from recycled or found materials.
- Work with a teaching artist to create a group-composed work for these instruments.
- Create a theme-related presentation containing spoken narration, visual aids, and songs. Perform for school, parents, and community members.
- Use the Internet to identify music makers and music-making institutions in New Jersey.
- Develop musical skills and self-expression with the assistance of the music teacher and teaching artist by engaging in projects that expand the students’ musical world. For example: an instrumentalist performing or arranging student compositions; a singer demonstrating various vocal timbres and singing styles; a musician leading students in a participatory performance using a variety of instruments and leading a discussion about the process; a composer assisting students in editing, documenting, and reflecting on their own short pieces.
- Write a review of a concert attended inside or outside of school. Publish it in the school newspaper.
- Attend a concert or musical, and invite a performer to visit the school.
- Invite family members and friends who sing and play instruments professionally or work in the music industry to speak, perform, record, or demonstrate at a “Career Day.”
- Go online and research the most unusual or unexpected jobs in the music industry. Contact a person in that profession for an interview or biography.
- Develop 10 questions to ask a person in the music industry about jobs other than performing.
- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music’s relationship with history, culture and other disciplines

Fourth and Fifth Grade Instrument Instruction (i.e.; Strings, Brass, Woodwind, Percussion...)

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU: Cr1.1.4

a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and

minor) and meters.

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.4

- a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.4

- a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

MU:Cr3.2.4

- a. Present the final version of personal created music to others, and explain connection to expressive intent.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.4

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch and form) in music selected for performance.
- b. When analyzing selected music, read and perform using iconic and/or standard notation.
- c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.4

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.4

- a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4

- a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.4

- a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.4

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.4

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.4

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

Students will be able to...

- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.

- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short instrumental pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Listen to and describe professional performances of pieces within the band and orchestra idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Students who participate in an instrumental ensemble or class will (i.e., 4th or 5th grade band and 5th grade strings)

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)

Students who participate in an instrumental ensemble or instrument class will (i.e., New students to Strings or Band)

Level 1:

- Demonstrate how to assemble and care for their instruments.
- Demonstrate correct embouchure and/or hand, finger, and are position for their instruments.
- Demonstrate a satisfactory tone.
- Identify notes and rests.
- Interpret 4/4, 3/4, 2/4 time signatures.

- Read all notes used (including ledger lines).
- Identify and play slurs and ties.
- Explain and use first and second endings.
- Identify and use accidentals.
- Play written out one octave scales.
- Prepare and perform an assigned etude.
- Identify bow markings (String students).

Students who participate in an instrumental ensemble or instrument class will (i.e., Advanced students to Strings or Band)

Level 2:

- Demonstrate growth in all levels of Level One.
- Demonstrate knowledge and use of basic dynamic terminology and signs.
- Demonstrate knowledge and use of key signatures.
- Identify and demonstrate legato and staccato playing.
- Mark under rhythm pattern correct counting.
- Play correctly written one octave major scales.
- Demonstrate proper breathing technique (wind players).
- Identify tone relationships as to being higher or lower.
- Play 5, 9 stroke rolls and paradiddles (percussion).
- Play part of an ensemble arrangement satisfactorily.

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?*

- student demonstration (performance assessment)
 - (teacher) observing for student understanding
 - oral responses to questions
 - student compositions
 - caring for and responsible use of instruments and materials
 - quizzes, tests and written work products
- *By what criteria will performance of understandings be judged?*
 - audio and visual recordings
 - rubrics
 - peer and teacher examination and evaluation

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- quizzes, tests and written work products
 - student compositions
 - oral responses to questions
 - student demonstration (performance assessment)
 - (teacher) observing for student understanding
 - caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Learning Activities: *What learning experiences and instruction will enable students to achieve the desired results?*

- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and musical performances.
- Exploring music's relationship with history, culture, and other disciplines.

IX. MUSIC COURSE DESCRIPTION FOR GRADES 6-8

Readington Middle School provides a variety of performing choral groups. The 6th grade – 8th grade choirs are co-curricular elective courses that meet during the regular school day. Viking Singers is a group made available to instrumental music students who also want an opportunity to sing in an ensemble setting. Students in 7th and 8th grade can elect to audition for Readington Rhapsody, a select vocal ensemble which performs a higher level of literature than the grade level choirs. Both Viking Singers and Readington Rhapsody are extra-curricular course offerings.

Sixth Grade Music
Desired Results
Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i> Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU:Cr1.1.2 a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.2 a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. Anchor Standard 3: Refine and complete artistic work. MU:Cr3.1.2 a. Interpret and apply personal, peer, and teacher feedback to revise personal music. MU:Cr3.2.2 a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. MU:Pr4.1.2 a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.2 a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. MU:Pr4.3.2 a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. MU:Pr5.1.2 a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. Anchor Standard 6: Convey meaning through the presentation of artistic work. MU:Pr6.1.2 a. Perform music for a specific purpose with expression and technical accuracy. b. Perform appropriately for the audience and purpose. Anchor Standard 7: Perceive and analyze artistic work. MU:Re7.1.2 a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.2.2 a. Describe how specific music concepts are used to support a specific purpose in music. Anchor Standard 8: Interpret intent and meaning in artistic work. MU:Re8.1.2 a. Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.2

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.2

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.2

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas?*

What specific understandings about the big ideas are desired in this unit?

What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

daily life enhances musicians' creating, performing, and responding.

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Improvise melodies, variations and melodic accompaniments.
- Compose and arrange music within specified guidelines.
- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

Students will be able to...

- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures.
- Read at sight simple melodies in both the treble and bass clefs.
- Identify and define melodies in both the treble and bass clefs.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which

music is typically performed.

- Identify the sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Identify simple music forms when presented aurally (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Identify and describe roles of musicians in various musical settings and cultures.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage.

Students who participate in an instrumental ensemble (i.e., Middle School Orchestra) or class, or 6th Grade Concert Band will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Listen to and describe professional performances of pieces within the band and orchestra idioms.

- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).

Level 3:

- Demonstrate growth in all areas of levels one and two.
- Identify and interpret basic terminology.
- Identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified major scales and appropriate chromatic scales (See 6th grade objectives).
- Prepare and perform assigned etude satisfactorily.
- Explain self-study techniques used to master new and difficult material.

Students who participate in a performance chorus class or club will:

- Sight-read, accurately and expressively, music with a level of difficulty of 2 – 2.5, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Sing independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction)
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.
- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small, and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.

- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices, and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass
- Listen to and describe professional performances of pieces within choral music idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various world cultures.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings?*

- student demonstration (performance assessment)
- (teacher) observing for student understanding
- oral responses to questions
- student compositions
- caring for and responsible use of instruments and materials
- quizzes, tests and written work products
- *By what criteria will performance of understandings be judged?*
 - audio and visual recordings
 - rubrics
 - peer and teacher examination and evaluation

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, and projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- quizzes, tests and written work products
- student compositions
- oral responses to questions
- student demonstration (performance assessment)
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- *How will students reflect upon and self-assess their learning?*
 - audio and visual recordings
 - rubrics
 - peer coaching

Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music's relationship with history, culture and other disciplines

Seventh Grade Music

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU:Cr1.1.2

- a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
- b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.2

- a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.2

- a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Cr3.2.2

- a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.2

- a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

- a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2

- a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.2

- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.2

- a. Perform music for a specific purpose with expression and technical accuracy.
- b. Perform appropriately for the audience and purpose.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.2

- a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.2

- a. Demonstrate knowledge of music concepts and how they support creators' / performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.2

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.2

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.2

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas?*

What specific understandings about the big ideas are desired in this unit?

What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- How do musicians generate creative ideas?
- How do musicians make creative decisions?

musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication. • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' judge performance based on criteria that vary across time, place, and cultures. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	• How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • 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 a musical work is presented influence audience response? • How do individuals choose music to experience? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • 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?
Students will know/learn... <i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i> • Improvise melodies, variations and melodic accompaniments. • Compose and arrange music within specified guidelines. • Sing, alone and with others, a varied repertoire of music. • Perform on instruments, alone and with others, a varied repertoire of music • Read and notate music. • Listen to, move to, analyze, and describe music. • Evaluate music and music performances. • Understand relationships between music, the other arts, and disciplines outside the arts. • Understand music in relation to history and culture. Students will be able to... • Improvise simple harmonic accompaniments. • Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys • Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and	

tonality.

- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures.
- Read at sight simple melodies in both the treble and bass clefs.
- Identify and define melodies in both the treble and bass clefs.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Identify the sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Identify simple music forms when presented aurally (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Identify and describe roles of musicians in various musical settings and cultures.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage.

Students who participate in an instrumental ensemble (i.e., Middle School Orchestra) or class or 7th Grade Symphonic Band will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3.5 - 4 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.)

Level 4

- Demonstrate growth in all areas of levels one, two, and three.
- Identify and interpret more advanced terminology.
- Easily identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified minor scales and appropriate chromatic scales
- Prepare and perform assigned etude satisfactorily.
- Utilize more complete self-study techniques used to master new and difficult material.

Students who participate in a performance chorus class or club will:

- Sight-read, accurately and expressively, music with a level of difficulty of 3 – 3.5, on a scale of 1 to 6.
- Sing independently, and in a group, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous

performance of contrasting parts

- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and breath control throughout the appropriate vocal range, alone and in small/large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Sing independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction)
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.
- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices, and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass
- Listen to and describe professional performances of pieces within choral music idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings?*

○ student demonstration (performance)

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- assessment) ○ (teacher) observing for student understanding ○ oral responses to questions ○ student compositions ○ caring for and responsible use of instruments and materials ○ quizzes, tests and written work products • <i>By what criteria will performance of understandings be judged?</i> ○ audio and visual recordings ○ rubrics ○ peer and teacher examination and evaluation	○ quizzes, tests and written work products ○ student compositions ○ oral responses to questions ○ student demonstration (performance assessment) ○ (teacher) observing for student understanding ○ caring for and responsible use of instruments and materials • <i>How will students reflect upon and self-assess their learning?</i> ○ audio and visual recordings ○ rubrics ○ peer coaching
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Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music's relationship with history, culture and other disciplines

Eighth Grade Music

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

MU: Cr1.1.2

- Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
- Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Anchor Standard 2: Organize and develop artistic ideas and work.

MU:Cr2.1.2

- Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.2

- Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Cr3.2.2

- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.2

- Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

- Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2

- Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive

intent.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.2

- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.2

- a. Perform music for a specific purpose with expression and technical accuracy.
- b. Perform appropriately for the audience and purpose.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.2

- a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.2

- a. Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.2

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.2

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU:Cn11.1.2

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Understandings: *What are the big ideas?*

What specific understandings about the big ideas are desired in this unit?

What misunderstandings are predictable?

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

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

(social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
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Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Improvise melodies, variations and melodic accompaniments.
- Compose and arrange music within specified guidelines.
- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

Students will be able to...

- Sing or play a melody with simple harmonic accompaniment.
- Read and perform sophisticated rhythmic phrases
- Demonstrate knowledge of musical elements, such as dynamics, tempo, and articulation through performance
- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures.
- Read at sight simple melodies in both the treble and bass clefs.
- Identify and define melodies in both the treble and bass clefs.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by

applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Identify the sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Identify simple music forms when presented aurally (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Identify and describe roles of musicians in various musical settings and cultures.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage.

Students who participate in an instrumental ensemble (i.e. 8th Grade Wind Ensemble; Middle School Orchestra) or class will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 4 – 4.5 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.

- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Play with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Play with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Produce a secure and expressive tone.
- Hear and adjust intonation.
- Tune instruments with accuracy.
- Display a range of emotions playing traditional and non-traditional instruments and singing.
- Compose and perform a piece of music in response to a powerful personal or musical experience.
- Improvise rhythmic and melodic patterns within specific structures

Level 5

- Demonstrate growth in all areas of levels one, two, three, and four.
- Identify and interpret more advanced terminology.
- Easily identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified minor scales and appropriate chromatic scales
- Prepare and perform assigned etude satisfactorily.
- Utilize more complete self-study techniques used to master new and difficult material.
- Begin to utilize a full range of instrument
- Begin to utilize expressive techniques such as dynamics and articulation
- Begin to utilize all concert keys
- Begin to utilize mixed meters and key changes
- Explore confidence level in order to practice and possibly perform a short solo passages
- Strings begin to use higher positions, vibrato occasionally used.
- Perform repertoire with accurate stylistic interpretation.
- Improvise in various keys using arpeggios within given chord structures.
- Create simple compositions utilizing melody within a specific key.
- Perform a wide repertoire of music with attention to performance practice, breath control, posture, and tone quality.
- Demonstrate an understanding of conducting gestures while leading and performing in an ensemble.
- Make musical choices that incorporate knowledge of vocal styles and genres.

Students who participate in a chorus performance club or class will:

- Sight-read, accurately and expressively, music with a level of difficulty of 3.5 - 4, on a scale of 1 to 6.
- Sing independently, and in a group, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 4 - 4.5, on a scale of 1 to 6

(1 = beginning repertoire, 6 = highly advanced repertoire)

- Produce a proper tone quality with attention to breathing and vowel/consonant sounds
- Increase vocal range from B-flat to F2.
- Understand and show sensitivity to the changing voice.
- Perform repertoire in multiple languages using proper diction, inflection, tone quality, articulation, breathing and posture.
- Improvise on a melody.
- Make musical choices that incorporate knowledge of instrumental styles and genres.
- Maintain a musical library, equipment, and portfolio of their own work over time.
- Assume various responsibilities in music performances, presentations, and collaborations.
- Sing independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction)
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.
- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices, and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass
- Listen to and describe professional performances of pieces within choral music idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Assessment Evidence	
Performance Tasks: <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i> ○ student demonstration (performance assessment) ○ (teacher) observing for student understanding ○ oral responses to questions ○ student compositions ○ caring for and responsible use of instruments and materials ○ quizzes, tests and written work products • <i>By what criteria will performance of understandings be judged?</i> ○ audio and visual recordings ○ rubrics ○ peer and teacher examination and evaluation	Other Evidence: <i>Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?</i> ○ quizzes, tests and written work products ○ student compositions ○ oral responses to questions ○ student demonstration (performance assessment) ○ (teacher) observing for student understanding ○ caring for and responsible use of instruments and materials • <i>How will students reflect upon and self-assess their learning?</i> ○ audio and visual recordings ○ rubrics ○ peer coaching
Learning Plan	
Possible Learning Activities: • Learn and perform a varied repertoire, such as: “<i>La Boringuena</i>” (Astol Artes), “It Don’t Mean a Thing” (Mills, Ellington), “<i>Samba Lelé</i>” (arr. D. Alfonso Jr.), “Lift Every Voice and Sing” (J. Johnson). • Create rhythmic accompaniments for learned song repertoire using their bodies and playing a variety of classroom instruments • Dramatize a scene from a musical play such as <i>West Side Story</i> using voice and instruments and drawing attention to the relationship between movement/gesture and music. • Write a poem and musical underscoring to express their emotional reaction to pivotal events in history. • Select a type of cadence in the style of a drum line, a response to an African call rhythm, or a Brazilian <i>batucada</i> to improvise and perform. • Learn a traditional Latin clave part (e.g., 2&3, 3&2) and apply it to an African Highlife piece. Explore what is stylistically correct by singing, playing, conducting, and moving to the selection. • Create a musical narrative using mythology of a specific culture. • Produce and perform a concert for a lower-grade assembly • Create listening maps to diagram form, thematic development, orchestration, and dynamics in varied pieces of music. • Listen to a New Orleans-style jazz funeral march and move to the music. Discuss its expressive qualities, making reference to funeral marches in other cultures. • Listen to a jazz ensemble piece such as “It Don’t Mean a Thing” (Mills, Ellington) and write a short story or create artwork based upon the feelings and images the music inspires. • Follow a musical score and notice how music symbols and vocabulary are notated. These include: dynamics (pp, crescendo, ff), rhythm (note values, rests, time signatures), pitch (following a melodic line), tempo markings (allegro, adagio). • Singing, alone and with others, a varied repertoire of music. • Performing on instruments, alone and with others, a varied repertoire of music. • Improvising melodies, variations, and accompaniments. • Composing and arranging music within specified guidelines. • Reading and notating music. • Listening to, analyzing, and describing music. • Evaluating music and music performances. • Exploring music’s relationship with history, culture and other disciplines	

X. MUSIC LITERATURE GRADING SYSTEM RUBRIC

Levels 1-2: Very Easy

Music literature is at the entry level. This literature is performed by ensembles in grades 4, 5.

- Limited ranges, elementary rhythm and rest patterns
- Beginning concert keys
- Meters with the quarter note as the beat
- No more than 2 trumpet or clarinet parts, 2nd clarinet part stays below the break
- Low woodwind and brass part always doubled (if written)
- Strings in the elementary finger patterns
- Vocal music sung in unison, cannons and rounds

Levels 3-4: Easy

Music literature is performed by ensembles in grades 5, 6.

- Sixteenth notes and dotted rhythm patterns commonly used
- Additional easy concert keys utilized
- Meters with eighth note and cut time as the beat
- Clarinet, trumpet, alto sax, flute parts may be divided
- Double reeds, low brass and woodwind parts doubled
- Strings in the intermediate finger patterns
- Vocal music sung in 2 parts

Levels 4-6: Medium Easy

This literature is performed by ensembles in grades 7, 8.

- Ranges extended- may have short solo passages
- Range of concert keys extended
- Emphasis on technique and musicianship
- Full range of percussion used (drums, mallets, traps)
- Instrumentation may include 3 clarinet and 3 trumpet parts, 2-3 trombone parts, 4 horn parts
- Strings begin study of higher positions and vibrato
- Vocal music sung in two to three parts

Levels 7-8: Medium

Music literature is usually performed by ensembles in grades 9 – 12. It is a level that our 8th grade students strive to play before graduating from 8th grade to continue their high school musical development.

- May utilize a full range of instrument
- Expressive techniques such as dynamics and articulation
- Any concert key may be used
- Mixed meters and key changes
- Solo passages, independent voices
- Strings use higher positions, vibrato generally used
- Vocal music sung in three and four parts

Levels 9-10: Medium Advanced/Advanced

This level is typically not achieved in the middle school years. The literature is performed by ensembles in grades 9-12 and performed by students auditioning for All-State and for college auditions. It is listed in our curriculum documents to provide planning and guidance for students, parents, and educators.

- Technically demanding
- Challenging musical styles and forms
- Unusual instrumentation and voicings
- May include extensive solo work
- Strings use advanced bow techniques
- Vocal music in five parts
- Vocal music sung *a cappella*; use of other languages

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to

Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Understanding by Design by Wiggins, Grant. & McTighe, Jay. Association for Supervision and Curriculum Development, 2004.

Madison Public Schools; Madison, Connecticut

Madison Public Schools; Madison, New Jersey

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