

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Visual and Performing Arts

First Grade Music

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Course Philosophy

Music Education at the elementary level provides each student with a foundation of musical knowledge and experiences that will enable the student's future musical endeavors. Infused with Social-Emotional Learning experiences and Robbinsville Ready Skills, the General Music program at Sharon Elementary School encourages the cultivation of musicianship while strengthening the student's inter- and intrapersonal skills. Independent music-making at the elementary level promotes self-confidence and affords opportunities for leadership. Group music-making encourages cooperation and collaboration amongst peers. The elementary music program extends to the student an outlet for creative self-expression through varied activities including music performance, composition, and improvisation. Each child is given the tools to create, perform, understand, and evaluate music. These experiences will foster the student's appreciation of music now and in the years to come.

Course Description

In First Grade Music, students will build upon the fundamentals of music introduced in Kindergarten. Recognition of musical contrasts will be reinforced as a broader spectrum of concepts (melody, rhythm, and meter) and expressive elements (dynamics and tempo) are incorporated. A thorough understanding of these fundamentals will equip students to thoughtfully improvise, create, perform, and respond to music. As new music terms are introduced, students are encouraged to communicate preferences, evaluate and describe music using appropriate terminology. Students will understand the relationship between beat and rhythm as basic note and rest values are presented. Standard rhythmic notation will be introduced as students create, perform, read and notate music in common time. Listening activities, pitch-matching, echo singing and call-and-response exercises will hone aural perception. Through vocal and instrumental exploration, students will experiment with acoustics and discover how musical sounds are created through vibration. Healthy vocal techniques and proper instrumental playing techniques are emphasized. Students will refine their work through self-reflection and peer/teacher feedback. The repertoire comprises diverse cultures, genres, periods and composers to promote exposure to, and appreciation of, a wide array of music.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Quaver ● Chrome Music Lab ● GarageBand 	<ul style="list-style-type: none"> ● <u>Music Education and SEL</u>, Scott N. Edgar ● <u>Responsive Classroom for Music, Art, PE and Other Special Areas</u> from Responsive Classroom ● <u>The New Music Therapist's Handbook</u>, Suzanne B. Hanser ● Music K-8 Magazine ● Activate! Magazine

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Self-evaluation of solo performance

Example 2: Applying external feedback to refine product

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Rehearse and present musical performance

Example 2: Create and refine original composition

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Study/perform a variety of music from different cultures

Example 2: Explore the historical/cultural background of varied musicians and composers

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Cooperative learning - create/refine/present in small group

Example 2: Practice "whole body" listening skills while others share/present/perform

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Rehearse and perform with appropriate stage behavior

Example 2: Demonstrate appropriate vocal/instrumental dynamics in different settings

Integration of 21st Century Themes and Skills

Educational Technology

Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4

- **8.1.2.A.1 Understand and use technology systems.** Identify the basic features of a digital device and explain its purpose.
 - Example: Students will explore and perform using music technology including microphone, sound system and digital audio
- **8.1.2.A.3 Select and use applications effectively and productively.** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
 - Example: Students will explore, create and present music using digital applications such as Quaver, Chrome Music Lab and GarageBand.
- **8.1.2.A.4 Select and use applications effectively and productively.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
 - Example: Students will navigate interactive digital music applications such as Quaver, Chrome Music Lab and GarageBand to explore, create and present.

Career Ready Practices

Standards: CRP1, CRP3, CRP6

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will work cooperatively to rehearse and perform for an audience with consideration to the audience, setting and purpose of the performance. Students will understand and demonstrate appropriate behavior of performers and audience.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students will understand and demonstrate healthy vocal production including singers' posture, breath support and appropriate vocal placement. Students will listen and move safely and appropriately to contrasting musical selections. Students will move appropriately while performing various dance styles, choreography, freestyle and manipulative activities (e.g. scarves, balls, stuffed animals).

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will work independently and in small groups to prepare original vocal/instrumental music. Students will explore and share original musical ideas as they improvise, compose, accompany and perform. Ample opportunities to share personal preferences and provide meaningful feedback with peers will promote musical and social growth.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

First Grade Music

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Unit #1: Moving to Music	<p>Dancing is a physical response to music.</p> <p>Dance can be used as a form of self-expression.</p> <p>Physical response to music varies based on different factors (music genre, culture, mood, personal preference).</p> <p>Dance may be improvised or choreographed.</p>	<p>3-4+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Small group performance rubric</p>	<p>Teacher feedback</p> <p>Solo performance rubric</p> <p>Verbal/written response</p>	<p>Teacher feedback</p> <p>Performance evaluation</p>	<p>Students with limited mobility will be provided alternate activities as needed, such as patting hands or use of manipulatives to demonstrate movements</p>
Unit #2: Vocal Performance	<p>Singing can be used as a form of self-expression</p> <p>Vocal music depends on active listening.</p> <p>As with most physical activities, there are healthy (and unhealthy) vocal practices.</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo/group performance rubric</p>	<p>Teacher feedback</p> <p>Solo performance rubric</p>	<p>Teacher feedback</p> <p>Concert performance evaluation</p>	<p>Students with apprehension toward solo vocal performance may choose to demonstrate vocalizations privately or through small group performance</p>

Unit #3: Responding to Music	<p>Music is created for different purposes.</p> <p>Music can affect people in different ways. People can have contrasting responses to the same music.</p> <p>A variety of factors (e.g. background, culture, personal experiences) can influence music preferences.</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo/group performance</p>	<p>Teacher feedback</p> <p>Written/verbal response</p>	<p>Teacher feedback</p> <p>Written/verbal response</p>	<p>Alternatives to written/verbal responses include pictures, symbols, emoji charts and gestures.</p>
Unit #4: Musical Instruments	<p>Ideas can be expressed through instrumental music.</p> <p>Instrumental music is celebrated all over the world as a mode of self-expression, communication, and social bonding.</p> <p>Instruments produce sound through vibration.</p> <p>Different factors affect the timbre of an instrument (size, shape, material, source of vibration, technique)</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo and group performances/projects</p>	<p>Teacher feedback</p> <p>Solo performance rubric</p>	<p>Teacher feedback</p> <p>Solo performance</p> <p>Aural assessment</p> <p>Written/verbal response</p>	<p>Students with limited dexterity may perform with modified playing techniques and/or adaptive instruments as needed.</p>
Unit #5: Rhythmic Notation	<p>Beat is the foundation of rhythm.</p> <p>Rhythm is a series of sounds/silences (notes/rests) of varying duration.</p> <p>In rhythmic notation, different symbols indicate note/rest value (duration of sound/silence) in relation to the beat.</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo and group performances/projects</p> <p>Beat assessment</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo and group performances/projects</p> <p>Beat/Rhythm assessment</p>	<p>Teacher feedback</p> <p>Solo performance</p> <p>Aural assessment</p> <p>Written/verbal response</p> <p>Beat/Rhythm assessment</p>	<p>Large print standard notation and manipulatives (magnets, dry erase, popsicle sticks) for rhythm notation and composition activities as needed</p>

Unit #6: Drama/ Performance	<p>Music is performed for many reasons around the world.</p> <p>The conductor uses gestures to direct a group in technical (beat, meter, rhythm) and expressive (dynamics, tempo) aspects of a musical performance.</p> <p>The purpose of a performance can inform musical choices.</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Solo and group performances/projects</p>	<p>Teacher feedback</p> <p>Self-evaluation</p> <p>Solo and group performances/projects</p>	<p>Concert performance evaluation</p>	<p>Roles in a performance will be assigned to best showcase the student's individual strengths.</p> <p>Performance accommodations as needed, including preferential seating, wheelchair accessibility, alternatives to speaking parts, dot spots for blocking, gestures and visual aids</p>
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Robbinsville Public Schools

Unit #1: Moving to Music

Enduring Understandings: <ul style="list-style-type: none"> Dance is a mode of self-expression. Expressive elements of music may be reflected through dance. Movement can enhance a musical performance. 	Essential Questions: <ul style="list-style-type: none"> How do performers use dance as a form of self-expression? How can a dancer perform choreography with expressions? What effects does dancing have on our health and well-being? Where do choreographers get ideas for dances?
<p align="center">Interdisciplinary Connections</p> <p>2.5.P.A.1: Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). Example: Students will refine gross motor skills by responding to music through movement.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. Example: Supported by visual aids, students will move to music with directions spoken/sung in a foreign language.</p>	
<p align="center">Career/Real World Connections</p> <p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. Example: Students will listen and move safely and appropriately to contrasting musical selections. Students will move appropriately while performing various dance styles, choreography, freestyle and manipulative activities (e.g. scarves, balls, stuffed animals).</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2 Cr.1a	What elements of music determine how we move?	Maintain a steady beat through movement (walk, run, hop, tip-toe, skate)	Improvise dance moves to a variety of vocal and instrumental samples	Selections from: <u>85 Engaging Movement Activities</u> , Phyllis S. Weikart & Elizabeth B. Carlton <u>Breathe Like a Bear</u> , Kira Willey <u>Diez Deditos</u> Jose-Luis Orozco	Teacher feedback
1.3A.2 Pr5c	How can a performer move to reflect the expressive qualities of a musical selection?	Explain the difference between improvised and choreographed dance	Independently and in a group, create and refine original choreography to correspond with lyrics of a song		Self-evaluation
1.3A.2 Pr5e	What is the role of dance in different cultures?	Describe how dancing can be a tool for self-expression Move to music of varied meter and tempo			Verbal/written response Performance rubrics

		<p>Perform choreographed motions rhythmically/with a steady beat</p> <p>Use choreographed motions or gestures to correspond to sections of music (verse/chorus, ABA)</p> <p>Use body percussion to accompany a selection with a steady beat or ostinato</p> <p>Identify different styles of dance (ballet, tap, jazz, ballroom)</p> <p>Explore different styles of dance and the role of dance in different cultures</p>		<p><u>Storytime Stretchers</u> by Naomi Baltuck</p> <p>Read-Aloud: <u>Giraffes Can't Dance</u>, Giles Andreae & Guy Parker-Rees</p> <p>Selections from: Raffi, Greg & Steve, Laurie Berkner, Dr. Jean, Jim Gill, Putumayo Kids, Music Together, Music K-8, KidzBop, Activate, Just Dance, GoNoodle</p> <p>Manipulatives and visual aids: scarves, tennis balls, paper plates, dot-spots, action flashcards and diagrams</p>	
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Robbinsville Public Schools

Unit #2: Vocal Performance

Enduring Understandings: <ul style="list-style-type: none"> Each voice has its own unique sound, or timbre. Our voices can be used to make many different sounds in music. Healthy vocal technique can prevent damage to the voice, facilitate singing and improve sound. 	Essential Questions: <ul style="list-style-type: none"> How is singing a form of self-expression? What are the qualities of an adept singer? How can singing convey the artist's intent?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.1.4.A.2: Determine the relationship of personal health practices and behaviors on an individual's body systems. Example: Students will demonstrate understanding of healthy vocal technique through vocal performance.</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Example: Supported by visual aids, gestures and choreography, students will perform songs with basic words and phrases in foreign languages.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. Example: Students will understand and demonstrate healthy vocal production including singers' posture, breath support and appropriate vocal placement.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Cr1a	How do we recognize familiar voices?	Explain vocal timbre; aurally identify contrasting vocal timbres (man, woman, child)	Students take turns performing solo in to echo and call-and-response	Selections from: <u>I Sing, You Sing</u> , Sally Albrecht & Jay Althouse	Teacher feedback
1.3A.2. Cr2b	How do expressive elements help a singer communicate a thought or feeling?	Understand vocal placement; Describe head voice and chest voice	Listening games to identify the vocal timbre of classmates ("Doggy, Doggy", "Who's got the button?")	<u>The Book of Call & Response</u> , compiled by John M. Feierabend	Self-evaluation
1.3A.2. Cr3a	Why is it important to practice healthy vocal technique?	Perform echo songs as leader and follower; Improvise vocal responses in call-and-response songs	Sol-mi call-and-response "How are you?" "I'm fine"		Verbal/written response
1.3A.2. Pr5d					Performance rubrics

1.3A.2. Pr5e		<p>Echo four-note melodic patterns using solfege syllables</p> <p>Explain pitch, melody and harmony; Match a pitch that is sung</p> <p>Create and sing a four-note melody using solfege (Sol-Mi)</p> <p>Explain the importance of healthy vocal technique (posture, breath support, vocal placement); Demonstrate healthy vocal technique in solo/choral singing</p>	<p>Use magnets/manipulatives to visually present high/low pitch</p> <p>Perform a familiar song multiple times with different expression</p> <p>Refine and perform a song for classmates, teachers or family</p>	<p><u>Warm-Ups for Young Voices</u>, Anne Ellsworth & Teresa Jennings</p>	
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Robbinsville Public Schools

Unit #3: Responding to Music

Enduring Understandings: <ul style="list-style-type: none"> • Music is a universal language. • People respond to music in different ways and have personal preferences. • All music has value. 	Essential Questions: <ul style="list-style-type: none"> • What is the role of music in our everyday life, here and around the world? • What determines our personal preferences in music? • Why might people have a different response to the same piece of music?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.2.2.C.1: Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others. Example: Students will understand the importance of appropriate audience behavior during a performance.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Example: Students will respond to, describe and compare a variety of music from around the world.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. Example: Students will explore ways to respectfully communicate personal opinions with their peers.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Cr3a	How do expressive musical elements (dynamics, tempo) affect our response to a piece of music? How do a dancer's movements reflect the music?	Explain the role of dynamics and tempo in a piece of music; Describe how expressive elements reflect artistic intent	Explore dynamic levels with speech pieces, songs and rhythm instruments	Suggested music: <u>Symphony No. 94</u> , Joseph Haydn	Teacher feedback Self-evaluation
1.3A.2 Pr5a		Use common Italian terms to describe basic dynamics (forte/piano)	Create choreography/gestures to correspond with verses and chorus	<u>The Sorcerer's Apprentice</u> , Paul Dukas	Verbal/written/ illustrated response
1.3A.2. Re7a		Identify the verses and chorus of a song	Draw a picture portraying the imagery of program music		Physical response (gestures/dancing)

	<p>Why is it important to show respect when responding to music?</p>	<p>Create an accompaniment on a selected instrument to enhance the mood of a story or piece of music..</p> <p>Aurally identify melody/harmony, solo/duet, pitched/unpitched.</p> <p>Describe theatrical art forms (play, musical, ballet, opera)</p> <p>Describe appropriate audience behavior and demonstrate whole body listening when acting as an audience for others</p> <p>Explain ways to respectfully express a personal opinion; Understand that everyone has unique preferences</p> <p>Explore and respond to traditional multicultural music through varied media (e.g. listening samples, vocal/instrumental performance, books and videos)</p> <p>Explore and respond to traditional American patriotic music through varied media (e.g. listening samples, vocal/instrumental performance, books and videos)</p>	<p>Use everyday words to describe personal preferences</p> <p>Move to music from The Nutcracker Suite, accompany with instruments, watch excerpts of the ballet and describe</p>	<p><u>The Nutcracker</u>, Pyotr Ilyich Tchaikovsky</p> <p>Read-Aloud: <u>The Nutcracker</u>, Susan Jeffers</p> <p>Film: George Balanchine's <u>The Nutcracker</u>, performed by the New York City Ballet</p> <p>Suggested composers: Vivaldi, Mozart, Beethoven, Haydn Saint-Saëns, Tchaikovsky, Grieg Rimsky-Korsakov, Sousa, Debussy, Dukas, Joplin, Cohan Prokofiev, Williams, Marsalis</p>	Performance rubrics
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Robbinsville Public Schools

Unit #4: Musical Instruments

Enduring Understandings: <ul style="list-style-type: none"> Instruments produce sound through vibration. Different factors affect the timbre of an instrument (size, shape, material, source of vibration, technique) Ideas can be expressed through instrumental music. 	Essential Questions: <ul style="list-style-type: none"> How does orchestration reflect the composer's intent? How does instrumental music elicit emotion? What are the similarities and differences between instrumental and vocal music?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Example: Students will describe and compare how different instruments produce sound through vibration.</p> <p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. Example: Students will understand and demonstrate proper instrument care and playing technique.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. Example: Students will work independently and in small groups to prepare original vocal/instrumental music. Students will explore and share original musical ideas as they improvise, compose, accompany and perform.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Cr1a	How do instruments produce sound?	Aurally and visually identify classroom instruments and instruments of the orchestra	Play different tempi on rhythm instruments	<u>The Jazz Fly</u> , Matthew Gollub	Teacher and peer feedback
1.3A.2. Cr3a	What are pitched and unpitched instruments?	Understand that instruments are grouped into families by the way they produce sound	Accompany a song, story, poem or speech piece with rhythm instruments	<u>The Little Old Lady Who Was Not Afraid of Anything</u> , Linda Williams	Self-evaluation Aural assessment
1.3A.2. Pr5c	Why is proper instrument care/playing technique important? How do physical qualities (size, shape,	Explain how sound is produced through vibration on different instruments	Select rhythm instruments to perform the different sound effects in <u>The Little Old Lady Who Was Not Afraid of Anything</u>	<u>Old Black Fly</u> , Jim Aylesworth	Performance rubrics

	<p>material) contribute to an instrument's timbre?</p>	<p>Use proper playing technique to perform basic rhythm patterns on percussion instruments</p> <p>Perform a melody on pitched percussion using musical alphabet</p> <p>Improvise a melody on pitched percussion instruments</p> <p>Aurally identify pitched vs. unpitched percussion; introduce physics of sound.</p> <p>Explore alternative ways to perform body percussion and classroom instruments.</p> <p>Create and perform music using "found sounds"</p> <p>Compare/contrast traditional instruments of different cultures</p>	<p>Perform written rhythmic notation on choice of rhythm instrument</p> <p>Read and sing the story <u>Old Black Fly</u>; perform melody on pitched percussion for chorus "Shoo fly shoo fly shoo" (G-F-E-D-C)</p> <p>Use rhythm sticks to perform 4-beat rhythms, gradually increasing tempo</p>	<p><u>Welcome to the Symphony</u> and <u>Welcome to Jazz</u>, Carolyn Sloan</p>	
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Robbinsville Public Schools

Unit #5: Rhythmic Notation

Enduring Understandings: <ul style="list-style-type: none"> • Rhythm is a series of sounds/silences (notes/rests) of varying duration. • In rhythmic notation, different symbols indicate note/rest value (duration of sound/silence) in relation to the beat. • The time signature (meter) of a piece of music indicates how the beat is organized. 	Essential Questions: <ul style="list-style-type: none"> • What is the relationship between beat and rhythm? • Can rhythm exist without beat? • How does the speed of the beat (tempo) affect the music?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.5.P.A.1: Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). Example: Students will develop gross motor skills as they keep the beat and perform rhythmic patterns with body percussion.</p> <p>2.5.P.A.3: Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). Example: Students will develop coordination skills as they perform rhythm patterns with percussion instruments.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. Example: Students will work independently and in small groups to prepare original vocal/instrumental music. Students will explore and share original musical ideas as they improvise, compose, accompany and perform.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Cr2b	What is the relationship between beat and rhythm?	Aurally identify steady/not steady; explain beat and rhythm	Use rhythm syllables to reinforce note and rest values (ta, ti-ti, sh)	Pitched/unpitched instruments	Improvisation/Composition
1.3A.2. Pr5d	How is rhythm notated?	Notate four-beat rhythms in standard notation	Add instrumental accompaniment to a piece by following sheet music	Rhythm notation, sheet music, rhythm flashcards	Aural assessment Notation
1.3A.2. Pr5e	How does time signature indicate how music is organized?	Perform a steady beat or rhythmic ostinato to accompany a selection	Count the beats in each measure of common time; construct rhythm patterns	Note/rest visual aids	Performance rubrics

		<p>Identify the duration of notes written in standard notation (whole, half, quarter, eighth note pairs and quarter rests)</p> <p>Identify the function of common music symbols and terms (meter, bar line, double bar, repeat, coda) and apply understanding to rhythmic performance</p> <p>Perform simple rhythms in common time using quarter notes, eighth note pairs, quarter rests, and half notes with rhythm syllables/body percussion/rhythm instruments</p> <p>Improvise a rhythmic pattern using quarter notes, eighth note pairs, quarter rests, and half notes</p> <p>Compose a rhythmic pattern using quarter notes, eighth note pairs, quarter rests, and half notes</p>	<p>Aurally identify rhythm of spoken words and phrases by clapping syllables</p> <p>Perform rhythms by clapping notes, hands apart for rests</p> <p>Perform speech pieces and poems with steady beat or rhythm ostinato accompaniment</p>	<p>“Listen and Move” manipulatives for steady beat and coordination Hot Potato, Pass the Pig, Bop It</p> <p>Manipulatives for rhythm notation:: rhythm dice, popsicle sticks, rhythm Legos, magnets</p>	
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Robbinsville Public Schools

Unit #6: Drama/Performance

Enduring Understandings: <ul style="list-style-type: none"> • Musical performances are celebrated by many different cultures around the world. • Music is performed for many reasons, including self-expression, entertainment, social connections, storytelling, celebrations, and cultural and religious traditions. • The purpose of a performance affects musical choices. 	Essential Questions: <ul style="list-style-type: none"> • What makes a performance successful? • How does the audience impact the performance? • What emotions might a performer experience before, during, and after a performance?
Interdisciplinary Connections	
2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children. Example: Students will practice healthy ways to emotionally, mentally and physically prepare for a performance.	
7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. Example: Students will perform and describe music using Italian terms for basic musical directions, including dynamics (<i>forte/piano</i>) and tempo markings (<i>presto/largo</i>).	
Career/Real World Connections	
CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. Example: Students will work cooperatively to rehearse and perform for an audience with consideration to the audience, setting and purpose of the performance. Students will understand and demonstrate appropriate behavior of performers and audience.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Cr3a	How can feedback shape how we rehearse our music?	Use musical terms to describe elements of a theatrical production (chorus, solo, rehearsal, audience, choreography, accompaniment, script, props, finale)	Enhance a story or poem with expression by experimenting with vocal timbre, dynamics and tempo	Selections from <u>Breathe Like a Bear</u> , Kira Willey	Performance rubrics Self-evaluation
1.3A.2. Cr3b	Why is expression an important element of performance?		Rehearse and perform for an audience	<u>Storytime Stretchers</u> , Naomi Baltuck	Teacher and peer feedback
1.3A.2. Pr4a					

1.3A.2. Pr6a	What steps should be taken when preparing for a performance?	Demonstrate expression through vocal music; Use vocal inflection to enhance performance of spoken word	Read a story or poem with expressive vocal timbre	<u>Warm-Ups for Young Voices</u> , Anne Ellsworth & Teresa Jennings	Concert performance evaluation
1.3A.2. Pr6b	How can we “wow” the crowd when performing for an audience?	<p>Identify dynamic markings and compare <i>forte</i> and <i>piano</i>; Identify tempo markings and compare <i>presto</i> and <i>largo</i></p> <p>Perform vocal and instrumental music with appropriate dynamic/tempo</p> <p>Demonstrate proper vocal technique, rhythmic/melodic accuracy, expression, and appropriate performance behavior</p> <p>Describe the different emotions a performer might experience when performing for an audience; identify ways of coping with performance anxiety</p> <p>Evaluate musical performances; provide meaningful feedback to peer performances</p> <p>Apply teacher and peer feedback to refine a personal performance</p>	<p>Collaborate in small group to refine a performance (song, skit, puppet show, etc.) to present to peers</p> <p>Self-reflect on personal performances with written and illustrated response (“My favorite part was...”)</p>	<p>Pictures/visual aids</p> <p>Manipulatives: finger puppets, stuffed animals, wooden shapes, felt/magnet boards, picture books</p>	

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>