

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Music
Grades K-6

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Conforms to New Jersey Core Content Curriculum Standards for the Visual and Performing Arts

Board Approved: June 21, 2016

General Music K-6 Curriculum Guide

The Bloomfield Public Schools Vision for Fine Arts

Mission, philosophy and rationale

We, the arts educators of Bloomfield, believe that arts instruction is a core area of education. Arts experiences, knowledge, skills and dispositions are prevalent and integral in the daily lives of people all over the world, not merely a source of entertainment. We believe the schools have an obligation to educate every child, help every child meet his or her fullest potential as a person and member of society, and provide the appropriate learning experiences to meet the goal. The arts are a distinctive part of that obligation. The Bloomfield community embraces the arts and explicitly demands art education as part of the total education for all students.

Arts education uniquely presents learning opportunities for all students, including:

- Increased learning opportunities
 - Learning through activity (praxis)
 - Developing innovative mental capabilities
 - Developing both sides of the brain
 - Refining motor skills
 - Encouraging creative thinking
- Increased sense of community and collaboration
 - Collaborating, working together for the common cause
 - Unifying diverse communities, culturally, socio-economically
 - Increasing awareness of surroundings
 - Development of artistic abilities and sensibilities
 - Being part of an artistic community
 - Appreciating the artistic process and recognizing quality in the arts in a postmodern society
 - Encouraging future artistic endeavors, such as possible arts careers, becoming a consumer of the arts, becoming a supporter of the arts
 - Coming to know and appreciate artistic creation
 - Expanding aesthetic sensitivity
- Development of self, self-awareness, emotional quotient ("EQ")
 - Providing a means of expression, often a mode of nonverbal communication
 - Providing another path of self-knowledge
 - Celebrating humanity
 - Engaging senses
 - Enhancing lives

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- Cultural and historical context and awareness
 - Expanding multicultural awareness
 - Understanding the history of the human condition through the arts
 - Understanding and appreciating different perspectives

Music Education as Praxis

Through the centuries, one constant has been the ability of humans to express themselves through artistic creations. People have always communicated ideas and feelings through music. It is the inherent nature of music to provide students, regardless of their own cultural background, with the tools to express themselves creatively. In addition to these tools, each of the music offerings provides, in part, insight into the medium from a historical perspective, bringing to light the vast artistic cultures of the world.

Developmentally, students learn best through “active learning,” not from passive absorption. Music classes provide a highly active and interactive learning experience that not only leads to performances, but also helps reinforce the concepts of community, common goals, aesthetic awareness, and the universality of musical language.

Music education philosophy in the past has centered more frequently on the “appreciation” or aesthetic experience of music, but as David Elliott concisely puts it, “Music is a diverse human practice,” (1995) implying that if we truly wish to teach music, we must “practice” it, or more simply, just do it. Our students do not merely wish to know about music, they must participate in the various processes of *making* music. This curriculum is, therefore, praxial in nature, with assessment emphasizing active musical skills, and not solely the acquisition of static knowledge. Students will “know” music because they “do” music.

When the National Standards for the Arts were released in 1994, the introduction went a step further and stated that *all* arts education not only benefits the individual student, but also benefits and advances society by giving students tools for:

- Understanding human experiences, both past and present
- Learning to adapt to and respect others’ (often very different) ways of thinking, working, and expressing themselves
- Learning artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation
- Understanding the influences of the arts, for example, in their power to create and reflect cultures, in the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action
- Making decisions in situations where there are no standard answers
- Analyzing nonverbal communication and making informed judgments about cultural products and issues
- Communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression. (pp. 6-7)

With that in mind, our students are, therefore, not simply learning music lessons, but lessons how to survive better in the world and make the world a better place, a prevalent, but often unstated goal of all curriculum.

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MUSIC K-6

Elementary Music provides the foundation for creative expression, culture, aesthetic awareness, and aural development, while providing a background in music history and culture. The Elementary Music Program is offered to k-6th graders in the Elementary Schools. Currently the students in grades k-6 receive 38 minutes of music instruction. The curriculum focuses on the CPIs from k-6th grade, in alignment with the recent Visual & Performing Arts standards realignment and NJCCCS/ CPI for Technology and 21st Century Skills.

Established Goals: New Jersey Core Content Curriculum Standards

New Jersey Core Content Curriculum Standards for the Visual and Performing Arts

The state of New Jersey has identified the visual and performing arts as core curriculum for all students K-12. Although these standards are not assessed on the state level, it is required that all fine arts curricula address the standards and include them at some level. The state has identified five standards and further clarified their purpose with the big ideas underlying them, as well as the essential questions and enduring understandings they address. The mission of the visual and performing arts is defined by the state as:

The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. (NJCCCS, 2004)

The Standards Clarification Project, the state used McTighe and Wiggins' Understanding by Design as a guide for making the standards more accessible and able to be realized in practice. For each of the five primary standards, the underlying big idea was stated, followed by essential questions and enduring understandings. The standards are the overarching goals for the entire visual and performing arts program. Specific goals for each course are addressed in individual curriculum. The 2009 VPA Standards are:

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.

Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.

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In addition, all Bloomfield curricula address Standards 8 and 9, Technology and 21st Life and Careers:

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

Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.

Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

Standards Clarification Project Grades K-12 Visual and Performing Arts

In 2008, the NJ Department of Education produced the Standards Clarification Project. Although the project was aligned to the 2004 standards, its use of big ideas, essential questions and enduring understandings still undergird the current 2009 standards. The following is a realignment of the clarifications to fit with the current VPA standards.

Standard 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.

Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.

Essential Questions: 1) How do underlying structures unconsciously guide the creation of art works? 2) Does art have boundaries?

Understandings: 1) The arts serve, multiple functions; enlightenment, education and entertainment. 2) Underlying structures in art can be found via analysis and inference. 3) The artistic process can lead to unforeseen or unpredictable outcomes.

Standard 1.2: History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.

Big Idea: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

Essential Questions: 1) does art define culture or does culture define art? 2) What is old and what is new in any work of art? 3) How important is "new" in art?

Understandings: 1) Culture affects self-expression, whether we realize it or not. 2) Every artist has a style; every artistic period has a style.

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Standard 1.3: Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and/or presenting works of art in dance, music, theatre and visual art.

Big Idea: Active participation in the arts leads to comprehensive understanding of the imaginative and creative process.

Essential Questions: 1) How does creating and performing in the arts differ from viewing the arts? 2) To what extent does the viewer properly affect and influence the art and the artists and to what extent is the art for the artist?

Understandings: 1) Through the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

Standard 1.4: Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of art philosophies, judgment and analysis to works of art in dance, music, theatre and visual arts.

Big Idea: Aesthetic knowledge stimulates judgment and imagination, empowering students to interpret, appreciate and extract meaning from the arts through the critical process; students formulate judgments regarding artistic and aesthetic merits of artwork.

Essential Questions: 1) When is art criticism vital and when is it beside the point? 2) Why should I care about the arts? 3) What's the difference between a thoughtful and a thoughtless artistic judgment?

Understandings: 1) Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 2) The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. 3) Experts can and do disagree about the value, power and source of art. 4) The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

National Core Arts Standards

The National Core Arts Standards Matrix

The Standards Matrix provides a unified view of the Standards for the five arts disciplines. Helping educators throughout the nation work toward common ends by recommending worthy goals for students as they progress – from grade to grade, instructor to instructor, school to school, or community to community – is one of the key reasons for providing arts standards. Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans PreK-12 and is aligned to the philosophical foundations and lifelong goals. Rooted in backward design, this outcomes-based approach to teaching and learning in the arts emanates from four artistic processes, eleven anchor standards, and PK-12 performance standards articulated by each of the five arts disciplines.

Instructional support resources provide greater insight into the meaning of the standards; provide instructional guidance; and show how student learning can be measured through rich performance tasks. The instructional support resources include enduring understandings, essential questions, process components, glossaries, and model cornerstone assessments with key traits. Some of these support resources are emphasized differently among the arts disciplines. To accommodate these nuances, web-based viewing and reporting options will vary slightly across arts disciplines.

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There are numerous advantages of a web-based presentation of standards, including the ability to add content, enhance the site over time, and link to NCCAS organizational member sites for additional resources and professional development opportunities. The site will also allow users to identify how 21st Century skills align to the new standards.

While the standards are rooted in an outcomes-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, performance standards for students up to grade 8 are listed grade-by-grade, in the full knowledge that some schools do not provide instruction in some art forms in certain grades within that span. Notwithstanding this fact, performance standards appear at grade level because that is the typical working structure of our nation's PK-8 schools, and the standards are meant as a guide to articulating the place of the arts in those schools. Individual districts will have to work through implementation of these standards within current allocations of time and resources even as they work toward the full availability of the arts for all students.

Because students' selection of arts courses can occur at any grade, the new high school standards are presented in three levels of proficiency rather than by grade. The three levels—Proficient, Accomplished, and Advanced—are flexible enough to accommodate 9 varying degrees of achievement by students during high school, including those who build on their PreK-8 foundation by pursuing deeper engagement in one arts discipline, as well as those who explore a wide range of artistic pursuits and experiences (further defined on page 17).

The standards matrix is a visual aid that shows the arrangement of and relationship among the elements of the National Core Arts Standards. Altogether, these elements will assist local education agencies in writing curriculum. The elements include sample cornerstone assessments – supplied for grades 2, 5, and 8, and for each high school proficiency level – that illustrate how student learning can be assessed through rich performance tasks with clearly identified criteria. These tasks are intended to serve as models to guide the development of local assessments and as such, will eventually be benchmarked with student work and available on the NCCAS website.

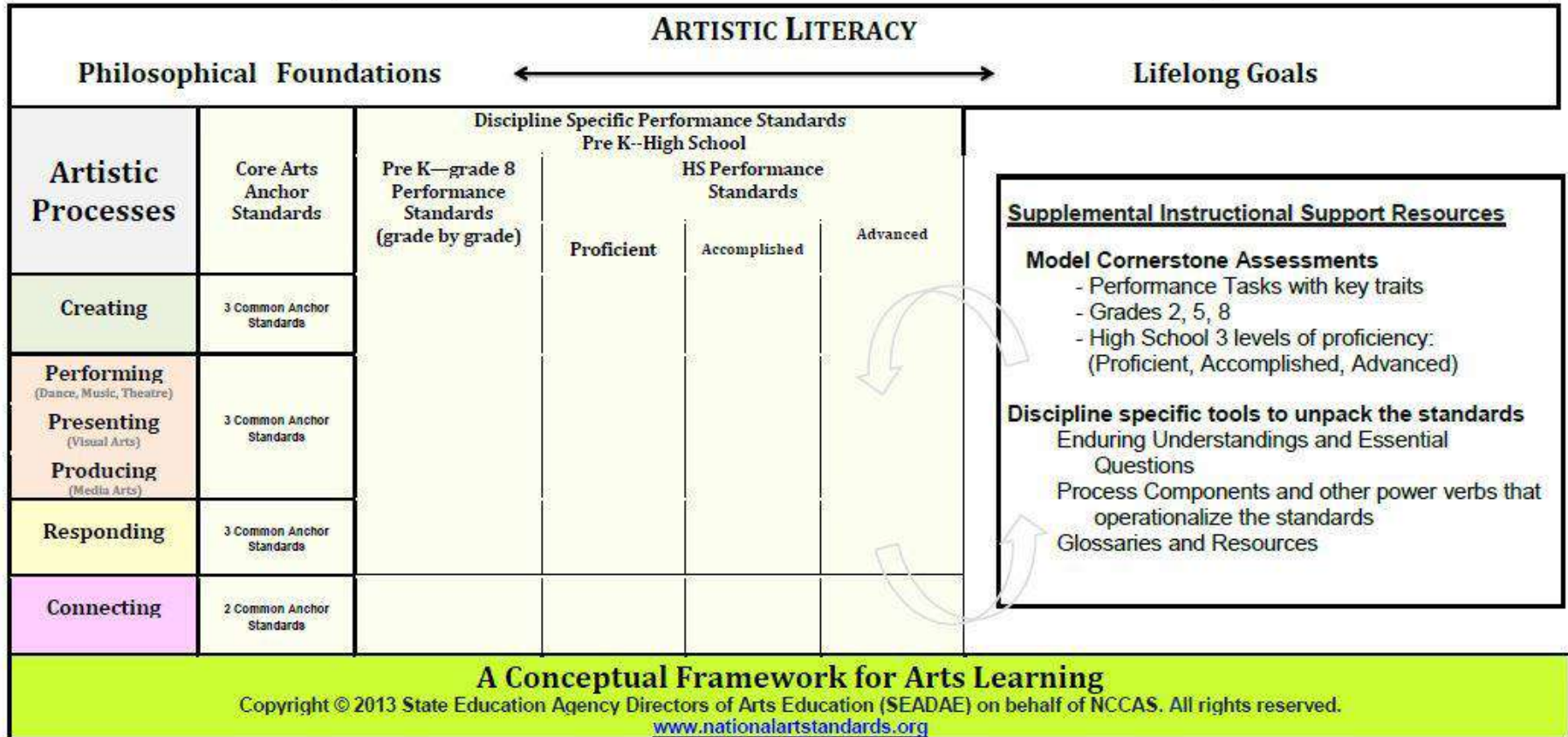
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National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



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Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

National Core Arts Standards Artistic Processes and Anchor Standards			
Artistic Processes			
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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Bloomfield Public Schools Understanding by Design Unit Template

Title of Unit	History & Culture	Grade Level	K-6
Curriculum Area	Fine Arts	Time Frame	36 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
Students will be able to understand and develop appreciation for cultural and historical styles and musicians. Students will demonstrate accurate knowledge of history and culture through verbal and written responses and activities.			
Primary Interdisciplinary Connections			
Anchor Standard #1. Generate and conceptualize artistic ideas. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. 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. 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. 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. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts. Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures. Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art. Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment. Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function			

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successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

 X **Global Awareness**

 X **Civic Literacy**

 X **Financial, economic, business, and entrepreneurial literacy**

 X **Health Literacy**

Transfer

Students will be able to independently use their learning to:

- Identify musicians throughout history
- Possible inspiration and motivation
- Communication

Meaning

Understandings

Students will understand that...

- Music is reflective of the culture(s) that created it.
- Music is a form of communication.
- Music is always present in the world around us.
- Music is a means of personal expression, style, and taste.
- Music creation fosters critical thinking.
- Music is a language with its own syntax, structure, and rules.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and through music, themselves

Essential Questions

Students will keep considering...

- How do people/I use music to communicate with others?
- How can music influence your feelings?
- In what ways can music elements become the foundation of your own composition?
- How do I fine-tune my work?
- How does my individual effort become a group effort?
- What is *quality* in a music ensemble? How do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of others? Myself?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my culture?
- How does music change over time and place?
- Does music have to be beautiful?
- How do artists make decisions?

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Acquisition		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none">- That music and culture reflect and affect each other.- Common elements of genre, era, and culture.- Contributions of individual musicians.	<ul style="list-style-type: none">- Identify the role of music in our society.- Identify elements of genre, era, or culture.- Identify impact of individual musicians on their society	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">• Established Goals• Transfer Goals• Enduring Understandings• Essential Questions• Knowledge• Skills	<ul style="list-style-type: none">• Expression & Creativity• Technique• Assignment Comprehension• Effort• Written Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Lecture• Modeling/ Demonstration• Class Discussion• Co-operative Learning & Group Projects• Video• Critique• Field Trip• Kinesthetic Exercises• Individual Conferencing during studio time
		Summative <ul style="list-style-type: none">• Quizzes/Tests• Journal• Oral Presentations• Writing Assignments• Peer Evaluations• Teacher observation of group activity.• Homework• In-Class Participation• Self-evaluations• Critiques

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		<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Concerts • Performances
		Summative

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
Kindergarten	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
First Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Second Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)

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Learning Plan (Stage 3)		
Third Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Fourth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Fifth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Sixth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
	Suggested Activities	Suggested Resources
Kindergarten	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	

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Learning Plan (Stage 3)		
First Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	
Second Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	
Third Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	
Fourth Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	

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Learning Plan (Stage 3)		
Fifth Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	
Sixth Grade	Using the repertoire: <ul style="list-style-type: none"> - Students will experiment with various interpretations of a song - Use Orff instruments to create music - Reflect on the origin of musical compositions - Evaluate various compositional techniques used to create geographical specific musical genres. 	

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- | | |
|------------|----------------|
| - Era | - Dynamics |
| - Period | - Articulation |
| - Movement | - Blend |
| - Style | - Balance |
| - Culture | - Phrasing |
| - Pitch | - Intonation |
| - Meter | - Tone Quality |
| - Rhythm | - Technique |

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

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Bloomfield Public Schools Understanding by Design Unit Template

Title of Unit	Music Literacy	Grade Level	K-6
Curriculum Area	Fine Arts	Time Frame	36 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
All students will be able to explore musical elements through verbal and written responses to diverse aural prompts and printed scores and will use appropriate musical terminology to describe musical elements. All students will be able to identify and perform musical elements of melody, notation, and rhythm in response to written and aural prompts.			
Primary Interdisciplinary Connections			
Anchor Standard #1. Generate and conceptualize artistic ideas. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. 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. 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. 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. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts. Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures. Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art. Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.			

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Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

 X **Global Awareness**

 X **Civic Literacy**

 X **Financial, economic, business, and entrepreneurial literacy**

 X **Health Literacy**

Transfer

Students will be able to independently use their learning to:

- Demonstrate accurate knowledge of various tone qualities produced by individual voices, groups of voices, individual instruments, and groups of instruments by identifying and categorizing sounds and sources by common traits.
- Demonstrate accurate knowledge of musical elements through verbal and written responses using appropriate musical terminology.

Meaning

Understandings

Students will understand that...

- Music is a reflection of culture, history, and personal taste.
- Music is a language with its own syntax, structure, and rules.
- The elements of music contribute to music's aesthetic and expressive nature.

Essential Questions

Students will keep considering...

- How do people/I use music to communicate with others?
- What is the importance of being able to read and comprehend music as a musician?

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Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none">- Vocabulary for articulation (legato, staccato) and dynamics (p, f), phrase form (ab, aba, aaba, aabb), Call and Response, Verse and Refrain.- Melodic direction steps, leaps and repeated pitches.- Differences between beat, rhythm and meter.- Notation including quarter notes, eighth notes, quarter rest, half note, and sixteenth note patterns.		<ul style="list-style-type: none">- Sing a variety of simple songs in various keys and meters, alone and with a group.- Develop aural perception and inner hearing skills.- Sing melodic patterns in echo and call-response forms.- Identify melodic direction, steps, leaps, and repeated pitches aurally and through performance.- Identify beat, rhythm, and notation and meter aurally, visually, and through performance.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">• Established Goals• Transfer Goals• Enduring Understandings• Essential Questions• Knowledge• Skills	<ul style="list-style-type: none">• Expression & Creativity• Technique• Assignment Comprehension• Effort• Written Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Lecture• Modeling/ Demonstration• Class Discussion• Co-operative Learning & Group Projects• Video• Critique• Field Trip• Kinesthetic Exercises• Individual Conferencing during studio time
		Summative <ul style="list-style-type: none">• Quizzes/Tests• Journal• Oral Presentations• Writing Assignments• Peer Evaluations• Teacher observation of group activity.• Homework• In-Class Participation

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		<ul style="list-style-type: none"> • Self-evaluations • Critiques
		<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Concerts • Performances
		Summative

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
<i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
Kindergarten	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
First Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
Second Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm,	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S)

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Learning Plan (Stage 3)		
	dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Critique of performances (F)
Third Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
Fourth Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
Fifth Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
Sixth Grade	Students will be able to identify and implement into performance elements of music theory, including but not limited to: pitch, meter and time signatures, rhythm, dynamics, articulations, tempo markings, harmony, keys and key signatures, and phrasing.	<ul style="list-style-type: none"> - Performance of technical exercises, informal and formal (D, F, S) - Performance of repertoire, informal and formal (F, S) - Critique of performances (F)
	Suggested Activities	Suggested Resources
Kindergarten	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	
First Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	

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Learning Plan (Stage 3)

Second Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	
Third Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	
Fourth Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	
Fifth Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	
Sixth Grade	Identify and utilize musical elements in order to increase theoretical awareness and understanding.	

Vocabulary

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> - Pitch - Meter - Rhythm - Dynamics - Musicianship - Critique | <ul style="list-style-type: none"> - Articulation - Beat Measure - Bar Line - Scales - Intervals - Phonation - Blend - Balance - Phrasing | <ul style="list-style-type: none"> - Key Signature - Time Signature - Intonation - Repertoire - Tempo - Harmony |
|--|--|---|

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

General Music K-6 Curriculum Guide

Bloomfield Public Schools Understanding by Design Unit Template

Title of Unit	Musicality	Grade Level	K-6
Curriculum Area	Fine Arts	Time Frame	36 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
All students will be able to identify and categorize various sounds in nature, vocal, instrumental, and manmade. All students will be able to explore musical elements through loco motor and non-loco motor movements			
Primary Interdisciplinary Connections			
Anchor Standard #1. Generate and conceptualize artistic ideas. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. 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. 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. 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. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts. Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures. Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art. Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment. Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function			

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successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

 X **Global Awareness**
 X **Civic Literacy**

 X **Financial, economic, business, and entrepreneurial literacy**
 X **Health Literacy**

Transfer

Students will be able to independently use their learning to:

- The students will demonstrate accurate knowledge of various tone qualities produced by individual voices, groups of voices, individual instruments, and groups of instruments by identifying and categorizing sounds and sources by common traits.
- The students will demonstrate accurate knowledge of musical elements through loco motor and non-loco motor movement by demonstrating ability to move in relation to the music they hear.
-

Meaning

Understandings

Students will understand that...

- Music is a language with its own lexicon, syntax, structure, and rules.
- Performance skills are both physical and mental.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- The elements of music contribute to music's aesthetic and expressive nature.
- Increasing technical skill allows performers to better express the music and through music, themselves.
- Critique is an essential process to music making.

Essential Questions

Students will keep considering...

- How do people/I use music to communicate with others?
- How does my individual effort become a group effort?
- What is *quality* in a music ensemble? How do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of others? Myself?

General Music K-6 Curriculum Guide

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none">- Various tone qualities produced by individuals and groups.- Various tone qualities produced by individual instruments and groups of instruments.- Concepts of time and rhythm in relation to movement		<ul style="list-style-type: none">- Identify nature sounds and manmade.- Identify groups: duet, trio, quartet and chorus.- Identify instruments: trombone, violin, timpani, trumpet, clarinet and flute.- Move to beats and rhythm of music.- Create movements to accompany a piece of music.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none">• Established Goals• Transfer Goals• Enduring Understandings• Essential Questions• Knowledge• Skills	<ul style="list-style-type: none">• Expression & Creativity• Technique• Assignment Comprehension• Effort• Written Reflection	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Lecture• Modeling/ Demonstration• Class Discussion• Co-operative Learning & Group Projects• Video• Critique• Field Trip• Kinesthetic Exercises• Individual Conferencing during studio time
		Summative <ul style="list-style-type: none">• Quizzes/Tests• Journal• Oral Presentations• Writing Assignments• Peer Evaluations• Teacher observation of group activity.• Homework• In-Class Participation• Self-evaluations

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		<ul style="list-style-type: none"> Critiques
		<u>Other Evidence</u> Formative <ul style="list-style-type: none"> Concerts Performances
		Summative

General Music K-6 Curriculum Guide

Learning Plan (Stage 3)

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Kindergarten	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
First Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Second Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Third Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Fourth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)

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Learning Plan (Stage 3)		
Fifth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
Sixth Grade	<ul style="list-style-type: none"> - Recognize the relationship between Music and culture throughout history - Know there is a difference in the music of the cultures around the world, and the impact on the social health of the community 	<ul style="list-style-type: none"> - Performance of repertoire, formal and informal. (D, F, S) - Critique of student performances. (F) - Playing tests. (D, F, S) - Teacher Observation (F, S) - Oral Feedback (D, F, S)
	Suggested Activities	Suggested Resources
Kindergarten	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	
First Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	
Second Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	

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Learning Plan (Stage 3)		
Third Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	
Fourth Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	
Fifth Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	
Sixth Grade	Using the repertoire: <ul style="list-style-type: none"> - Experiment with elements of interpretation such as but not limited to style, tempo, dynamics, tone, phrasing, balance, blend, and articulation. - Through movement and simple dances the students will experiment with various time signatures 	

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Vocabulary

- Musicianship
- Blend
- Balance
- Tone Quality
- Breath Control
- Repertoire Articulation
- Dynamics
- Interpretation
- Critique
- Pharynx
- Diaphragm
- Uvula
- Intercostal Muscles
- Ratio

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

General Music K-6 Curriculum Guide

Bloomfield Public Schools Understanding by Design Unit Template

Title of Unit	Artistic Experiences & Behaviors, and Musical Composition	Grade Level	K-6
Curriculum Area	Fine Arts	Time Frame	36 Days
Developed By	Jennifer Khoury, Fine Arts Supervisor		
Desired Results (Stage 1)			
Established Goals			
Student will be able to respond to works of music, differentiate between fact and opinion, and use a common language in a positive and constructive atmosphere. Students will be able to identify varying forms, timbres, cultures and the historical/social origin/significance of pieces of music through listening analytically			
Primary Interdisciplinary Connections			
<p>Anchor Standard #1. Generate and conceptualize artistic ideas.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #4. Analyze, interpret and select artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard #7. Perceive and analyze Artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p>Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p>Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology,</p>			

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engineering technological design and the designed world, as they relate to the individual, global society and the environment.

Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

 X **Global Awareness**

 X **Civic Literacy**

 X

Financial, economic, business, and entrepreneurial literacy

 X

Health Literacy

Transfer

Students will be able to independently use their learning to:

- Demonstrate accurate knowledge of music's form, timbre, culture, and social/historical significance in response to listening examples through written and aural prompts and performances, individually and in groups. Core Content Instruction

Meaning

Understandings

Students will understand that...

- Music is a form of communication.
- Music is always present in the world around us.
- Music is a means of personal expression style and taste.
- Music creation fosters critical thinking.

Essential Questions

Students will keep considering...

- How do I use musical skills beyond the projects in art class?
- How do artists make decisions?
- How does making music affect your feelings?

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Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none"> - How elements were used in musical works and use the correct terminology of these elements. The use of critiques in the works of others and their own. That individuals disagree about the choices one makes and the difference between fact and opinion. - Students will know all music contains elements that can be identified aurally. - Students will know that music is a direct reflection of a society's values and beliefs. - Students will know and identify important artists that have made significant contributions to the world of music throughout history. 		<ul style="list-style-type: none"> - Use correct terminology to describe a piece of music. Differentiate between fact and opinion. - Students will be able to identify elements of music through listening. - Students will make connections to the social values of diverse societies and/or cultures through listening to their music. - Students will identify important artists and their artwork through listening.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<ul style="list-style-type: none"> • Established Goals • Transfer Goals • Enduring Understandings • Essential Questions • Knowledge • Skills 	<ul style="list-style-type: none"> • Expression & Creativity • Technique • Assignment Comprehension • Effort • Written Reflection 	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <ul style="list-style-type: none"> • Lecture • Modeling/ Demonstration • Class Discussion • Co-operative Learning & Group Projects • Video • Critique • Field Trip • Kinesthetic Exercises • Individual Conferencing during studio time

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		<p>Summative</p> <ul style="list-style-type: none"> • Quizzes/Tests • Journal • Oral Presentations • Writing Assignments • Peer Evaluations • Teacher observation of group activity. • Homework • In-Class Participation • Self-evaluations • Critiques
		<p><u>Other Evidence</u></p> <p>Formative</p> <ul style="list-style-type: none"> • Concerts • Performances
		<p>Summative</p>

General Music K-6 Curriculum Guide

Learning Plan (Stage 3)

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Kindergarten	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)
First Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)
Second Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)

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Learning Plan (Stage 3)		
Third Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)
Fourth Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)
Fifth Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate) 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)
Sixth Grade	<ul style="list-style-type: none"> - Produce musical works reflective of their culture in one of the arts areas. - Reproduce emotional effects through performance. - Apply arts elements in the creation of symbolic images of nature. - Respond to arts performances with the use of 	<ul style="list-style-type: none"> - Final Project (FS) - Class Participation (D F S) - Critique (F S) - Teacher Observation (F S) - Oral Feedback (D F S)

General Music K-6 Curriculum Guide

Learning Plan (Stage 3)		
	appropriate vocabulary. - Develop emotionally charged performances (grade-appropriate)	
	Suggested Activities	Suggested Resources
Kindergarten	- Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres.	
First Grade	- Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres.	
Second Grade	- Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres.	
Third Grade	- Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various	

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Learning Plan (Stage 3)		
	musical genres.	
Fourth Grade	<ul style="list-style-type: none"> - Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres. 	
Fifth Grade	<ul style="list-style-type: none"> - Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres. 	
Sixth Grade	<ul style="list-style-type: none"> - Create a performance that expresses ideas from a family tradition. - Discuss various ways of describing art works or performances through the use of arts vocabulary. - Through movement and simple dances the students will perform, choreograph and recognize various musical genres. 	

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Vocabulary

- Isolated
- Whole body rehearsal
- Professional ensemble performance
- Improvisation
- Ballet
- Tap
- Spontaneous design choreograph
- Interpret/interpretation

Strategies for Differentiation

Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers

MUSIC k-6
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RHYTHM

	MOVING	SPEAKING/ SINGING	LISTENING	PLAYING	READING/ NOTATING	CREATING
K	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8		Pulse- 2/4 4/4 6/8
	Patterns- J))	Patterns- J) }	Patterns- J) }	Patterns- J) }		Patterns- J))
1	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8	Pulse- 2/4 4/4 6/8
	Patterns- J) }	Patterns- J) }	Patterns- J) }	Patterns- J) }	Patterns- J) }	Patterns- J))
2	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8
	Patterns- J))j	Patterns- J))_J	Patterns- J))_J	Patterns- J))J	Patterns- J))J	Patterns- J))j
3	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8
	Patterns- J))J °)))	Patterns- J))j °)))	Patterns- J))j °)))	Patterns- J))j °)))	Patterns- J))j °)))))	Patterns- J))j °))))) Question/answer technique
4	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8
	Patterns- J))J °)))))	Patterns- J))j °)))))	Patterns- J))j °)))))	Patterns- J))j °)))))	Patterns- J))j °)))))	Patterns- J))J °))))) Question/answer technique
5	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8
	Patterns- J))J °)))))))&)))	Patterns- J))j °)))))))&)))	Patterns- J))j °)))))))&)))	Patterns- J))j °)))))))&)))	Patterns- J))j °)))))))&)))	Patterns- J))J °)))))))&))) Question/answer technique
6	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8	Pulse- 2/4 3/4 4/4 6/8
	Patterns- J))J °))))) Simple Organized Dances	Patterns- J))j °)))))))&)))	Patterns- J))j °)))))))&)))	Patterns- J))J °)))))))&)))	Patterns- J))J °)))))))&)))	Patterns- J))J °)))))))&))) Question/answer Techniques

MELODY

	MOVING	SPEAKING/ SINGING	LISTENING	PLAYING	READING/ NOTATING	CREATING
K	Melodic Direction High/ Low	Melodic Direction High/ Low Vocal Tone Production Songs- limited range Repertoire Songs	Melodic Direction High/ Low	Melodic Direction High/ Low Size of sound source/ pitch	Melodic Direction (Devised Notation)	Songs in a limited range
1	Melodic Direction High/ Low Melodic Contour	Melodic Direction High/ Low Melodic Contour Vocal Tone Production S-M S-M-L Repertoire Songs	Melodic Direction High/ Low Melodic Contour S-M-L patterns	Melodic Direction High/ Low S-M intervals Size of sound source/ pitch	Melodic Direction High/ Low Melodic Contour S-M S-M-L Patterns	S-M-L Patterns
2	Melodic Contour	Melodic Contour Skips/ Steps/ Repeats Vocal Tone Production S-M-L-D-R Repertoire Songs	Melodic Contour S-M-L-D-R Patterns	S-M-L Patterns Size of sound source/ pitch	S-M S-M-L S-M-D patterns Melodic Contour Skips/ steps/ repeats	S-M-L-D Patterns
3	Melodic Contour Skips/ Steps/ Repeats	Melodic Contour Skips/ Steps/ Repeats Scale Patterns Vocal Tone Production S-M-L-D-R-D' Repertoire Songs	Melodic Contour S-M-L-D-R-D' Patterns	Skips/ Steps/ Repeats Size of sound source/ pitch S-M-L S-M-D M-R-D Patterns	Skips/ Steps/ Repeats	Pentatonic Melodies on Pitched Instruments
4	Melodic Contour	Melodic Contour Skips/ Steps/ Repeats Scale Patterns Vocal Tone Production S-M-L-D-R-D'- Fa- Ti Repertoire Songs	Skips/ Steps/ Repeats Scale Patterns S-M-L-D-R-D'- Fa-Ti	B-A-G on soprano recorder Skips/ steps/ repeats Scale patterns Size of sound source- pitch	Skips/ steps/ repeats Musical alphabet B-A-G- E-C'-D' on soprano recorder B-A-G Patterns Musical Alphabet	Pentatonic melodies on Pitched Instruments B-A-G-E-C'-D' on soprano recorder Question/ answer technique
5	Melodic Contour	Melodic Contour Skips/ Steps/ Repeats Scale Patterns Vocal Tone Production S-M-L-D-R-D'- Fa- Ti Repertoire Songs	Skips/ Steps/ Repeats Scale Patterns S-M-L-D-R-D'- Fa- Ti	Skips/ steps/ repeats Scale Patterns Pentatonic Melodies Size of sound source/ pitch	Pentatonic melodies Skips/ Steps/ Repeats	Pentatonic Melodies Question/ answer techniques
6	Melodic Contour	Melodic Contour Skips/ Steps/ Repeats Scale Patterns Vocal Tone Production S-M-L-D-R-D'- Fa- Ti Repertoire Songs	Skips/ Steps/ Repeats Scale Patterns S-M-L-D-R-D' Fa- Ti	Skips/ steps/ repeats Scale Patterns Pentatonic Melodies Size of sound source/ pitch	Pentatonic melodies Skips/ Steps/ Repeats	Pentatonic Melodies Question/ answer techniques

HARMONY

	MOVING	SPEAKING/ SINGING	LISTENING	PLAYING	READING/ NOTATING	CREATING
K		Rhyme w/teacher Accompanied Ostinato				
1	Ostinato	Rhyme w/ 1 ostinato	Ostinato	Mallet Technique Chord Bordun Ostinato	Ostinato	Ostinato
2	Ostinato 2-pt rounds	Rhyme w/ Ostinati	Ostinato 2-pt rounds	Mallet Technique Chord bordun Broken bordun 2-measure ostinato 2-pt rhythmic score	Ostinato 2-pt rhythmic score	Ostinato
3	Ostinati 2-pt rounds	Ostinati S-M-L vocal ostinato 2-pt rounds	Ostinati 2-pt rounds	Mallet Technique Chord & broken bordun 2-measure ostinato 2-pt rhythmic score Rhythmic score w/ multi parts	Ostinati 2-pt rhythmic score	Ostinati
4	Ostinati 2- & 3- pt rounds	Ostinati Pentatonic vocal ostinato 2- & 3- pt rounds	Ostinati 2- & 3- pt rounds	Mallet technique Chord broken and crossover borduns Ostinati Rhythmic score w/multi parts 2- & 3- part rounds	Ostinati 2- & 3- pt rounds 2-pt rhythmic score	Ostinati
5	Ostinati 2- & 3- pt rounds	Rhyme w/ multi ostinati Pentatonic vocal ostinato 2- & 3- pt rounds Partner songs & descants	Ostinati 2- & 3- pt rounds	Mallet technique Chord broken and crossover bordun Rhythmic score w/ multi parts 2- & 3- pt rounds Partner songs & descants	Ostinati 2- & 3- pt rounds 2-pt rhythmic score	Ostinati
6	Ostinati 2- & 3- pt rounds	Rhyme w/ multi ostinati Pentatonic vocal ostinato 2- & 3- pt rounds Partner songs & descants 2- pt selections	Ostinati 2- & 3- pt rounds 2- pt selections	Mallet technique Chord broken and crossover bordun Rhythmic score w/ multi parts 2- & 3- pt rounds Partner songs & descants	Ostinati 2- & 3- pt rounds 2-pt rhythmic score 2- pt selections	Ostinati

FORM

	MOVING	SPEAKING/ SINGING	LISTENING	PLAYING	READING/ NOTATING	CREATING
K	<u>Phrase</u> AB	<u>Phrase</u> AB	<u>Phrase</u> AB	<u>Phrase</u> AB	<u>Phrase</u> AB	<u>Phrase</u> AB
1	Same & different <u>phrases</u> AB ABA	Same & different <u>phrases</u> AB ABA	Same & different phrases AB ABA	Same & different <u>phrases</u> AB ABA	Same & different <u>phrases</u> AB ABA	Same & different <u>phrases</u> AB ABA
2	Same & different <u>phrases</u> AB ABA Rondo	Same & different <u>phrases</u> AB ABA Rondo <u>Introduction</u>	Same & different phrases AB ABA Rondo Introduction	Same & different <u>phrases</u> AB ABA Rondo	Same & different <u>phrases</u> AB ABA	Same & different <u>phrases</u> AB ABA
3	AB ABA Rondo	AB ABA Rondo Introduction	AB ABA Rondo Intro. coda	AB ABA Rondo Intro. coda	AB ABA Rondo Intro. coda	AB ABA Rondo
4	AABA Rondo	AB ABA <u>AABA</u> Rondo Intro. Coda	AB ABA AABA Rondo Intro. Coda Interlude	AB ABA <u>AABA</u> Rondo Intro. Coda	AB ABA <u>AABA</u> Rondo Intro. Coda	AB ABA <u>AABA</u> Rondo Intro. Coda
5	AABA Rondo Theme and Variations	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude	AB ABA AABA Rondo Intro. Coda Interlude	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude
6	AABA Rondo Theme and Variations	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude Verse and <u>Chorus</u>	AB ABA AABA Rondo Intro. Coda Interlude Theme and Variations Verse & Chorus	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude Theme and Variations	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude Theme and Variations	AB ABA <u>AABA</u> Rondo Intro. Coda Interlude Theme and Variations

EXPRESSIVE/ INTERPRETATION

	MOVING	SPEAKING/ SINGING	LISTENING	PLAYING	READING/ NOTATING	CREATING
K	<u>Creative movement</u> Tempo Dynamics Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures	Timbre Unpitched percussion technique		Tempo Dynamics Timbre
1	<u>Creative Movement</u> Tempo Dynamics Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures	Timbre Unpitched percussion technique	<u>Notation Symbols</u>	Tempo Dynamics Timbre
2	<u>Creative Movement</u> Tempo Dynamics Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures	<u>Timbre</u> Unpitched percussion technique	Instrument Symbols	Tempo Dynamics Timbre
3	Creative Movement Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures Instrument Families	Timbre Unpitched percussion technique	Instrument Symbols	Tempo Dynamics Timbre
4	<u>Creative Movement</u> Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures Instrument Families	Timbre Unpitched percussion technique	Instrument Symbols	Tempo Dynamics Timbre
5	Creative Movement Timbre	Tempo Dynamics Timbre	Tempo Dynamics Timbre Music of many cultures Instrument Families	Timbre Unpitched percussion technique	Instrument Symbols	Tempo Dynamics Timbre
6	<u>Creative Movement</u> Timbre	Tempo Dynamics Timbre Staccato Legato & Ritardando Accelerando	Tempo Dynamics Timbre Music of many cultures Instrument Families	Timbre Unpitched Percussion Technique	Instrument Symbols mp mf Staccato Legato & Ritardando Accelerando	Tempo Dynamics Timbre

k-6 REPERTOIRE

Kinder

- 1) The bear hunt
- 2) The hello song
- 3) Down by the bay
- 4) Johnny works with one hammer
- 5) Apples and bananas
- 6) Wee Willie Winkie
- 7) Twinkle Twinkle
- 8) Eensy Weensy spider
- 9) Old Mac Donald
- 10) Rudolph
- 11) My Aunt Came Back
- 12) Handy Dandy
- 13) You're a Grand Ole Flag
- 14) Little Ducky Duddle
- 15) Jingle Bells
- 16) Head Shoulders Knees and Toes
- 17) You are my Sunshine

Grade 1

- 1) Charlie over the Ocean
- 2) Hunt the Cows
- 3) My country tis of thee
- 4) Michael Finnegan
- 5) The Grizzly Bear
- 6) All Around the Kitchen
- 7) Yankee Doodle
- 8) I've been Workin' on the Railroad
- 9) She'll Be Coming Round the Mountain

Grade 2

- 1) John Jacob Jingleheimerschmidt
- 2) Noble Duke of York
- 3) Old King Glory
- 4) Wibbleton to Wobbleton
- 5) A Sailor went to Sea Sea Sea w/ Long Legged Sailor
- 6) Mouse Mousie
- 7) Here Comes a Bluebird
- 8) This Land is Your Land
- 9) Oh Susanna

Grade 3

- 1) America the Beautiful
- 2) Tideo
- 3) Kookaburra
- 4) Shake them Simmons Down
- 5) Rockin' Robin
- 6) There's a Whole in my Bucket
- 7) Old Brass Wagon
- 8) Home on the Range
- 9) Turkey in the Straw
- 10) When the Saints Go Marching In

Grade 4

- 1) Fifty Nifty United States
- 2) Frog Went a Courtin'
- 3) Oh Wont You Sit Down
- 4) De Colores
- 5) Old Dan Tucker

Grade 5

- 1) Lil Liza Jane
- 2) Simple Gifts
- 3) Wade in the Water
- 4) Ezekiel Saw the Wheel
- 5) God Bless America
- 6) No One in the House
- 7) Mango Walk and Sweet Potatoes
- 8) I Love the Mountains
- 9) Possibilities

Grade 6

- 1) Follow the Drinking Gourd
- 2) I know Where I've Been (Hairspray)
- 3) Star Spangled Banner
- 4) This is My Country
- 5) Fish and Chips and Vinegar
- 6) Dance for the Nations
- 7) Dona Nobis Pacem
- 8) The Peace Round
- 9) Toembai