

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Visual and Performing Arts**

**Second Grade Music**

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**BOARD OF EDUCATION INITIAL ADOPTION DATE:**  
**August, 2020**

## **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 Second Grade Music, students are encouraged to think creatively through a variety of composition and improvisation activities. Students will work independently and cooperatively to create, refine and perform original compositions. Proper instrument use and healthy vocal techniques will be reinforced as students apply music reading to performance. Students are extended opportunities to perform vocal/instrumental music alone and in group ensembles. Standard melodic notation will be introduced, and students will learn new repertoire by reading melodies on the treble staff. Students will aurally and visually identify instruments of the orchestra and characteristics of each instrument family. Musical symbols and terminology will be introduced and applied to the performance of musical selections. Students will be encouraged to demonstrate this musical knowledge to: actively listen and thoughtfully respond to music; interpret artistic intent; offer informed and meaningful feedback to peers; and apply feedback and self-evaluation to refine their own performances. 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"><li>● Quaver</li><li>● Chrome Music Lab</li><li>● GarageBand</li></ul>	<ul style="list-style-type: none"><li>● <u>Music Education and SEL</u>, Scott N. Edgar</li><li>● <u>Responsive Classroom for Music, Art, PE and Other Special Areas</u> from Responsive Classroom</li><li>● <u>The New Music Therapist's Handbook</u>, Suzanne B. Hanser</li><li>● Music K-8 Magazine</li><li>● Activate! Magazine</li></ul>

## 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**

**Second 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. <b>when appropriate</b> )
Unit #1: Moving to Music	<p>Elements of music inform physical response.</p> <p>Styles of music, instrumentation and dance vary around the world.</p> <p>Studying music and dance helps us learn about and understand the world around us.</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>Solo performance rubric</p> <p>Concert 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>Vocal music is a mode of self-expression, communication, social bonding and celebration.</p> <p>The purpose, context and musical elements of a song inform vocal performance.</p> <p>Applying established criteria and demonstrating expressive musical elements enhances vocal performance.</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>Solo performance</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>3-4+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Written/verbal responses</p>	<p>Teacher feedback</p> <p>Self-evaluation</p> <p>Written/verbal responses</p>	<p>Teacher feedback</p> <p>Performance rubrics</p> <p>Written/verbal responses</p>	<p>Alternatives to written/verbal responses include pictures, symbols, emoji charts and gestures.</p>
Unit #4: Musical Instruments	<p>Musical instruments can be a mode of self-expression, communication, and social bonding.</p> <p>Instruments are grouped into four families based on shared characteristics.</p> <p>Instruments vary around the world to suit the purpose or style of the music.</p>	<p>3-4+ lessons</p> <p>Reinforced throughout course</p>	<p>Teacher and peer feedback</p> <p>Self-evaluation</p> <p>Written/verbal responses</p> <p>Solo/group performances</p>	<p>Teacher feedback</p> <p>Aural/visual assessment</p> <p>Written/verbal responses</p> <p>Solo projects</p>	<p>Teacher feedback</p> <p>Aural/visual assessment</p> <p>Written/verbal responses</p> <p>Solo performance</p>	<p>Students with limited dexterity may perform with modified playing techniques and/or adaptive instruments as needed.</p>
Unit #5: Staff Notation	<p>Music is written on a set of lines and spaces (staff). The position of a note on the staff indicates pitch.</p> <p>A melody is a series of pitches that may repeat, move up, or move down. A melody can move in steps and skips.</p> <p>Harmony is created when two or more different pitches sound simultaneously, and notated by aligning notes vertically on the staff.</p>	<p>5-6+ lessons</p> <p>Reinforced throughout course</p>	<p>Read notation and perform</p> <p>Rhythmic and melodic dictation, composition</p> <p>Solo/group projects</p>	<p>Performance rubric</p> <p>Note reading</p> <p>Dictation</p> <p>Written assessment</p>	<p>Teacher feedback</p> <p>Aural/visual assessment</p> <p>Written/verbal assessment</p> <p>Solo performance</p>	<p>Large staff visual and manipulatives (magnets, dry erase, popsicle sticks) for notation and composition activities as needed</p>

Unit #6: Drama/ Performance	<p>Musicians refine their work through receptiveness to new ideas and persistence when presented with a challenge.</p> <p>The purpose of a performance affects musical choices.</p> <p>Understanding how musical elements reflect the purpose of a selection helps us make connections and enhance performance.</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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## Unit #1: Moving to Music

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Elements of music inform physical response.</li> <li>• Dance reflects the musical genre/style of music.</li> <li>• Popular dance styles vary in different cultures.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does dancing physically represent music?</li> <li>• How have dance trends evolved in America?</li> <li>• What is the role of dance in different cultures?</li> </ul>
<p align="center"><b>Interdisciplinary Connections</b></p> <p><b>7.1.NL.IPERS.4:</b> React to a few procedural instructions, directions, and commands in classroom situations.  <b>Example:</b> Students will demonstrate understanding of Italian terms for musical direction, including dynamics (e.g. <i>forte/piano</i>) and tempo markings (e.g. <i>presto/largo</i>).</p> <p><b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.  <b>Example:</b> Studying and performing a diverse repertoire of music promotes tolerance, open-mindedness, and an appreciation for cultural tradition.</p>	
<p align="center"><b>Career/Real World Connections</b></p> <p><b>CRP3.</b> 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.  <b>Example:</b> 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 Cr1a	What elements of music can be expressed through movement?	Aurally identify/Move to music in duple and triple meter	Listen and move to music of contrasting meters (e.g. march/waltz) and compare how movement changes to match the beat	Selections from: <u>85 Engaging Movement Activities</u> , Phyllis S. Weikart & Elizabeth B. Carlton	Teacher and peer feedback
1.3A.2 Pr5c	How does dance reflect the meter of music?	Move expressively to music of varied tempi, mood, meter and dynamics			Self-evaluation
1.3A.2 Pr4a	How is culture reflected through music and dance?	Improvise movement/develop choreography to enhance a piece of music	Vocalize movements or speak the rhythm while performing various dance steps (e.g. Cha-Cha: “step step cha-cha-cha”, “ta ta ti-ti ta”, “2 3 4-& 1”)	Dance music from varied eras and cultural origin (Kathakali, Sufi whirling, Can-Can, Polka, Tango, Irish	Performance rubrics
1.3A.2. Re9a		Perform choreography to correspond with the lyrics of a song			Written/verbal responses

	<p>How does the style of music affect our physical response</p>	<p>Describe and compare traditional dance styles of different cultures</p> <p>Explore popular dance trends in America, Explain how the movement reflects the music</p> <p>Demonstrate basic elements of dance styles while moving to a variety of music</p>	<p>Listen and move, then compare popular dance fads from “then and now”</p> <p>Watch clips of traditional dances from around the world and compare; practice basic dance steps/gestures</p>	<p>step dancing, Cha-Cha)</p> <p>Manipulatives: rhythm instruments, bouncy balls, scarves, plastic cups, yarn, elastic bands</p> <p>Pictures, videos, diagrams, and flashcards of various dance styles</p> <p><u>Storytime Stretchers</u>, Naomi Baltuck</p>	
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## Unit #2: Vocal Performance

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Through application of established criteria, openness to new ideas, and persistence, singers can refine their performance.</li> <li>Vocal music reflects the musical genre/style of music.</li> <li>Vocal technique and style may vary by culture.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How is vocal music evaluated?</li> <li>How does healthy vocal technique affect the sound produced?</li> <li>What is the role of listening in vocal performance?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>2.1.4.A.2:</b> Determine the relationship of personal health practices and behaviors on an individual's body systems.  <b>Example:</b> Students will demonstrate understanding of healthy vocal technique through vocal performance.</p> <p><b>7.1.NL.IPRET.1:</b> 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.  <b>Example:</b> Supported by visual aids, gestures and choreography, students will perform songs with lyrics in a foreign language.</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>CRP3.</b> 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.  <b>Example:</b> 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. Cr2a	How does a singer choose performance repertoire?	Identify criteria to evaluate vocal performance; apply established criteria to evaluate vocal expression and accuracy	Practice vocal passages with solfege to reinforce melody	Selections from: <u>The Book of Call &amp; Response</u> , compiled by John M. Feierabend	Teacher and peer feedback
1.3A.2. Pr5a	How is vocal music evaluated?	Perform echo and call & response songs as leader and follower	Compare Western solfege to sargam of Indian classical music	<u>Diez Deditos</u> , by Jose-Luis Orozco	Self-evaluation
1.3A.2 Pr5b	How does harmony affect the sound of a song?	Aurally identify unison/harmony	Sing the same melody with lyrics translated to different languages	<u>I Sing, You Sing</u> , by Sally Albrecht & Jay Althouse	Solo/group performances
1.3A.2. Cn10a		Perform a canon in two parts; Sing a partner song/two-part harmony	Respond to music with written evaluation/critique. Use musical		Concert performance evaluation

1.3A.2. Cn11a	<p>What are healthy vocal practices?</p> <p>How does singing vary by culture?</p>	<p>Vocalize steps, skips, leaps and octave with solfege syllables and hand signs</p> <p>Review/Demonstrate proper vocal techniques including: posture, breath support, diction, phrasing, projection, and clarity</p> <p>Sing while moving and playing an instrument</p> <p>Sing multicultural folk songs in original language</p> <p>Explore multicultural vocal performances; Describe vocal techniques practiced in different cultures</p>	<p>terms to explain personal preferences</p>	<p><u>Rounds for Young Voices</u> from Plank Road Publishing</p> <p><u>Warm-Ups for Young Voices</u>, Anne Ellsworth &amp; Teresa Jennings</p> <p>Solfege with hand signs visual aid</p> <p>Vocal sheet music with treble staff notation</p> <p>Video/audio recordings of vocal performance</p>	
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## Unit #3: Responding to Music

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Expressive elements of music can indicate artistic intent.</li> <li>Popular music is a reflection of culture.</li> <li>Musical styles and preferences evolve with time.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is the role of music in my world?</li> <li>How should we respond to and evaluate unfamiliar music?</li> <li>How/why does music change over time?</li> <li>What is the relationship between music and geography?</li> </ul>
<p align="center"><b>Interdisciplinary Connections</b></p> <p><b>2.2.2.C.1:</b> Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.  <b>Example:</b> Students will understand the importance of appropriate audience behavior during a performance.</p> <p><b>6.1.2.HistorySE.1:</b> 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.  <b>Example:</b> Students will respond to, describe and compare a variety of music from around the world.</p>	
<p align="center"><b>Career/Real World Connections</b></p> <p><b>CRP1.</b> 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.  <b>Example:</b> 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. Pr5c	How is music organized?	Identify musical form and sections of music (verse/chorus, ABA)	Create gestures to reflect the form of a piece	Suggested music: <u>In the Hall of the Mountain King (Peer Gynt)</u> , Edvard Grieg	Teacher and peer feedback
1.3A.2. Pr5d	How can expressive elements of music convey artistic intent?	Aurally identify recurring themes in a musical selection.	Respond to music by creating a visual representation: draw, paint, sculpt Play-Doh	<u>The Carnival of the Animals</u> , Camille Saint-Saëns	Self-evaluation
1.3A.2. Pr5e	What devices can a composer implement to convey a purpose?	Describe the musical devices used to achieve the imagery in a piece of program music	Follow/create listening maps with iconic representation of musical elements	<u>The Entertainer</u> , Scott Joplin	Written response (verbal/illustrated)
1.3A.2. Re7a					Physical response (gestures/dancing)

1.3A.2. Re7b		Demonstrate dynamic markings pp, p, mp, mf, f, ff, crescendo, decrescendo	Mime playing the instruments of the orchestra	Suggested composers:	Performance rubrics
1.3A.2. Cn10a		Identify major versus minor	Take turns leading the class as the conductor	Vivaldi, Mozart, Beethoven, Haydn	
1.3A.2. Cn11a		Compare various genres of American music and describe characteristics of each genre (ragtime, jazz, rock, country, pop)	Listen and respond to movements from <u>The Carnival of the Animals</u> : move to the music, accompany with instruments, create a visual representation; Describe the musical devices that enhance the imagery	Saint-Saëns, Tchaikovsky, Grieg	
		Describe the role of patriotic music in America		Rimsky-Korsakov, Sousa, Debussy, Dukas, Joplin, Cohan	
		Explore and describe the music of different composers/eras		Prokofiev, Williams, Marsalis	
		Explore and describe traditional music of different cultures	Learn the purpose of music compositions by learning about the era, composer background and historical context		

# Robbinsville Public Schools

## Unit #4: Musical Instruments

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Orchestration can emphasize artistic intent.</li> <li>A composer selects instruments and determines the role of each (e.g. melody, harmony, rhythm) through orchestration.</li> <li>The role of an instrument may vary throughout a piece of music.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How is instrumental music evaluated?</li> <li>How can learning an instrument enhance self-discipline?</li> <li>How does solo instrumental performance compare to ensemble performance?</li> </ul>
<b>Interdisciplinary Connections</b> <b>2.5.P.A.3</b> 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). <b>Example:</b> Students will develop coordination skills as they refine playing technique on various musical instruments.  <b>6.1.2.HistoryCC.2:</b> Use a timeline of important events to make inferences about the "big picture" of history. <b>Example:</b> Students will explore the origin of familiar instruments and describe how instruments have transformed over time.	
<b>Career/Real World Connections</b> <b>CRP6.</b> 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. <b>Example:</b> 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.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.2. Re8a	How does orchestration affect a piece of music?	Perform call & response on percussion instruments	Perform original compositions on student's choice of rhythm instruments	Read-Aloud: <u>Ada's Violin</u> , <u>The Story of the Recycled Orchestra of Paraguay</u> , by Susan Hood  <u>The Remarkable Farkle McBride</u> , John Lithgow	Teacher and peer feedback
1.3A.2. Pr4a	What words might be used to describe the timbre of different instruments?	Identify four families of instruments; describe the characteristics of each family	Split into groups to perform harmony/build chords on pitched percussion		Self-evaluation
	What characteristics are shared by instruments in each family?	Visually/Aurally identify common instruments of the orchestra by family: Strings - violin, viola, cello, bass; Brass - trumpet, trombone, French horn, tuba;	Mimic different instrument sounds with scat-singing activity		Aural/visual assessment  Performance rubrics  Solo/group projects

	<p>How do traditional instruments vary around the world?</p>	<p>Woodwind - flute, clarinet, oboe, bassoon; Percussion - timpani, snare drum, bass drum, xylophone, cymbals triangle, gong, piano</p> <p>Explain how sound is produced on instruments of the orchestra</p> <p>Compose and perform a piece with found sounds or crafted instrument</p> <p>Perform harmony/chords on pitched percussion</p> <p>Describe how instrumental music has evolved over time</p> <p>Describe the role of instruments in different cultures around the world</p> <p>Explore and perform music with multicultural instruments (guiro, gong, rainstick, cabasa, bongo drums, maracas, zills)</p>	<p>Demonstrate dynamics and tempo on rhythm instruments</p> <p>Perform written staff/rhythm notation pitched/unpitched instruments</p>	<p><u>The Story of the Orchestra</u>, Robert Levine</p> <p><u>Tubby the Tuba</u>, Paul Tripp</p>	<p>Improvisation and composition evaluation</p>
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# Robbinsville Public Schools

## Unit #5: Staff Notation

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Music notation serves various purposes (documentation, distribution, publication, posterity)</li> <li>• Music is written on a set of lines and spaces (staff). The position of a note on the staff indicates pitch.</li> <li>• A melody is a series of pitches that may repeat, move up, or move down. A melody can move in steps and skips.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is music notated?</li> <li>• How does staff notation represent sound?</li> <li>• How can music literacy facilitate vocal/instrumental music-making?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.  <b>Example:</b> Students will describe the ways in which music is created, documented, shared and performed in today's world.</p> <p><b>8.1.2.AP.5:</b> Describe a program's sequence of events, goals, and expected outcomes.  <b>Example:</b> Students will analyze the structure of a piece of music and identify form based on sequence of sections, recurring themes and patterns in the music..</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>CRP6.</b> 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.  <b>Example:</b> 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	How are musical ideas organized?	Identify purposes of music notation and the role of music notation in today's world	Translate position of hand signs to notes on staff	Pitched/unpitched percussion	Teacher and peer feedback
1.3A.2. Pr5d	How are expressive elements of music notated?	Identify and perform rhythms with eighth-sixteenth note combinations, half rests, whole rests	Trace notes of a melody to outline melodic contour	<u>Freddie the Frog and the Thump in the Night</u> , Sharon Burch	Self-evaluation
1.3A.2. Pr5e	What is a melody? How does a melody move?	Complete a measure of music based on meter	Explore melodic composition in Songmaker and GarageBand	<u>The Song Garden</u> , Vicki Weber	Composition projects Dictation

	<p>How is a melody notated on the staff?</p> <p>How is harmony notated on the staff?</p>	<p>Describe and demonstrate tempo and dynamics with musical terms</p> <p>Label notes on the staff with musical alphabet</p> <p>Identify steps vs. skips and melody vs. harmony on the staff</p> <p>Identify and explain the function of music symbols: treble clef, repeat sign, fermata, bar lines, double bar line, time signature</p> <p>Identify the form of a piece of music notated on the staff (verse/chorus, ABA)</p> <p>Analyze the expressive elements of a piece music notated on the staff</p> <p>Read and perform basic melodies on the treble staff using singing voice/pitched percussion</p>	<p>Speak Italian terms for dynamics with appropriate dynamic level</p> <p>Sing and move to musical concept songs</p> <p>Use mnemonics to reinforce staff lines and spaces</p>	<p><u>Notespeller Stories &amp; Games Around the World</u>, Karen Harrington</p> <p><u>Sing a Song of Musical Concepts</u>, Teresa Jennings &amp; John Riggio</p> <p>Manipulatives: dry erase/magnetic staff boards, bingo chips, musical alphabet magnets, melody flashcards, solfege chart, note-spelling cards</p>	<p>Performance rubrics</p>
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# Robbinsville Public Schools

## Unit #6: Drama/Performance

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Music is performed for many reasons, including self-expression, entertainment, social connections, storytelling, celebrations, and cultural and religious traditions.</li> <li>• The purpose of a performance affects musical choices.</li> <li>• A performer can apply feedback and self-reflection to refine a performance.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does performing music enhance social skills?</li> <li>• When is music ready to be performed?</li> <li>• Is a “perfect” performance achievable? Why/why not?</li> <li>• What is the role of a conductor in a performance?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)</p> <p><b>Example:</b> Students will provide meaningful feedback to peer performances. With consideration to the performer, students will respectfully communicate personal opinions, supported by musical understanding, to assist the performer in refining their work.</p> <p><b>8.1.2.IC.1:</b> Compare how individuals live and work before and after the implementation of new computing technology.</p> <p><b>Example:</b> Students will describe the role of modern technology in creating, performing, and sharing music.</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>CRP1.</b> 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.</p> <p><b>Example:</b> 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.</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 does a performer prepare before presenting to an audience?	Demonstrate expression in vocal music with phrasing and dynamics	Incorporate routine solo and small group performance opportunities to promote confidence in performance	<u>Breathe Like a Bear</u> , Kira Willey	Teacher and peer feedback
1.3A.2. Cr3b		Describe the role of a conductor; follow conducting gestures in choral performance (entrances/cut-offs,	Experiment with expression in echo and call & response songs	<u>Storytime Stretchers</u> , Naomi Baltuck	Self-evaluation  Performance rubrics

1.3A.2. Pr4a	When is a piece ready for performance?	dynamics, expression, tempo (steady beat), breathing	Role-play scenarios to emphasize the importance of respectfully communicating personal opinions	<u>The Book of Call &amp; Response</u> , compiled by John M. Feierabend	Concert performance evaluation
1.3A.2. Pr6a	What do the gestures of a conductor indicate?	Demonstrate proper vocal technique, rhythmic/melodic accuracy, expression, and appropriate performance behavior	Compose and perform alternate lyrics/verses to a familiar song; present to class	<u>I Sing, You Sing</u> , Sally Albrecht & Jay Althouse	
1.3A.2. Pr6b	How can we use feedback and self-evaluation to refine our work?  How can feedback be communicated respectfully?	Describe the different emotions a performer might experience when performing for an audience; identify ways of coping with performance anxiety  Explain how meaningful feedback can help performers refine their work  Evaluate and provide meaningful feedback to peer performances supported by musical understanding  Self-reflect on personal performance  Accept and apply teacher and peer feedback to refine a personal performance	Provide prompts/charts/rubrics as a tool for self-evaluation		



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

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

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

## 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](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://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/>