Music Curriculum

Kindergarten – Eighth Grade

Lawnside Public School

Pending Board Approval – August 2019

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**New Jersey Core Curriculum Content Standards**

**for**

**Visual and Performing Arts**

**INTRODUCTION**

**Arts Education in the 21st Century**

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

*The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market …*

(2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential component**s** of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

**Mission:** *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

**Vision:** An education in the arts fosters a population that:

·   Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

·   Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

·   Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.

·   Understands and impacts the increasingly complex technological environment.

**Intent and Spirit of the Visual and Performing Arts**:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](http://artsedge.kennedy-center.org/educators/standards.aspx) and [National Coalition for Core Arts Standards (NCCAS) National Arts Standards](http://nccas.wikispaces.com/), anticipated for final publication in 2014**.** Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

·                   Define and solve artistic problems with insight, reason, and technical proficiency.

·                   Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.

·                   Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

·                   Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

**2014 Visual and Performing Arts** **Standards**

In view of the pending publication of the [National Coalition of Core Arts Standards (NCCAS) National Arts Standards](http://nccas.wikispaces.com/), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education  Assessment Framework:](http://www.nagb.org/publications/frameworks/arts-framework08.pdf) creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points.  This difference will be reconciled in future iterations of New Jersey’s Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey’s visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards.  However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form.  While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

*Organization of the Standards*

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

**Standards 1.1 and 1.2**, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

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.*

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.*

**Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

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 arts.*

**Standard 1.4** addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

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

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in MUSIC. | | | |
|  | [Ear training and listening skill](#VPAetandll) are prerequisites for musical literacy. | | 1.1.2.B.1 | Explore the [elements of music](#VPAeleofmusic) through verbal and written responses to diverse aural prompts and printed scores. |
|  | The [elements of music](#VPAeleofmusic) are foundational to basic music literacy. | | 1.1.2.B.2 | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. |
|  | Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm. | | 1.1.2.B.3 | Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. |
|  | Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into [musical families](#VPAml) according to shared properties. | | 1.1.2.B.4 | Categorize families of instruments and identify their associated musical properties. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **A. History of the Arts and Culture** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#VPAhe) have distinct characteristics and common themes that are revealed by contextual clues within the works of art. | | 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
|  | The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | | 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| P | NOTE: By the end of [preschool](#VPApreschool), all students attain foundational skills that progress toward [BASIC LITERACY](#VPAbl) in MUSIC. | | | |
|  | Creating and performing music provides a means of self-expression for very young learners. | | 1.3.P.B.1 | Sing a variety of songs with expression, independently and with others. |
|  | 1.3.P.B.2 | Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations. |
|  | 1.3.P.B.3 | Clap or sing songs with repetitive phrases and rhythmic patterns. |
|  | 1.3.P.B.4 | Listen to, imitate, and improvise sounds, patterns, or songs. |
|  | 1.3.P.B.5 | Participate in and listen to music from a variety of cultures and times. |
|  | 1.3.P.B.6 | Recognize and name a variety of music elements using appropriate music vocabulary. |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in MUSIC. | | | |
|  | The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. | | 1.3.2.B.1 | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. |
|  | Proper vocal production/[vocal placement](#VPAvoclplac) requires an understanding of basic anatomy and the physical properties of sound. | | 1.3.2.B.2 | Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. |
|  | Playing techniques for [Orff instruments](#VPAoi) develop foundational skills used for hand percussion and melodic percussion instruments. | | 1.3.2.B.3 | Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. |
|  | Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing. | | 1.3.2.B.4 | Vocalize the [home tone](#VPAhometone) of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. |
|  | Improvisation is a foundational skill for [music composition](#VPAmusiccomp). | | 1.3.2.B.5 | Improvise short tonal and rhythmic patterns over [ostinatos](#VPAost), and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. |
|  | Prescribed forms and rules govern [music composition](#VPAmusiccomp), rhythmic accompaniment, and the harmonizing of parts. | | 1.3.2.B.6 | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. |
|  | Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing. | | 1.3.2.B.7 | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **A. Aesthetic Responses** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| P | **NOTE:** By the end of [preschool](#VPApreschool), all students attain foundational skills that progress toward [BASIC LITERACY](#VPAbl) in CREATIVE MOVEMENT AND DANCE, MUSIC, DRAMATIC PLAY AND STORYTELLING, and VISUAL ART. | | | |
|  | Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world. | | 1.4.P.A.1 | Describe feelings and reactions in response to a creative movement/dance performance. |
|  | 1.4.P.A.2 | Describe feelings and reactions in response to diverse musical genres and styles. |
|  | 1.4.P.A.3 | Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances. |
|  | 1.4.P.A.4 | Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world. |
|  | Active listening with focus, intent, and understanding is an important component of full appreciation of the performing arts and the foundation for language development. | | 1.4.P.A.5 | Begin to demonstrate appropriate audience skills during creative movement and dance performances. |
|  | 1.4.P.A.6 | Begin to demonstrate appropriate audience skills during recordings and music performances. |
|  | 1.4.P.A.7 | Begin to demonstrate appropriate audience skills during storytelling and performances. |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | | 1.4.2.A.1 | Identify aesthetic qualities of [exemplary works](#VPAew) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
|  | 1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. |
|  | 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |
|  | 1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art. |

Lawnside School District

Music K-2

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|  | **Unit 1** | **Unit 2** | | **Units 3 & 4** | **Unit 5** |
| **PACING** | **10 Days** | **10 Days** | | **10 Days** |  |
| **FOCUS** | **Kindergarten** – Creative Process – (Musical Elements)  **Grade 1**  Creative Process – (Musical Elements)  **Grade 2**  Creative Process – (Musical Elements and Terminology) | **Kindergarten**  Performance (Singing and Playing)  **Grade 1**  Performance (Singing and Playing)  **Grade 2**  Performance (Singing and Playing) | | **Kindergarten Unit 3**  Performance (Vocal Production)  **Kindergarten 1 Unit 4**  Aesthetics Responses (Program Music)  **Grade 1 Unit 3**  Performance (Melody and Rhythm)  **Grade 1 Unit 4**  Aesthetic Responses and Critique Methodologies  **Grade 2 Unit 3**  Performance (Form and Production)  **Grade 2 Unit 4**  Aesthetic Responses and Critique Methodologies | **Kindergarten Unit 5**  History of the Arts and Culture  **Grade 1 Unit 5** History of the Arts and Culture  **Grade 2 Unit 5** History of the Arts and Culture |
| **DESCRIPTION**  (goal of lesson) | **Kindergarten -** Students are beginning their introduction into music literacy. Exploration is a large part of becoming familiar with music skills. Skills include tempo, dynamics, and rhythm reinforced through a variety of music during literacy.  **Grade 1-** Students are continuing their exploration of music literacy. Skills such as tempo, dynamic, and rhythm will be reinforced through a variety of music and activities during the unit. They will begin to identify and consistently use these basic music elements throughout the year.  **Grade 2** – Students will continue their expansion of music literacy skills. New dynamics, rhythms, tempos, music forms, and solfege symbols will be introduced and reinforced through a variety of music and activities during the unit. They will begin to identify and consistently use these basic music elements throughout the year. | **Kindergarten –** Students will start to utilize acquired music elements and apply them to their performance practice. Along with singing on pitch, students will perform steady beats using various hand percussion instruments.  **Grade 1 -** Students will start to utilize acquired music elements and apply them to their performance practice. They will begin to read and perform rhythms, rests, and dynamics. Along with singing on pitch, students will perform rhythms using various hand percussion instruments.  **Grade 2** - Students will continue to utilize acquired music elements and apply them to their performance practice. They will begin to read and perform rhythms, rests, and dynamics from sheet music. Along with singing on pitch, students will perform ostinatos on percussion or barred instruments. | | **Kindergarten Unit 3 –** As students are implementing music skills into their performance, they will also begin to focus on how they are producing their sound. This will include posture, breathing techniques, and singing in proper voicing.  **Kindergarten Unit 4 –** To get an introduction to program music, students will use storybooks to help assist with songs and singing. After this familiarization with stories and music, students will begin to create their own stories to program music. They will focus on the instrumentation, tempo, mood, and title of piece to help shape the tale.  **Grade 1 Unit 3 –** Students will continue to implement their skills into new performance endeavors. Quarter notes, eighth notes, and quarter rests will be utilized through different performance tasks. Pentatonic scales will also be used for performing skills like improvising and playing ostinatos.  **Grade 1 Unit 4** – A piece of music can be deeper that what is written. Composers have different influences and motivations that shape their music. Students will begin to explore the connection of music to its themes, ideas, and inspirations. They will investigate this through games, seasonal pieces, program music, and performance critiques.  **Grade 2 Unit 3** - Students will continue to implement their skills into new performance endeavors. The focus of this unit will be on singing and playing different forms of music. Students will also begin to concentrate on how they are producing their sound. They will give attention to breath support and vocal placement.  **Grade 2 Unit 4 –** Students will begin to focus on the elements of a piece of music. They will explore how elements like articulation, instrumentation, and dynamics can change the tone of the music. In addition, students will continue to critique their own performance. | **Kindergarten –** Places all around the globe have their own types of music. These songs have their own distinct characteristics, but can share common themes. Students will begin to draw connection between pieces from different countries and cultures.  **Grade 1 -** Places all around the globe have their own types of music. These songs have their own distinct characteristics, but can share common themes. Students will make connections between pieces from different countries and cultures.  **Grade 2 -** Places all around the globe have their own types of music. These songs have their own distinct characteristics, but can share common themes. Students will make connections between pieces from different countries and cultures. In addition, they will explore how music can be connected to a time period. |
| **TEXTS** | **K-2 Unit 1 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit | **K-2 Unit 1 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit | | **Unit 3-4 K-2 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit  **Kindergarten Unit 4** - 5 Little Pumpkins – Illustrator Dan Yaccarino | **Unit 5 K-2 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit |
| **RESOURCES** | **K-2**  Various hand percussion instruments  Examples include rhythm sticks, jingles, tambourines, castanets, scrapers, drums, triangles, boomwhackers, and any other resource needed by teacher found through research. | | | | |
| **NJSLS SKILLS**  **STANDARDS** | **Kindergarten**  1.1.2.B.2  **Grade 1**  1.1.2.B.2  **Grade 2**  1.1.2.B.2 | **Kindergarten**  1.3.2.B.1  1.3.2.B.3  **Grade 1**  1.3.2.B.1  1.3.2.B.3  **Grade 2**  1.3.2.B.1 1.3.2.B.4  1.3.2.B.2 1.3.2.B.6  1.3.2.B.3 1.3.2.B.7 | **Kindergarten**  **Unit 3-**1.3.2.B.2  **Unit 4**- 1.4.2.A.3  **Grade 1**  **Unit 3 –**  1.3.2.B.1 1.3.2.B.5  1.3.2.B.3  **Unit 4**  1.4.2.A.2 1.4.2.B.1  1.4.2.A.3 1.4.2.B.2  1.4.2.B.3  **Grade 2**  **Unit 3**  1.3.2.B.1 1.3.2.B.2  1.3.2.B.3 1.3.2.B.4  1.3.2.B.5 1.3.2.B.6  1.3.2.B.7  **Unit 4**  1.4.2.A.1 1.4.2.A.4  1.4.2.A.2 1.4.2.B.1  1.4.2.A.3 1.4.2.B.2  1.4.2.B.3 | | **Kindergarten**  1.2.2.A.1  **Grade 1**  1.2.2.A.1  1.2.2.A.2  **Grade 2**  1.2.2.A.1  1.2.2.A.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **Kindergarten**  **RL.K.10 –** Actively engage in group reading activities with purpose and understanding  **RI.K.4** – With prompting and support, ask and answer questions about unknown words in a text.  **SL.K.1 –** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | | | | |
| **Grade 1**  **SL.1.1.A** – Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  **RI.1.4** – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | | |
| **Grade 2**  **SL.2.1.A** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **RI.2.4** – Determine the meaning of words and phrases in a text relevant to grade 2 topics or subject area. | | | | |
| **Math –** Counting and number recognition in the context of counting for rhythm and beat  **Literacy** – Letter recognition and oral language development  **Social Studies –** Music in the context of society, discussion, and appreciation  **Physical Education –** Movement in the course of music as a healthy part of emotional regulation | | | | |
| **FORMATIVE AND SUMMATIVE ASSESSMENTS** | **Kindergarten**   * Singing, performing songs at requested tempos * Performing what a steady beat looks like through varying music * Clapping and singing various rhythms (different meters, dynamics, tempos) * Demonstrate changing dynamics through singing * Identifying AD (binary form) songs * Identifying various hand percussion by name * Recognize and illustrate direction of melodies (up or down) * Benchmark: identifying different music elements by name and maintaining a steady beat through varying songs | **Kindergarten**   * Singing from basic notation * Keeping a steady beat while singing varying tempos * Performing/singing ostinatos to create two-part harmony in a song * Perform/sing requested dynamics in music * Using proper playing technique for instruments * Clapping and singing various rhythms (different meter, dynamics, and tempos) * Benchmark: Singing from simple notation and playing instruments with proper technique | | **Kindergarten**  **Unit 3**   * Singing/echoing on pitch with teacher as leader * Singing with either the head voice or chest voice * Using proper deep belly breathing for singing * Singing with proper breath control to change dynamic of voice * Benchmark: Performing songs using appropriate vocal production, placement, and breathing techniques   **Unit 4**   * Use story song to discuss use of instruments, tempo of music, mood of song * Benchmark: Create a story based on an audio listening. Students must use instrumentation, tempo, mood, and title of piece to help shape the story. | **Kindergarten**  **Unit 5**   * Label characteristics of 2 different singing games after performing each * Identify characteristics of contrasting holiday songs * Sing and discuss the feeling of songs * Benchmark: Identifying characteristic of music with varying themes, from various time periods characteristic of music with varying themes, from various time periods. |
| **Grade 1**   * Identifying tempos * Changing tempos appropriately * Identifying various hand percussion by name * Identifying differences between voices (register and timbre) * Identify and demonstrate requested dynamics * Identifying AB (binary form) and call & response songs * Performing what a steady beat looks like through varying music * Recognize and illustrate direction of melodies (up or down, repeating notes) * Labeling beats and rests by name * Benchmark: Identifying different music elements by name and applying them properly in songs | **Grade 1**   * Read and perform rhythm patterns including quarter notes, eighth notes, and quarter rests * Chant/sing from a stave * Perform an ostinato * Play varying tempos on hand percussion * Read and perform changing dynamics * Benchmark: Performing rhythms, tempos, and dynamics accurately while reading notation | | **Grade 1**  **Unit 3**   * Read and perform melodies from notation * Perform an ostinato on percussion * Perform improvised melody using quarter notes, eighth notes, and quarter rests * Use pentatonic scale to improvise melody with quarter notes, eighth notes, and quarter rests * Ensemble performance: improvising over an accompanying ostinato * Benchmark: Performing simple melodies, ostinatos, and improvising   **Unit 4**   * Discussing similarities and differences of singing games from around the world (tempo, melody, rhythm) * Use the elements of a piece (tempo, texture, dynamics, etc) to help tell her a story or explain program music * Use musical elements to assess effectiveness of music’s intent * Use musical terminology to critique recordings and performances of the class. * Describe musical elements connected to pieces of music. * Self critique with student created rubrics * Benchmarks: Use musical elements in performances to begin critiques and to connect story/intent of a composition to those elements | **Grade 1**   * Identify common themes and performance elements in songs from various cultures * Identify characteristics of patriotic music from differing cultures * Benchmark: Compare and contrast music from different cultures |
| **Grade 2**   * Identifying irregular meters * Performing syncopations through varying music * Identify and demonstrate requested dynamics * Identifying AB (binary form) and call & response songs and rounds * Demonstrate pitch patterns through use of kodaly hand signs and vocalization * Benchmark: Identifying different music elements by name and applying them properly in songs | **Grade 2**   * Read and perform rhythm patterns including whole notes to eight notes and quarter rests * Read and perform solfege and rhythm from sheet music * Apply proper playing techniques on barred instruments and hand percussions * Perform music from sections at varying dynamics * Sight read rhythms and rests * Benchmark: Performing pitches, rhythms, tempos, and dynamics accurately while reading notation | | **Grade 2**  **Unit 3**   * Singing songs and rounds with proper vocal placement and breath support * Singing melody on neutral syllable while focusing on proper vocal placement and breath support * Follow directions conductor gives through hand cues * Improvising in a call and response form * Perform simple AB/ABA melodies * Sight read rhythms and rests * Benchmark: Improvising and performing music forms while giving consideration vocal placement and breath support   **Unit 4**   * Compare and contrast two versions of the same piece of music * Create a dance/story based on the dynamics and accents of a piece * Improvise the sounds/feelings of an element of nature * Explain how articulation changes a piece of music * Critique class performances * Benchmark: describe how elements like articulation, instrumentation, and dynamics can change the tone of the music | **Grade 2**   * Identify similarities in celebratory music from varying cultures * List ways a dance song is influenced by the time period it is from * Benchmark: Identify characteristics in music based on culture or history |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | **8.1.5.A.1 –** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **CRP2** – Apply appropriate academic and technical skills  **CRP4** – Communicate clearly and effectively and with reason  **CRP6** – Demonstrate creativity and innovation  **9.2.4.A.4** – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504 plans**   * Small group instruction * Direct instruction * Directions read-aloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping | **Differentiation**   * Peer to peer assistance * Grouping based on skills/interests * Providing choices * Choice of resources for research * Flexible pacing of material to meet level of students |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in MUSIC. | | | |
|  | Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to [ear training and listening skill](#VPAetandll), and temporal spatial reasoning ability is connected to listening skill. | | 1.1.5.B.1 | Identify the [elements of music](#VPAeleofmusic) in response to aural prompts and printed music notational systems. |
|  | The [elements of music](#VPAeleofmusic) are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. | | 1.1.5.B.2 | Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **A. History of the Arts and Culture** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Art and culture reflect and affect each other. | | 1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
|  | Characteristic approaches to content, form, style, and design define art genres. | | 1.2.5.A.2 | Relate common artistic elements that define distinctive [art genres](#VPAgen) in dance, music, theatre, and visual art. |
|  | Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new [art genre](#VPAgen). | | 1.2.5.A.3 | Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in MUSIC. | | | |
|  | Complex scores may include compound meters and the grand staff. | | 1.3.5.B.1 | Sing or play music from complex notation, using notation systems in treble and bass clef, [mixed meter](#VPAmixdmeter), and [compound meter](#VPAcompmeter). |
|  | Proper vocal production and [vocal placement](#VPAvoclplac) improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time. | | 1.3.5.B.2 | Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. |
|  | [Music composition](#VPAmusiccomp) is governed by prescribed rules and forms that apply to both improvised and scored music. | | 1.3.5.B.3 | Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. |
|  | Decoding musical scores requires understanding of notation systems, the [elements of music](#VPAeleofmusic), and basic compositional concepts. | | 1.3.5.B.4 | Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **A. Aesthetic Responses** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Works of art may be organized according to their functions and artistic purposes (e.g., [genres](#VPAgen), [mediums](#VPAmed), messages, themes). | | 1.4.5.A.1 | Employ basic, [discipline-specific arts terminology](#VPAdisspecificartster) to categorize works of dance, music, theatre, and visual art according to established classifications. |
|  | [Formalism](#VPAformalism) in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. | | 1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
|  | Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and [genre](#VPAgen) provides the foundation for making value judgments about the arts. | | 1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context). |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Critique Methodologies** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Identifying criteria for evaluating performances results in deeper understanding of art and art-making. | | 1.4.5.B.1 | Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. |
|  | Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. | | 1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |
|  | While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own [discipline-specific arts terminology](#VPAdisspecificartster). | | 1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
|  | Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. | | 1.4.5.B.4 | Define technical proficiency, using the elements of the arts and principles of design. |
|  | Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). | | 1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. |

Lawnside School District

Music 3-5

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|  | **Unit 1** | **Unit 2** | **Units 3 & 4** | | **Unit 5** |
| **PACING** | **10 Days** | **10 Days** | **10 Days** | |  |
| **FOCUS** | **Grade 3 –**The Creative Process (Musical Elements and Forms)  **Grade 4** - The Creative Process (Form & Elements)  **Grade 5 -** The Creative Process – Music Elements | **Grade 3** Performance (Singing and Playing)  **Grade 4** Performance (Singing and Playing)  **Grade 5** Performance (Rhythm) | **Grade 3 Unit 3** Performance (Form & Production)  **Grade 3 Unit 4** Aesthetic Responses and Critique Methodologies  **Grade 4** **Unit 3** Performance (Form & Production)  **Grade 4** **Unit 4** Aesthetic Responses and Critique Methodologies  **Grade 5 Unit 3** Performance (Performance Practice /Harmony) | | **Grade 3** History of the Arts and Culture  **Grade 4**History of the Arts and Culture  **Grade 5 Unit 4** Aesthetic Responses and Critique Methodologies  **Grade 5 Unit 5**History of the Arts and Culture |
| **DESCRIPTION**  (goal of lesson) | **Grade 3 –** Students will continue to implement musical elements into performances. They will begin to identify new music forms and use solfege syllables to assist with reading music. In addition, students will read and perform rhythms more consistently in different performance settings.  **Grade 4 -** Students will continue to implement musical elements into performances. New articulations will be introduced. They will continue to identify new music forms and use solfege syllables to assist with reading music. In addition, students will read and perform rhythms more consistently in different performance settings.  **Grade 5** – Having a strong foundation in the basic elements of music will give students the vocabulary and skills needed to analyze and evaluate music. In addition, these building blocks will elevate their skills in not only performing music, but composing it as well. | **Grade 3** - Students will continue to utilize acquired music elements and apply them to their performance practice. They will continue to read and perform music focusing on harmony and rhythm. In addition, they will focus on simple forms like rounds and call and response. Students will sing and play recorders.  **Grade 4** - Students will continue to utilize acquired music elements and apply them to their performance practice. They will continue to read and perform music focusing on harmony and rhythm. In addition, they will focus on simple forms like rounds and call and response. Students will begin to compose their own music to perform on a barred instrument  **Grade 5** – Students are taking their foundation in music elements and are applying it to their compositions and performances. New skills will be introduced and reinforced through performance practice as well. | **Grade 3 – Unit 3**  Students will continue to implement their skills into new performance endeavors. The focus of this unit will be improvising, composing, and performing different forms of music. Students will also continue to concentrate on how they are producing their sound. They will give attention to breath support and vocal placement.  **Grade 3** – **Unit 4**  Students will begin to explore how personal and social values can influence a composition. They will also compare how different styles composers can use similar themes. In addition, students will continue to critique their own performances using rubrics.  **Grade 4**  **Unit 3 -** Students will continue to implement their skills into new performance endeavors. The focus of this unit will be improvising, composing, and performing different forms of music. . Students will also continue to concentrate on how they are producing their sound. They will give attention to breath support and vocal placement.  **Unit 4**  Students will assess many forms of music. They will focus on comparing characteristics of different genres and form from different time periods. Students will also use historical and cultural context to assess the compositional style of composers. In addition, students will continue to critique their own performances using rubrics.  **Grade 5 Unit 3**  Students will take their foundation in music elements and will apply it to their compositions and performances. New skills will be introduced and reinforced through performance practice. | | **Grade 3-**  Students will delve deeper into the lives of significant musicians through research. They will analyze important works and moments of the musician.  **Grade 4**  History can influence the messages in music. Students will explore how music was used to express opinions/messages during the Civil Rights Movement. They will also explain how instruments can be utilized in more than one musical style. Finally, students will delve into the lives of significant musicians deeper through research.  **Grade 5-Unit 4**  Students must see that music can be more than just the rhythms and notes on the staff. There is a purpose and meaning behind the composition. Students will begin to analyze a composer’s intent and/or meaning for the composition. They will continue to categorize genres and define musical forms. In addition, they will begin to identify performance traits that make a good performance and use these when critiquing.  **Grade 5 – Unit 5**  Students will dissect the functions of music through varying eras and occasions. This will include the use of music during wartime. They will also begin to connect major composers and their writing style to the time period they are from. Certain characteristics and composing techniques connect specifically to a music era. |
| **TEXTS** | **Grade 3-4 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit | **Grade 3-4 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit | **Grade 3-4 -** 120 Singing Games and Dances for Elementary Schools – Chomsky and Brummit | |  |
| **RESOURCES** | **Grade 3-4-5**   * Various hand percussion instruments; Examples include Tambourines, Triangle, Sticks, Maracas, Flute, Fiddle, Drums, Bongos, Bells * <https://www.musick8.com/rkdojo/rkdojo.php> * piano, music dice, Kodaly hand signs, instrument flashcards, recorders, rhythm posters, boomwhackers * Unit 5 – biographies from the library of famous musicians; Handel, Mendelssohn, Beethoven, Ellington, Miles Davis, Charlie Parker, Armstrong, Ella Fitzgerald, Paul McCartney, Justin Beiber, Demi Lovato; | | | | |
| **Grade 4**  Multicultural Instruments  **Grade 5**   * Robot Marachi * a capella * reading and decoding sheet music * Keyboard template | **Grade 5**   * Intervals * Treble Clef review * 4 Part Rhythm Chant | |  |  |
| **NJSLS SKILLS**  **STANDARDS** | **Grade 3**  1.1.5.B.1  1.1.5.B.2  **Grade 4**  1.1.5.B.1  1.1.5.B.2  **Grade 5**  1.1.5.B.1  1.1.5.B.2 | **Grade 3**  1.3.5.B.1  1.3.5.B.2  1.3.5.B.3  1.3.5.B.4  **Grade 4**  1.3.5.B.1  1.3.5.B.2  1.3.5.B.3  1.3.5.B.4  **Grade 5**  1.3.5.B.1  1.3.5.B.2  1.3.5.B.3  1.3.5.B.4 | | **Grade 3-Unit 3**  1.3.5.B.2  1.3.5.B.3  **Grade 3-Unit 4**  1.4.5.A.3  1.4.5.B.2  1.4.5.B.5  **Grade 4 Unit 3**  1.3.5.B.2  1.3.5.B.3  **Grade 4 Unit 4**  1.4.5.A.1  1.4.5.A.2  1.4.5.A.3  1.4.5.B.1  1.4.5.B.2  1.4.5.B.3  1.4.5.B.5  **Grade 5 Unit 3**  1.3.5.B.1  1.3.5.B.2  1.3.5.B.3  1.3.5.B.4 | **Grade 3**  1.2.5.A.3  **Grade 4**  1.2.5.A.1  1.2.5.A.2  1.2.5.A.3  **Grade 5 Unit 4**  1.4.5.A.1  1.4.5.A.2  1.4.5.A.3  1.4.5.B.1  1.4.5.B.3  1.4.5.B.4  1.4.5.B.5  **Grade 5 Unit 5**  1.2.5.A.1  1.2.5.A.2  1.2.5.A.3 |
| **INTERDISCIPLINARY CONNECTIONS** | **Grade 3**  **SL.3.1**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  **RI3.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. | | | | |
| **Grade 4**  **SL.4.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **RI4.4 -** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topics or subject area. | | | | |
| **Grade 5**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **RI5.4 -** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. | | | | |
| **Math –** Counting and number recognition in the context of counting for notes, rest, etc.  **Literacy** – Word recognition and oral language development  **Social Studies –** Music in the context of society, discussion, and appreciation  **STEM** – Understanding harmony and melody as grounded in math; beginning to understand connections between music, math, and physics.  **Physical Education –** Movement in the course of music as a healthy part of stress management | | | | |
| **FORMATIVE AND SUMMATIVE ASSESSMENTS**  **(includes Benchmark, essay/project)** | **Grade 3**   * Perform a steady beat in duple meters * Classify instrument families by pitch range * Perform using dynamics and articulations * Identify Rondo and ABA form * Identify and read solfeg intervals (2 notes at a time)   **Benchmark**; Identify different music elements by name and apply the properly in song | **Grade 3**   * Perform melodies in duple and triple meter * Read and sing melodies using eighth notes to whole notes * Singing forms using proper vocal placement and breathing technique * Improvise simple melodies   **Benchmark**- Perform pitches, rhythms, tempos, and while reading notation | **Grade 3**  **Unit 3**   * Singing songs and rounds with proper vocal placement and breath support * Improvise a vocal melody using a pentatonic scale * Improvise an instrumental melody using a pentatonic scale * Compose a 4 measure melody with note values up to eighth notes   **Benchmark** – Improvise and perform music forms while giving consideration vocal placement and breath support  **Unit 4**   * Explain reasoning of title for a 4 measure * Discuss how imagination can be reflected in music * Use a rubric for self evaluation of performance * Venn diagram similarities and differences of 2 pieces with similar themes   **Benchmark-** Describe how imagination, history, culture, and society is reflected in music | | **Grade 3**   * Research different musicians   **Benchmark-**Write five paragraphs on their biography |
| **Grade 4**   * Perform up/down beats in duple or triple meter. * Read and perform syncopated rhythms * Identify vocal ranges * Compare and sort various instruments * Perform tempo changes * Identify and perform articulations * Identify sections in music * **Benchmark** – Identify different music elements by name and apply them properly in songs | **Grade 4**   * Perform two part music on barred instruments * Read and perform sixteenth notes in music * Perform rounds and partner songs * Improvise in call and response style * Compose a simple three measure melody * **Benchmark** – Perform pitches, rhythms, tempos, and while reading notation | **Grade 4**  **Unit 3**   * Sing songs and rounds with proper vocal placement and breath support * Improvise a vocal melody using a major scale * Improvise an instrumental melody using a pentatonic scale * Compose a 4 measure melody with note values up to eighth notes   **Benchmark** – Improvise and perform music forms while giving consideration of vocal placement and breath support  **Unit 4**  Genre comparison   * Compare/contrast pieces through discussion * Describe personal and historical context through listening and reading * Use a class created rubric to write elements about 3 of the same songs * Self critiquing performances   **Benchmark** – describe elements of varying music forms with graphic organizers and open discussions | | **Grade 4**   * Connecting parts of a song to its historical movement through discussion * Use of instruments in different music forms   **Benchmark** – Musician Timeline |
| **Grade 5**   * Understand tone quality * Decode and perform sheet music * Build a major scale * Solfeg/Interval Recognition * Rhythm Reading   **Benchmark –** Teacher created assessment to assess knowledge taught the first unit | **Grade 5**   * Treble clef review * Performance quizzes – 4 part chanting * Partner song * AB/ABA Form   **Benchmark** – Teacher created assessment covering AB/ABA | **Grade 5**  **Unit 3**  Performances quizzes   * Abrahm Brown (round singing) * Aura Lee (Harmony and major chord accompaniment) * Interval Practice     **Benchmark**  Composition/Performance Benchmark | | **Grade 5**  **Unit 4 –**   * Nationalism & Program Music * Music Intent and Interpretation * Performance Critiques * Interval Assessment   **Unit 4 Benchmark**   * Performance and critiques   **Unit 5**   * Functions of Wartime Music * Rhythm, Melody, and Harmony * Composers and Characteristics   **Benchmark -**  Teacher created |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | **8.1.5.A.1 –** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **CRP2** – Apply appropriate academic and technical skills  **CRP4** – Communicate clearly and effectively and with reason  **CRP6** – Demonstrate creativity and innovation  **9.2.4.A.4** – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504 plans**   * Small group instruction * Direct instruction * Directions read-aloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping | **Differentiation**   * Peer to peer assistance * Grouping based on skills/interests * Providing choices * Choice of resources for research * Flexible pacing of material to meet level of students |

MUSIC CURRICULUM

GRADES 6-8

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), those students choosing MUSIC as their required area of specialization demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills. | | | |
|  | Common, recognizable musical forms often have characteristics related to specific cultural traditions. | | 1.1.8.B.1 | Analyze the application of the [elements of music](#VPAeleofmusic) in diverse Western and non-Western musical works from different [historical eras](#VPAhe) using active listening and by reading and interpreting written scores. |
|  | Compositional techniques used in different styles and [genres](#VPAgen) of music vary according to prescribed sets of rules. | | 1.1.8.B.2 | Compare and contrast the use of structural forms and the manipulation of the [elements of music](#VPAeleofmusic) in diverse styles and genres of musical compositions. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **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. | | |
| **Strand** | | **A. History of the Arts and Culture** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), all students demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART. | | | |
|  | Technological changes have and will continue to substantially influence the development and nature of the arts. | | 1.2.8.A.1 | Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. |
|  | Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. | | 1.2.8.A.2 | Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |
|  | The arts reflect cultural mores and personal aesthetics throughout the ages. | | 1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Music** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), those students choosing MUSIC as their required area of specialization demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills. | | | |
|  | Western, non-Western, and avant-garde notation systems have distinctly different characteristics. | | 1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
|  | Stylistic considerations vary across [genres](#VPAgen), cultures, and [historical eras](#VPAhe). | | 1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. |
|  | Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. | | 1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
|  | Improvisation is a compositional skill that is dependent on understanding the [elements of music](#VPAeleofmusic) as well as stylistic nuances of [historical eras](#VPAhe) and [genres](#VPAgen) of music. | | 1.3.8.B.4 | Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **A. Aesthetic Responses** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), all students demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART. | | | |
|  | Contextual clues to artistic intent are embedded in artworks. Analysis of [archetypal](#VPAarch) or [consummate works of art](#VPAconworkart) requires knowledge and understanding of culturally specific art within historical contexts. | | 1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art |
|  | Art may be used for [utilitarian and non-utilitarian](#VPAutilandnonutil) purposes. | | 1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |
|  | Performance technique in dance, music, theatre, and visual art varies according to [historical era](#VPAhe) and [genre](#VPAgen). | | 1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
|  | Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a [genre’s](#VPAgen) stylistic traits. | | 1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |
|  | Symbolism and metaphor are characteristics of art and art-making. | | 1.4.8.A.5 | Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. |
|  | Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. | | 1.4.8.A.6 | Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. |
|  | Artwork may be both [utilitarian and non-utilitarian](#VPAutilandnonutil). Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. | | 1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. |

Lawnside School District

Music 6-8

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|  | **Unit 1** | **Unit 2** | **Units 3 & 4** | **Unit 5** |
| **PACING** | **10 Days** | **10 Days** | **10 Days** |  |
| **FOCUS** | **Grade 6** – Creative Process of Music  **Grade 7** - Creative Process: Cultural Dance Music; Folk Music: American Pop Styles  **Grade 8** Compositional Techniques and Forms | **Grade 6** Performing (Folk and Jazz)  **Grade 7** Performing (Folk & Improvising-Jazz)  **Grade 8** Performance (Keyboards) | **Grade 6 Unit 3 –**Performing (Multicultural)\  **Grade 6 Unit 4** Aesthetic Responses and Critique Methodologies  **Grade 7 Unit 3** Performing (Music Elements)  **Grade 7** Aesthetic Responses and Critique Methodologies  **Grade 8** Performance Techniques and Styles  **Grade 8** Aesthetic Responses and Critique Methodologies | **Grade 6**  History of Arts & Culture  **Grade 7**  History of Arts & Culture  **Grade 8 Grade 7**  History of Arts & Culture |
| **DESCRIPTION**  (goal of lesson) | **Grade 6**  The creative process is meant to have students explore why and how composers put their compositions together. Students will focus on different styles to have a broader understanding of different types of music. Students will look at the symphony, a popular form used in classical music; marches and why they were created; and different forms of dance music  **Grade 7**  When students look at the techniques used for different music forms, they are considering the rules that should be followed. Each genre follows different guidelines to communicate that style’s idea. This can be seen in the varying styles explored in the unit. In addition, recognizing through exploration, listening activities, and research, students will recognize that specific forms have connections to not just music rules, but culture as well.  **Grade 8**  When students look at the techniques used for different music forms, they are considering the rules that should be followed. Each genre follows different guidelines to communicate that style’s idea. In addition, recognizing through exploration and listening that specific forms have connections to not just music rules, but cultures as well. | **Grade 6**  Students are taking their foundation in music elements and are applying it to the performances of different genres. By performing diverse styles, students grasp how music elements can be applied to them. Students will also focus on the proper performance practice for the varying music forms  **Grade 7**  Students are taking their foundation in music elements and are applying it to the performances of different genres. By performing diverse styles, students grasp how music elements can be applied to them. Students will also focus how the manipulation of basic music elements can change the emotion of compositions.  **Grade 8**  Students are taking their foundation in music elements and are applying it to performing. Students are also gaining a new skill through learning how to play the piano. This skill and previous knowledge is used to perform in various forms and styles. Students will focus on the different characteristics of the forms to expand the music literacy further. | **Grade 6 - Unit 3**  Students are taking their foundation in music elements and are applying it to the performances of different genres. By performing diverse styles, students grasp how music elements can be applied to them. Students will also focus on the proper performance practice for the varying music forms  **Grade 6 - Unit 4**  Students must see that music can be more than just the rhythms and notes on the staff. There is a purpose and meaning behind the composition. Music can be used to evoke specific feelings and emotions. It can also be used to memorialize an event. Students will research what makes music traditional or nontraditional by its compositional techniques. They will also examine how instrumental leaders use their technical proficiencies and apply them to the performance of many styles.  **Grade 7** **Unit 3**  Students are expanding their knowledge of music elements during this unit. Students will practice these new techniques through exercises and performances. The repetition of the information will encourage retention and another tool to use when performing or composing.  **Grade 7** **Unit 4**  Students will continue to examine the details of different musical styles. They will compare and contrast this information to similar genres from different regions. Students will also begin to explore different uses of symbolism in music and how it can used to evoke specific feeling and emotions.  **Grade 8 Unit 3**  As students’ musical foundation is strengthened and expanded, it is being applied to a variety of genres. Students will focus on how to implement their piano playing and sheet music reading skills to 20th century and popular music forms.  **Grade 8 Unit 4**  Students must see that music can be more than just the rhythms and notes on the staff. There is a purpose and meaning behind the composition. Music can be used to evoke specific feeling and emotions through symbolism, word painting, and other techniques. Students will research what makes music traditional or nontraditional to its time period. They will also examine performance interpretation and how it can change from group to group or performance to performance. | **Grade 6**  Musicians can greatly affect the norms of a society through their performances. They can affect the trends in music, fashion, dance, appearances and more. Students will analyze the ways specific musicians affected culture through their careers and performances.  **Grade 7**  Music technology is always changing and can change the way music gets to the consumer. Students will explore the changes of music technology. They will specific also examine how social issues are used to plot points in a musical. Finally, students will analyze the ways specific musicians affected culture through their careers and performances.  **Grade 8**  Students will compare and contrast the progress of music technology along with employing current techniques to create their own compositions. In addition, students will analyze how music can have a historical, societal, and cultural impact. |
| **RESOURCES** | **Grade 6**  Research different types of marches, e.g., Funeral March, Screamer March, German March  **Grade 7**  Cultural Dance Music  Folk Music  American Pop Music  **Grade 8**  Form and Harmony  John Cage – Music of Changes  Duke Ellington-Take the A Train  Charlie Parker – Ko Ko  Dizzy Gillespie, Charley Parker, Jazz Artists | **Grade 6**  Western/PA Dutch Folk Music  Red River Valley  Scat  Ella Fitzgerald  Looney Tunes Theme Song  Gillespie and Parker  **Grade 7**  Varying Dynamics – “When the Cactus is in Full Bloom”  “Hello” – Adele  “Take 5” – Dave Brubeck  Symphony in Three Movements  Shaker Folk Music  Note Reading Review  Jazz Improvisation  **Grade 8 –**  Keyboard Quiz sheet music  Jingle Bells  Bone Sweet Bone  Red River Valley | **Grade 6 Unit 3**  African Music  Popular African Music  Different types of ragas  African Talking Drums  Call & Response – Military  Indian Call & Response  Cuban Call & Response  **Grade 6 Unit 4**  Traditional/Nontraditional  Glass String Quartet  Music as Emotional Outlet  Symphony Orchestra  Water Concerto  Benny Goodman Copeland Concerto  **Grade 7 Unit 3**  Improv through Genres  Jazz Fusion – Miles Davis  Blues Improv: St. Louis Blues  Progressive Rock – Jethro Tull  Major and Pentatonic Scales  Keyboard Template  Ostinato  genre Sheet Music  **Grade 7 Unit 4**  Opera Forms  Opera Critique  Symbolism  Cultural Music Comparisons  **Grade 8 Unit 3**  Au Clair Music  Tone Row Activity/Benchmark Assignment  **Grade 8 Unit 4**  Emotion of Music  Listenings – Classical Artists and symphonies | **Grade 6**  Elvis-Culture affect  Performance –Affects (Beatles, Jackson 5, N’Sync, One Direction, Miley Cyrus  **Grade 7**  Music Tech-Sound Recording  Musical and Social Issues  Music Group-Culture Impact  **Grade 8**  Musical concrete |
| **NJSLS SKILLS**  **STANDARDS** | **Grade 6**  1.1.8.B.1  1.1.8.B.2  **Grade 7**  1.1.8.B.1  1.1.8.B.2  **Grade 8**  1.1.8.B.1  1.1.8.B.2 | **Grade 6**  1.3.8.B.2  1.3.8.B.4  **Grade 7**  1.3.8.B.2  1.3.8.B.3  1.3.8.B.4  **Grade 8**  1.3.8.B.1  1.3.8.B.2  1.3.8.B.3  1.3.8.B.4 | **Grade 6 Unit 3**  1.3.8.B.2  1.3.8.B.4  **Grade 6 Unit 4**  1.4.8.A.1  1.4.8.A.6  1.4.8.B.2  **Grade 7** **Unit 3**  1.3.8.B.2  1.3.8.B.3  1.3.8.B.4  **Grade 7 Unit 4**  1.4.8.A.3  1.4.8.A.5  1.4.8.B.3  **Grade 8 Unit 3**  1.3.8.B.1  1.3.8.B.2  1.3.8.B.3  1.3.8.B.4  **Grade 8 Unit 4**  1.4.8.A.1 1.4.8.A.5  1.4.8.A.2 1.4.8.A.6  1.4.8.A.3 1.4.8.A.7  1.4.8.A.4 1.4.8.B.1  1.4.8.B.2  1.4.8.B.3 | **Grade 6**  1.2.8.A.3  **Grade 7**  1.2.8.A.1  1.2.8.A.2  1.2.8.A.3  **Grade 8**  1.2.8.A.1  1.2.8.A.3 |
| **INTERDISCIPLINARY CONNECTIONS** | **Grade 6**  **SL.6.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly.  **RI.6.4 –** Determine the meaning of words and phrases as they are used in a text, including figurative, conative, and technical meanings. | | | |
| **Grade 7**  **SL.7.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly.  **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, conative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | | |
| **Grade 8**  **SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.  **RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, conative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | | | |
| **Literacy –** Reading and writing in the music and arts content area  **Math** – Counts, reps, fractions, and other operations associated with music  **Social Studies** – Music in the cultural and societal context; connections to MS Social Studies curricula and World/Ancient History  **Science** Discussions, where appropriate, of the physics of sound as manifested in various types of instruments | | | |
| **FORMATIVE AND SUMMATIVE ASSESSMENTS**  **(must include Benchmark, essay/project)** | **Grade 6**   * Comparison of Mozart/Hayden * Comparison of Beethoven/St. Saens * Categorize That March   **Benchmark –**  Teacher will create a benchmark to assess content taught in Unit 1 | **Grade 6**   *  *  * Bebop; Improvise   **Benchmark** – Teacher will create a benchmark to assess content taught in Unit 2 | **Grade 6 Unit 3**   * India/Africa activities * Call & Response through cultures   **Benchmark** – Call & Response performance  **Grade 6 Unit 4**   * Traditional and Nontraditional Scores * Music as an Emotional Outlet * Stream of Consciousness Journal * Traditional and Nontraditional Emotion * Performers through genres   **Benchmark –**  Teacher will create a benchmark to assess content taught in Unit 4 | **Grade 6**   * Elvis/-Culture affect * Performances-Affect   **Benchmark –** Writing assignment – “This Musician…. |
| **Grade 7**   * Dance Music Listening * Dance/Folk Music Venn Diagram * American Pop Music Timeline   **Benchmark –** Research on topic of student choice | **Grade 7**   * Dynamics in Music * Note Reading Review   **Benchmark** – (Improvisation) – Place students in groups of 2 or 3 to perform improvisation according to the technique they choose- scat; call and response; students use hand percussions | **Grade 7 Unit 3**   * Improv through genres * Major and pentatonic scales * Ostinato   **Benchmark**  Teacher will create a benchmark to assess content taught in Unit 3  **Grade 7 Unit 4**   * Compare/Contrast different opera forms * Opera Critique * Symbolism * Cultural Music Comparison   **Benchmark –** Essay on o Cultural Music Comparison | **Grade 7**   * Music Tech Sound recording * Musical and Social Issues   **Benchmark –** Teacher will create a benchmark to assess content taught in Unit 5 |
| **8th Grade**   * Group jazz   **Benchmark –** Research paper on famous jazz musician | **8th Grade**   * Keyboard performing quizzes   **Benchmark –** Performance/Composition | **8th Grade Unit 3**   * Music genre * Tone row   **Benchmark –** Teacher will create a benchmark to assess content taught in Unit 3  **8th Grade Unit 4**   * Emotions of Genre * Traditional Music Trends * Performance Interpretation   **Benchmark –** Teacher will create a benchmark to assess content taught in Unit 4 | **8th Grade**   * Technology   **Benchmark –** Teacher will create a benchmark to assess content taught in Unit 5 |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | **8.1.5.A.1 –** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **CRP2** – Apply appropriate academic and technical skills  **CRP4** – Communicate clearly and effectively and with reason  **CRP6** – Demonstrate creativity and innovation  **9.2.4.A.4** – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504 plans**   * Small group instruction * Direct instruction * Directions read-aloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping | **Differentiation**   * Peer to peer assistance * Grouping based on skills/interests * Providing choices * Choice of resources for research * Flexible pacing of material to meet level of students |