TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Elementary General/Vocal Music
Level K-5
TPS Music Department

2015

Last revision date: 2003

Curriculum Writing Team

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Elementary General/Vocal Music
Level K-5

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull school community, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision-making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION

Last revised in 2003, the elementary general/vocal curriculum is rewritten in the following document to maintain the alignment of practices, standards, and assessments among the TPS, the Connecticut State Board of Education, Connecticut's Common Arts Assessment Initiative, the National Coalition for Core Arts Standards, and the National Association for Music Education.

This updated curriculum includes the 2014 National Core Arts Standards for Music with eleven anchor standards, and the addition of "connecting" as an artistic process along with "creating, performing, and responding."

Units are organized by adding elements of musical knowledge onto foundational skills of rhythm and pitch. It is suggested that the units be taught in the order presented, so as to provide a consistent and cumulative review of material as concepts are added to the artistic processes. Style/Genre units, Discovering Major Works units, and timbre concepts may be interwoven throughout the year, leaving those units unnecessary as separate entities if already fully included.

Technology Competency Standards align with the 2007 National Educational Technology Standards and Performance Indicators for Students.

PHILOSOPHY

Elementary general/vocal music affords every student the opportunity to appreciate and participate in the artistic processes of creating, performing, responding, and connecting to music. Through singing, movement, playing instruments, and the use of technology, students will acquire musical knowledge and skill, as well as an artistic outlet of expression, a method of interpersonal communication, motivation to continue musical studies, and personal joy.

COURSE DESCRIPTION

General/vocal music is taught a minimum of 30 minutes per class, twice per week in grades kindergarten through fifth. The course includes singing, movement, and performing on classroom and Orff instruments. Recorders are played in grades three through five. Students will learn how to read, write, and respond to music over the duration of kindergarten through grade five. Students are assessed by written work, individual, small group, and class projects/performances, stage performances, teacher observation, and student self-assessment. District-wide pre and post-year assessments are administered in second and fifth grades.

Grade five chorus is taught for 45 – 60 minutes per week in addition to general music requirements. Grade five chorus performs two concerts per year for parents, with dress-rehearsals for each performed for classmates in-school. Grade five chorus is an opportunity for students to gain in depth knowledge of the preparation/performance process, gain confidence through stage/public performance, learn appropriate stage cues, experience solo, small group, and full chorus timbres, connect through music to their community audience, use music as a source of expression, and relay important ideas and messages to an audience.

GOALS

As a result of music education in grades K-5, students will:
- work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal;
- draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products;
- through a variety of media, including technology, express and communicate musical ideas and feelings, and interpret the ideas of others;
- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) musical works that express concepts, ideas and feelings;
- perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse musical works;
- respond (select experience, describe, analyze, interpret and evaluate) with understanding to diverse musical works and performances;
- understand the importance of music in expressing and illuminating human experiences, beliefs, and values;
- identify representative works and recognize the characteristics of music from different historical periods and cultures;
- develop sufficient mastery of reading musical notation and performing on voice/instruments to be able to pursue further study, if they choose, in preparation for a career;
- seek musical experiences and participate in the artistic life of the school and community; and
- understand the connections among the arts, other disciplines, and daily life.

UNIT PLANS
Kindergarten Unit 1
Steady Beat and Rhythm

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.K
   a. With guidance, explore and experience music concepts (such as beat and melodic contour).
   b. With guidance, generate musical ideas (such as movements or motives).
MU:Pr4.2.K
   a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
MU:Re7.2.K
   With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
MU:Cn10.0.K
   Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.K
   Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- Why does music have a beat?
- Why does music have rhythm?
- How is music different from other sounds around us?

Scope and Sequence
- Perform a steady beat through movement or on an instrument
- Notate a steady beat
- Create different beats using rhythmic notation
- Identify the aural, visual and kinesthetic differences between a beat and a rhythm
- Improvise a rhythm to a steady beat accompaniment
- Use rhythmic notation to create original and dictated rhythms
- Identify beats and rhythms in sounds around us

Instructional/Teaching Strategies
- Demonstrate a steady beat and/or rhythms through movement such as walking, jumping, marching, dancing, imitating, passing an object, body percussion, and playing an instrument
- Create visual icons or standard notation to represent the beat or rhythm
- Model words and syllables to demonstrate beat and rhythm
- Create lists or charts to sort sounds with beat, rhythm, or none
- Practice improvising question and answer rhythms to a steady beat accompaniment
- Model a method of counting or rhythmic syllables while creating, performing, or improvising rhythms
- Use a metronome

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    b. create original works as a means of personal or group expression.

    c. use models and simulations to explore complex systems and issues.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

High and Low Sounds

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

MU:Cr1.1.K

a. With guidance, explore and experience music concepts (such as beat and melodic contour).

b. With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.K

a. With guidance, demonstrate and choose favorite musical ideas.

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

MU:Cr3.1.K

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

MU:Cr3.2.K With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.2.K

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What is singing?
- Why do we need high and low sounds in music?
- What makes an instrument/voice sound high or low?

Scope and Sequence

- Identify and imitate a speaking and singing voice
- Explore vocal range
- Listen and identify, through movement, low or high sounds
- Identify animals or other sounds in our world that are low or high
- Identify musical instruments that sound low or high
- With prior knowledge of rhythm, use iconic notation to create a vocal piece to explore upward and downward movement of pitch

Instructional/Teaching Strategies

- Play an imitating echo game to practice speaking/singing voices
- Compare and discuss the sound of a voice when reading or singing a nursery rhyme
- Use a slide whistle to demonstrate upward and downward movement of the voice
- Model creative movements with scarves to show high or low sounds
- Demonstrate how to draw sound maps with hills and valleys to show the direction of the pitch
- Create lists, charts, collages of animals, instruments, or objects that make high or low sounds
- Allow students to experiment with the sound of instruments or objects and discuss how size relates to pitch
- Model and perform vocal pitches with Kodaly/Curwen handsigns

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Sing songs related to the concept taught
- Read and write notation to express high/low pitches
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore a range of instruments that sound high/low
- Use Kodaly/Curwen handsigns when singing pitch
- Put Boomwhackers in order by pitch
- Make high/low animal sounds

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

   d. identify trends and forecast possibilities.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Kindergarten Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.K
   a. With guidance, explore and experience music concepts (such as beat and melodic contour).
   b. With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.K
   a. With guidance, demonstrate and choose favorite musical ideas.
   b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

MU:Cr3.1.K
   a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Cr3.2.K With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.2.K
   a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.K
   a. With guidance, apply personal, teacher, and peer feedback to refine performances.
   b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr6.1.K
   a. With guidance, perform music with expression.
   b. Perform appropriately for the audience.

MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re8.1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- How does music change your feelings?
- How does the composer intend to make you feel when listening to a particular piece of music?

Scope and Sequence
- Respond through movement to changes in soft/loud, slow/fast, and smooth/short music
- Using lyrics as a guide, choose appropriate places in the music to sing/perform on instruments soft/loud, slow/fast, smooth/short
- Discuss how soft/loud, slow/fast, and smooth/short music changes one's mood
- Using prior knowledge of rhythm and/or melodic direction, create and perform an original sound piece based on expressive preferences

Instructional/Teaching Strategies
- Model a beanbag passing game to practice responding to changes in tempo
- Model dance with scarves to practice responding to smooth/short music
- Practice different locomotor movement - jump, skip, skate, slide, walk, run, tiptoe, march to respond to loud/soft, fast/slow, and smooth/short music
- Model vocal expression while reading or singing to practice soft/loud
- Chart animal/object sounds that are loud/soft, fast/slow, and smooth/short
- Model conducting patterns showing loud/soft, fast/slow, and smooth/short music
- Demonstrate how to respond with instruments/singing to conducting patterns showing loud/soft, fast/slow, and smooth/short music

Assured and Suggested Learner Activities
- Play classroom instruments
- Be a conductor
- Use dance or created movements to express a musical concept
- Sing songs related to the concept taught
- Read and write notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Kindergarten Unit 4
Tone Color

Performance Standards (Behavioral Objectives/ Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.K

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

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

MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why do various instruments and voices sound different?

Scope and Sequence

- Identify different voices (male/female, adult/child) and instruments by their tone color
- Demonstrate or perform different vocal tone colors such as shouting, humming, or whispering
- Mimic tone colors and rhythms made by body percussion
- Choose and perform appropriate vocal and/or instrumental tone colors to accompany music or literature

Instructional/Teaching Strategies

- Create listening games with classroom instruments to practice identifying each instrument by tone color
- Demonstrate how to replace specific lyrics in a song with instruments, body percussion, or vocal tone colors
- Play music and demonstrate how to listen and identify instruments in selected pieces of music by tone color
- Have students watch and respond to recorded or live performance with specific instruments or voices
- Cultivate a discussion and describe why instruments/voices have different tone colors

Assured and Suggested Learner Activities

- Play classroom instruments
- Sing songs related to the concept taught
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore tone color
- Read books with accompanying CDs such as *Carnival of the Animals*
- Look at, listen to, and discuss pictures of instruments

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    b. create original works as a means of personal or group expression.

    c. use models and simulations to explore complex systems and issues.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Kindergarten Unit 5
Texture

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.K

    a. With guidance, explore and experience music concepts (such as beat and melodic contour).

    b. With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.K

    a. With guidance, demonstrate and choose favorite musical ideas.

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

MU:Cr3.1.K

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

MU:Cr3.2.K With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K

    a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.K

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

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

MU:Pr6.1.K

    a. With guidance, perform music with expression.

    b. Perform appropriately for the audience.

MU:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How can we make our music sound more interesting and complete?
- How can many people make music together?

Scope and Sequence

- Listen and identify when one or more than one sound/layer is being performed in music.
- Using the words "thin" or "thick," describe the layers of sound heard in the music
- Identify when accompaniment or no accompaniment is used in specific pieces of music
- Create and perform a sound piece with various layers of voices and/or instruments using prior knowledge of rhythm and expressive qualities
- Using prior knowledge of tone color, create ideas and perform sound effects on instruments or voices to accompany a story or poem

Instructional/Teaching Strategies

- While listening to a piece of music, show visual cues when layers of sound appear or disappear
- Create movement to show when accompaniment or no accompaniment is heard in the music
- Demonstrate visual cues to show sequence when adding or removing sound effects to a story

Assured and Suggested Learner Activities

- Play classroom instruments
- Be a conductor
- Dance or create movements to express a musical concept
- Sing songs related to the concept taught
- Read and write notation to show layers of sound
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to build layered pieces
- Read books and add sound effects

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    b. plan and manage activities to develop a solution or complete a project.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

5 weeks

Kindergarten Unit 6
Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.K

    a. With guidance, explore and experience music concepts (such as beat and melodic contour).

    b. With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.K

    a. With guidance, demonstrate and choose favorite musical ideas.

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

MU:Cr3.1.K

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

MU:Cr3.2.K With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K

    a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.K

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

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

MU:Pr6.1.K

    a. With guidance, perform music with expression.

    b. Perform appropriately for the audience.

MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- How can we organize musical ideas?
- Why does music need a form?

Scope and Sequence
- Identify same/different phrases/sections of music
- Perform echo songs with voice and/or instruments
- Perform call and response songs with voice and/or instruments
- Listen, describe, and analyze the expressive qualities, melodic direction, and tone color of each section of music and how it fits into an overall form
- Discover patterns in the form of a particular piece of music
- Create and perform an original or arranged sound piece with a planned form

Instructional/Teaching Strategies
- Create movements to show same/different phrases/sections of music
- Model visual cues to show the echo or response sections of a song
- Design manipulatives or visual aids to create patterns that reflect musical form
- Model the use of technology to pre-record and rearrange sections into a particular form

Assured and Suggested Learner Activities
- Play classroom instruments
- Be a conductor
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to create pieces with form
- Draw pictures to show the form of a piece of music

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    b. plan and manage activities to develop a solution or complete a project.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

5 weeks

Kindergarten Unit 7
Style

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.K

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

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

MU:Pr6.1.K

a. With guidance, perform music with expression.

b. Perform appropriately for the audience.

MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.K With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What can music tell us about people from different places?

Scope and Sequence

- Listen and identify the mood apparent in a particular style of music
- Listen and identify unique musical elements, from prior knowledge, in different styles of music
- Perform songs in contrasting styles

Instructional/Teaching Strategies

- Create fill-in the blank sentences to model how to express one's mood
- Create lists or charts to organize musical elements heard in each style
- Arrange one particular piece of music in many different styles to show contrasts in musical elements

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Sing songs related to the concept taught
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore styles of music
- Read books related to countries of origin or emotions

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    c. use models and simulations to explore complex systems and issues.

    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Evaluation/Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation, or evaluation rubric, of individual, small-group, or whole-class responses/performance
- Student self-evaluation of recorded performance (optional)
- Individual or small group written work
- Teacher questioning to check for understanding

First Grade Unit 1
Steady Beat vs. Rhythm

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

    a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

    b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1 With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1 With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

    a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr5.1.1

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

    b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- What makes music different from other sounds around us?
- What is the difference between a beat and a rhythm?

Scope and Sequence
- Listen to and identify a steady beat or no beat
- Listen to, identify, and perform on strong or weak beats
- Listen to, identify, and notate silent beats (quarter rests) in dictated rhythms

- Identify the differences between a beat and a rhythm through performance, listening, rhythmic notation, and movement
- Improvise rhythmic patterns with a steady beat accompaniment in duple and triple meters
- Notate and perform rhythms in duple and triple meters

Instructional/Teaching Strategies

- Demonstrate a steady beat and/or rhythms through movement such as walking, jumping, marching, dancing, imitating, passing an object, body percussion, and playing an instrument
- Make visual icons or standard notation to represent the beat or rhythm
- Model words and syllables to demonstrate beat and rhythm
- Create lists or charts to sort sounds with beat, rhythm, or none
- Model improvising question and answer rhythms to a steady beat accompaniment
- Use a metronome
- Model a method of counting or rhythmic syllables while creating, performing, or improvising rhythms
- Model a conductor keeping a steady beat

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

Technology Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    d. contribute to project teams to produce original works or solve problems.

Time Allotments/Pacing Guide (Expected Performance Time Frame)
6 weeks

First Grade Unit 2
Melody

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1

b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1

a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr5.1.1

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

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why does music have pitch?
- How does the shape of a melody influence our listening experience?

Scope and Sequence
- Listen to, identify, and perform upward/downward movement of pitch
- Identify instruments, voices, or sounds around us that are low/middle/high
- Identify by listening, notating, and performing pitches that step/skip/leap/repeat
- Along with prior knowledge of rhythm, create melodic phrases with iconic/rhythmic notation
- Perform melodies within the do-pentatonic scale

Instructional/Teaching Strategies
- Create movement to show pitch direction
- Use a slide whistle to demonstrate pitch direction
- Model Kodaly/Curwen handsigns while singing pitch direction
- Create charts/lists to organize instruments/voices/found sounds that are high/middle/low
- Make illustrations of steps or ladders to simulate step/skip/leap/repeat

Assured and Suggested Learner Activities
- Play classroom instruments
- Dance or create movements to express a musical concept
- Sing songs related to the concept taught
- Read and write notation to express high/low pitches
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore a range of instruments that sound high/low
- Use Kodaly/Curwen handsigns when singing pitch
- Put Boomwhackers in order by pitch
- Make high/low animal sounds

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original works or solve problems.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

First Grade Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

    a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

    b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1

    a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

    b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1

    a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

    a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1

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

    b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

    a. With limited guidance, perform music for a specific purpose with expression.

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How does music influence your feelings/mood?
- How can a performer capture an audience's attention?
- How can a composer/performer express his/her intention through music?

Scope and Sequence

- Identify by listening changes in dynamics, tempo, and articulation
- Perform music expressing changes in dynamics, tempo, and articulation
- Using prior knowledge of rhythm and pitch, create and perform a piece with expressive choices in dynamics, tempo, and articulation

Instructional/Teaching Strategies

- Create fill-in the blank sentences to model how to express one's mood while listening to music
- Model movements to show changes in piano/forte, adagio/allegro, legato/staccato and accents
- Model conducting patterns that show expressive changes
- Apply musical expression to words in a story or poem
- Make charts/lists to organize sounds around us with contrasting dynamics, tempos, and articulations

Assured and Suggested Learner Activities

- Play classroom instruments
- Be a conductor
- Dance or create movements to express a musical concept
- Sing songs related to the concept taught
- Read and write notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original works or solve problems.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

First Grade Unit 4
Tone Color

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

   a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

   b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1

   a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

   b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1

   a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

   a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

   b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1

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

   b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

   a. With limited guidance, perform music for a specific purpose with expression.

   b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why do different instruments/voices sound different?
- How can tone color be used to express a composer's/performer's intent in music?

Scope and Sequence

- Listen to and identify different instruments, body percussion, and voices by tone color
- Practice and perform different vocal/body percussion tone colors
- Listen to and identify contrasts in vocal tone color such as solo/chorus, male/female, adult/child, singing/speaking
- Using prior knowledge of rhythm, melody, and expression, create a sound piece that changes vocal/instrumental/body percussion tone color with specific intent

Instructional/Teaching Strategies

- Play listening games with classroom instruments to practice identifying each instrument by tone color
- Replace specific lyrics in a song with instruments, body percussion, or vocal tone colors
- Demonstrate how to listen and identify instruments in selected pieces of music by tone color
- Demonstrate a response to a recorded or live performance with specific instruments or voices
- Cultivate discussion and describe why instruments/voices have different tone colors

Assured and Suggested Learner Activities

- Play classroom instruments
- Sing songs related to the concept taught
- Use software/websites to explore tone color
- Listen to or watch video of major works, such as *Peter and the Wolf* and *Carnival of the Animals*, to discuss the composer's intent in selecting different instrumental tone colors
- Look at, listen to, and discuss pictures of instruments

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

First Grade Unit 5
Texture

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

    a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

    b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1

    a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

    b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1

    a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

    a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1

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

    b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

    a. With limited guidance, perform music for a specific purpose with expression.

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How can many people make music together?

Scope and Sequence

- Listen and identify when one or more than one sound/layer is being performed in music
- Using the words "thin" or "thick," describe the layers of sound heard in the music
- Identify when accompaniment or no accompaniment is used in specific pieces of music
- Create and perform ostinatos and borduns to accompany various pieces of music
- Create and perform a sound piece with various layers of voices and/or instruments incorporating prior knowledge of rhythm, melody, expression, and tone color

Instructional/Teaching Strategies

- While listening to a piece of music, show visual cues when layers of sound appear or disappear
- Create movement to show when accompaniment or no accompaniment is heard in the music
- Model the use of Orff instruments or other tuned percussion to have students perform a bordun accompaniment to a melody
- Model the use of instruments/voice to create rhythmic and/or melodic ostinatos to have students accompany a melody
- Demonstrate how to layer many ostinatos by adding movement, body percussion, or words to keep the beat
- Model the use of recording technology to record and layer several ostinatos at once

Assured and Suggested Learner Activities

- Play classroom instruments
- Be a conductor
- Dance or create movements to express texture
- Sing songs related to the concept taught
- Read and write notation to show layers of sound
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to build layered pieces
- Read books and add sound effects

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

     a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

     b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

     d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

     b. plan and manage activities to develop a solution or complete a project.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

5 weeks

First Grade Unit 6
Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.1

    a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1

    b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1

    a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

    b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1

    a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

    a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1

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

    b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

    a. With limited guidance, perform music for a specific purpose with expression

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How is music organized?

Scope and Sequence

- Perform echo and call and response songs
- Listen and/or read notation to identify same/different phrases
- Using prior knowledge of rhythm, melody, and expression, create and perform or improvise an answer phrase in response to a question phrase
- Identify and perform music that contains repeat signs
- Describe ways to differentiate a verse from a refrain
- Using prior knowledge of rhythm, melody, and expression, tone color, and texture, create and perform a sound piece with a specific form

Instructional/Teaching Strategies

- Demonstrate movements in response to same/different phrases/sections of music
- Guide students to examine and discuss vocal pitch when asking and answering a question
- Model a rhythmic answer to a rhythmic question
- Guide students to examine and discuss the difference between lyrics in a verse and refrain
- Use a sandwich model to show and follow ABA form

Assured and Suggested Learner Activities

- Play classroom instruments
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to create pieces with form
- Draw pictures to show the form of a piece of music

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   c. develop cultural understanding and global awareness by engaging with learners of other cultures.

   d. contribute to project teams to produce original works or solve problems.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

5 weeks

First Grade Unit 7
Style

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1

a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1

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

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1

a. With limited guidance, perform music for a specific purpose with expression.

b. Perform appropriately for the audience and purpose.

MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- What can music teach us about people from other places?

Scope and Sequence
- Listen and identify unique musical elements, from prior knowledge, in different styles of music
- Perform songs in contrasting styles

Instructional/Teaching Strategies
- Use lists or charts to organize musical elements heard in each style
- Arrange one particular piece of music in many different styles to show contrasts in musical elements

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical style
- Sing songs in various styles
- Listen to or watch live/pre-recorded performances and identify the style
- Use software/websites to explore styles of music
- Read books related to countries of origin or emotions related to style

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Evaluation/Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation of individual, small-group, or whole-class responses/performance
- Teacher, peer, or self-evaluation using a rubric to assess a performance
- Student self-evaluation of recorded performance (optional)
- Individual or small-group written work
- Teacher questioning to check for understanding

Second Grade Unit 1
Steady Beat vs. Rhythm

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.2

a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2

a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2

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

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr5.1.2

a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

a. Perform music for a specific purpose with expression and technical accuracy.

b. Perform appropriately for the audience and purpose.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why is beat and rhythm important in music?
- What makes music different from other sounds around us?

Scope and Sequence

- Listen to, identify, and perform a steady beat, off beat, and silent beat
- Using rhythmic notation, create, read, and perform measures of various rhythmic patterns with a steady beat accompaniment in duple and triple meters
- Identify by listening, reading, and performing the aural and visual differences between a beat and a rhythm
- Improvise rhythmic patterns with a steady beat accompaniment in duple and triple meters

Instructional/Teaching Strategies

- Demonstrate a steady beat and/or rhythms through movement such as walking, jumping, marching, dancing, imitating, passing an object, body percussion, and playing an instrument
- Model a conductor keeping a steady beat
- Create visual icons or standard notation to represent beat or rhythm
- Model the use of words and syllables to demonstrate beat and rhythm
- Create lists or charts to sort sounds with beat, rhythm, or none
- Demonstrate improvising question and answer rhythms to a steady beat accompaniment
- Use a metronome
- Model a method of counting or rhythmic syllables while creating, performing, or improvising rhythms

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a beat vs. a rhythm
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    a. apply existing knowledge to generate new ideas, products, or processes.

    b. create original works as a means of personal or group expression.

    c. use models and simulations to explore complex systems and issues.

    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Second Grade Unit 2
Melody

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.2

   a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

   b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2

   b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2

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

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

   a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

   b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr5.1.2

   a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

   b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

   a. Perform music for a specific purpose with expression and technical accuracy.

   b. Perform appropriately for the audience and purpose.

MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why does music have high and low sounds?

- How can we identify a melody in a piece of music?

- Why does music have pitch?

- How does the shape of a melody influence our listening experience?

Scope and Sequence

- Identify instruments, voices, or sounds around us that are low/middle/high
- Identify by listening, notating, and performing pitches that step/skip/leap/repeat
- Listen to, identify, and perform upward/downward movement of pitch to reflect the contour of the melody
- Improvise, sing with solfeggio syllables, and play instruments in the do- and la-pentatonic scales
- Along with prior knowledge of rhythm, create melodic phrases in the do- and la-pentatonic scales with iconic/rhythmic notation

Instructional/Teaching Strategies

- Demonstrate movement to show pitch direction
- Use a slide whistle to demonstrate pitch direction
- Create charts/lists to organize instruments/voices/found sounds that are high/middle/low
- Model Kodaly/Curwen handsigns while singing pitch direction
- Create illustrations of steps or ladders to simulate step/skip/leap/repeat
- Design visual aids to show the sequence and pitches used in pentatonic scales

Assured and Suggested Learner Activities

- Play pitched classroom instruments
- Dance or create movements to express high/middle/low pitches or melodic contour
- Sing songs with solfege
- Read and write notation to express high/low pitches
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore a range of instruments that sound high/low
- Use Kodaly/Curwen handsigns when singing pitch
- Put Boomwhackers in order by pitch

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    b. plan and manage activities to develop a solution or complete a project.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Second Grade Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.2

    a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

    b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2

    a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

    b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2

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

MU:Cr3.2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

    a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2

    a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

    b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

    a. Perform music for a specific purpose with expression and technical accuracy.

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- How can a composer/performer express intent through music?
- How does music influence our mood and feelings?

Scope and Sequence
- Listen and respond to changes in dynamics, tempos, and articulations
- Listen and identify how changes in dynamics, tempo, and articulation affect the mood of the music and listener
- Perform by singing, body percussion, and/or instrument changes in dynamics, tempo, and articulation
- Using prior knowledge of rhythm and melody, create and perform a piece in rhythmic/iconic notation with expressive intent through use of dynamic, tempo, and articulation markings

Instructional/Teaching Strategies
- Create fill-in the blank sentences to model how to express one's mood
- Demonstrate how to apply musical expression to words in a story or poem
- Create movements to show changes in piano/forte, adagio/allegro, legato/staccato and accents
- Design charts/lists to organize sounds around us with contrasting dynamics, tempos, and articulations
- Model conducting patterns that show expressive changes
- Introduce tempo, dynamic, and articulation markings using visual aids

Assured and Suggested Learner Activities
- Play classroom instruments
- Be a conductor
- Dance or create movements to show changes in expression
- Sing songs with expressive intent
- Read and write notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards
1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

   b. plan and manage activities to develop a solution or complete a project.

   d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)
6 weeks

Second Grade Unit 4
Timbre

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why do different voices/instruments sound different?
- How can we use different voices/instruments to express a specific intent in our music?

Scope and Sequence

- Identify by listening to timbre, various vocal timbres, instruments of the orchestra, and classroom instruments
- Discuss characteristics of orchestral instruments, and sort them into families
- Choose, with specific intent, classroom instruments, tuned percussion, and/or vocal timbres to perform a piece of music.

Instructional/Teaching Strategies

- Demonstrate different movements to respond to changes in timbre
- Replace specific lyrics in a song with classroom instruments, or vocal tone colors
- Demonstrate how to listen and identify instruments in selected pieces of music by tone color
- Guide students while watching and responding to recorded or live performance with specific instruments or voices
- Guide a discussion about how orchestral instruments produce vibration and sort into families
- Create instrument-making projects to better understand how strings, percussion, or double reeds vibrate

Assured and Suggested Learner Activities

- Play classroom instruments
- Sing songs related to the concept taught
- Use software/websites to explore tone color and orchestral seating

- Listen to or watch video of major works, such as *Peter and the Wolf* and *Carnival of the Animals*, to discuss the composer's intent in selecting different instrumental tone colors
- Look at, listen to, and discuss pictures of instruments
- Read and discuss *The Remarkable Farkle McBride*

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
    a. identify and define authentic problems and significant questions for investigation.
    b. plan and manage activities to develop a solution or complete a project.
    c. collect and analyze data to identify solutions and/or make informed decisions.
    d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Second Grade Unit 5
Harmony

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.2 Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2

    a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

    b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2

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

MU:Cr3.2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

    a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2

    a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

    b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

    a. Perform music for a specific purpose with expression and technical accuracy.

    b. Perform appropriately for the audience and purpose.

MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- How can many people make music together?
- How can we make music sound more complete?

Scope and Sequence
- Listen and identify when one or more than one sound/layer is being performed in the music
- Using the words "thin" or "thick," describe the layers of sound heard in the music
- Identify when accompaniment or no accompaniment is used in specific pieces of music
- Create and perform ostinatos and borduns to accompany various pieces of music
- Perform rounds as an example of layered harmony
- Create and perform a sound piece with various layers of voices and/or instruments incorporating prior knowledge of rhythm, melody, expression, and tone color

Instructional/Teaching Strategies
- While listening to a piece of music, show visual cues when layers of sound appear or disappear
- Demonstrate movements to show when accompaniment or no accompaniment is heard in the music
- Model the use of Orff instruments or other tuned percussion to perform a bordun accompaniment to a melody
- Model how to use instruments/voice to create rhythmic and/or melodic ostinatos to accompany a melody
- Layer many ostinatos by adding movement, body percussion, or words to keep the beat
- Use recording technology to record and layer several ostinatos at once
- Direct students in singing rounds by practicing in unison first, and one by one adding layers

Assured and Suggested Learner Activities
- Play classroom instruments
- Be a conductor and cue layers
- Dance or create movements to express texture
- Sing songs in rounds
- Read and write notation to show layers of sound
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to build layered pieces

Technology Standards
1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Second Grade Unit 6
Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.2

    b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2

    a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

    b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2

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

MU:Cr3.2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

    a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

    b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2

    a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

    b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

    a. Perform music for a specific purpose with expression and technical accuracy.

    b. Perform appropriately for the audience and purpose.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why do we organize music?
- Why does music need structure?

Scope and Sequence

- Identify, by listening or reading notation, same/different phrases or sections in the music
- Identify the form of, and perform, call/response and verse/refrain pieces
- Improvise question and answer phrases on voice or instruments
- Listen and identify introductions and codas
- Read and perform music that contains DC al Fine
- Using prior knowledge of rhythm, melody, expression, tone color, and harmony, create and perform a piece with a specific form

Instructional/Teaching Strategies

- Demonstrate movements in response to same/different phrases/sections of music
- Lead students in examining and describing vocal pitch when asking and answering a question
- Model a rhythmic/melodic answer to a rhythmic/melodic question
- Discuss the difference between lyrics in a verse and refrain
- Make a visual aid to show contrasting A/B sections
- Discuss the meaning of DC al Fine

Assured and Suggested Learner Activities

- Play classroom instruments
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the form
- Use software/websites to create pieces with form
- Draw pictures to show the form of a piece of music

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    a. apply existing knowledge to generate new ideas, products, or processes.

    b. create original works as a means of personal or group expression.

    c. use models and simulations to explore complex systems and issues.

    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    d. contribute to project teams to produce original works or solve problems.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

5 weeks

Second Grade Unit 7
Style

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2

a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2

a. Perform music for a specific purpose with expression and technical accuracy.

b. Perform appropriately for the audience and purpose.

MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What can music teach us about people from other places?

Scope and Sequence

- Listen and identify unique musical elements, from prior knowledge, in different styles of music
- Perform songs in contrasting styles

Instructional/Teaching Strategies

- Create lists or charts to organize musical elements heard in each style
- Arrange one particular piece of music in many different styles to show contrasts in musical elements

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical style
- Sing songs in various styles
- Listen to or watch live/pre-recorded performances and identify the style
- Use software/websites to explore styles of music
- Read books related to countries of origin or emotions related to style

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   - c. use models and simulations to explore complex systems and issues.
   - d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
   - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

3 weeks

Evaluation/ Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation of individual, small-group, or whole-class responses/performance
- Teacher, peer, or self-evaluation using a rubric to assess a performance
- Student self-evaluation of recorded performance (optional)
- Individual or small-group written work
- Teacher questioning to check for understanding
- District pre and post-year assessment

Third Grade Unit 1
Rhythm and Meter

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.3

    a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

    b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3

    a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3

    a. Evaluate, refine, and document revisions to personal music ideas, applying teacher provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3 Present the final version of personal created music to others, and describe connection to expressive intent.

MU:Pr4.2.3

    b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr5.1.3

    a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

    b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3

    a. Perform music with expression and technical accuracy.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re9.1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How do we use rhythmic patterns to create music?
- How does meter affect music?

Scope and Sequence

- Listen to, identify, notate, and perform even/uneven (dotted) rhythms
- Identify by reading notation, and perform an upbeat
- Improvise rhythmic patterns using dotted quarter notes
- Listen and respond to 2/4, 3/4, and 4/4 time
- Create using rhythmic notation, and perform a rhythmic piece in a specified meter

Instructional/Teaching Strategies

- Model using visual aids the comparison between a dotted quarter tied to a single eighth and a dotted quarter note
- Demonstrate reading and performing on singing/instruments dotted quarter notes by using words like " 'tis of thee"
- Model a method of counting beats and identify the count given on an upbeat
- Model conducting patterns and other movements to feel and count meter
- Guide students to listen to music in various meters and cultivate discussion on how meter changes affect the music

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use language to formulate rhythm

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

7 weeks

Third Grade Unit 2
Melody/Staff Notation

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.3

    a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

    b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3

    a. Evaluate, refine, and document revisions to personal music ideas, applying teacher provided and collaboratively-developed criteria and feedback.

MU:Pr4.1.3 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3

    a. Demonstrate understanding of the structure in music selected for performance.

    b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr5.1.3

    a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

    b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3

    a. Perform music with expression and technical accuracy.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How can we compose music in a way that others will be able to read and perform it?
- What knowledge and skills can we apply when playing recorder?

Scope and Sequence

- Identify, perform, or improvise with voice/instruments melodic sequences using pitches in the do-, la-, and sol-pentatonic scales
- Identify by listening and reading staff notation the tonal center of various melodies
- Read and write using staff notation, and identify steps/skips/leaps and unison/octaves in the melodic contour
- Using prior knowledge of rhythm and meter, compose and perform on recorder various melodies using G, A, B, and C2

Instructional/Teaching Strategies

- Model solfeggio and Kodaly/Curwen handsigns to show melodic contour
- Create a visual of a staff to demonstrate orientation of pitches in steps/skips/repeats
- Guide a discussion about prefixes uni- and oct- in relation to musical intervals and other connections
- Model the drawing of a C Major scale and a pentatonic scale on a staff
- Use the saying "J, P, 6" to teach how to correctly draw a treble clef
- Model fingerings on the recorder

Assured and Suggested Learner Activities

- Play pitched classroom instruments and recorders
- Dance or create movements to express a musical concept
- Sing songs related to the concept taught
- Read and write staff notation
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore intervals and patterns on the staff
- Use Kodaly/Curwen handsigns when singing pitch

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    a. plan strategies to guide inquiry.

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

9 weeks

Third Grade Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.3

  b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3

  a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

  b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3

  a. Evaluate, refine, and document revisions to personal music ideas, applying teacher provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3 Present the final version of personal created music to others, and describe connection to expressive intent.

MU:Pr4.1.3 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3

  b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

  c. Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.3 Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3

  a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

  b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3

  a. Perform music with expression and technical accuracy.

  b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Re8.1.3 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Re9.1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How can music influence our feelings?

Scope and Sequence

- Listen, identify, and respond to a range of dynamics from pp to ff
- Perform changes in dynamics including cresc. and decresc.
- Listen, identify, and respond to changes in tempo including accel. and rit.
- Read notation for, and perform on recorder, legato, staccato, and accents
- Using prior knowledge of rhythm and melody, create and perform a piece of music that shows expressive intent through dynamics, tempo, and articulation

Instructional/Teaching Strategies

- Model putting dynamic symbols in order from quiet to loud
- Model a conductor's movements to express dynamics, tempo and articulation
- Model movement activities to show changes in tempo
- Model "too" "and "ta" syllables to model changes in articulation tonguing on recorder
- Use smartboards/elmos to show expression symbols in notated music
- Present various expressive works, and have students discuss the composer's/performer's expressive intent

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor
- Dance or create movements to show changes in expression
- Sing songs with expressive intent
- Read and write notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

7 weeks

Third Grade Unit 4
Harmony

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.3

　　b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3

　　a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

　　b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3

　　a. Evaluate, refine, and document revisions to personal music ideas, applying teacher provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3　Present the final version of personal created music to others, and describe connection to expressive intent.

MU:Pr4.1.3　Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3

　　a. Demonstrate understanding of the structure in music selected for performance.

　　b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.3.3　Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3

　　a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

　　b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3

　　a. Perform music with expression and technical accuracy.

　　b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.2.3　Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Re8.1.3　Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Re9.1.3　Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Cn10.0.3　Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3　Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What is harmony?
- How can we make music harmonize?
- How can many people make music together?

Scope and Sequence

- Create and perform or improvise various rhythmic and melodic ostinatos as accompaniments
- Sing or play on instruments echo and partner songs
- Identify, notate and perform I and V7 chords to accompany a melody
- Using prior knowledge of rhythm, melody, and expression, create, notate, and perform a melody with a chordal accompaniment

Instructional/Teaching Strategies

- Use revisions of a melody made in prior units to accompany with students
- Create visual aids to distinguish harmonizing notes
- Create aural games to give examples of harmony or disharmony
- Use technology to pre-record and compile a melody and chordal accompaniment, or parts to a partner song

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor and cue layers
- Sing echo and partner songs
- Read and write chords on the staff
- Listen to or watch live/pre-recorded performances and identify the harmonies
- Use software/websites to notate accompaniments

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

7 weeks

Third Grade Unit 5
Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.3

  a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

  b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3

  a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

  b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3

  a. Evaluate, refine, and document revisions to personal music ideas, applying teacher provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3

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

MU:Pr4.1.3

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

MU:Pr4.2.3

  a Demonstrate understanding of the structure in music selected for performance.

  b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

  c. Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.3

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

MU:Pr5.1.3

  a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

  b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3

  a. Perform music with expression and technical accuracy.

  b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Re8.1.3 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Re9.1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- Why does music need structure?

Scope and Sequence
- Listen, identify, and respond to repetition and contrast
- Improvise question and answer phrases
- Listen, identify, and respond to rondo form
- Listen to, identify, and discuss intros, interludes, and codas in a variety of styles
- Using prior knowledge of rhythm, melody, harmony, and expression, create and perform a piece in rondo form

Instructional/Teaching Strategies
- Create movements to respond to repetition/contrast while students are listening
- Model and discuss musical concepts heard in question and answer phrases
- Design visual aids to represent sections of a rondo
- Create timelines or listening maps to listen to, identify, and discuss intros, interludes, and codas in a variety of styles

Assured and Suggested Learner Activities
- Play classroom instruments and recorders
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the form
- Use software/websites to create pieces with form

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Evaluation/Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation of individual, small-group, or whole-class responses/performance
- Teacher, peer, or self-evaluation using a rubric to assess a performance
- Student self-evaluation of recorded performance (optional)
- Individual or small-group written work
- Teacher questioning to check for understanding

Fourth Grade Unit 1
Rhythm and Meter

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.4

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

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

MU:Cr2.1.4

   a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

   b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

   a. Evaluate, refine, and document revisions to personal music ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

   a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

   b. When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr5.1.4

   a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

   b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

   a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

   b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?
- How does a change in meter affect music?

Scope and Sequence

- Respond to, create with notation, and perform syncopated rhythms
- Create with notation, perform, and respond to subdivisions of the beat in duple and triple meters
- Improvise rhythms in various meters, including 6/8
- Create, notate, and perform a rhythmic piece, using dotted rhythms, and syncopation in a specified meter

Instructional/Teaching Strategies

- Draw upward and downward arrows to show parts of each beat
- Model a method of counting, or syllables, while performing rhythms
- Model conducting patterns for various meters
- Demonstrate movement to practice subdivision of the beat
- Create visual aids to model various subdivisions of the beat

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

    a. apply existing knowledge to generate new ideas, products, or processes.

    b. create original works as a means of personal or group expression.

    c. use models and simulations to explore complex systems and issues.

    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    a. plan strategies to guide inquiry.

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

7 weeks

Fourth Grade Unit 2
Building Scales and Melodies

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.4

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

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

MU:Cr2.1.4

a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How are melodic patterns organized to make music?
- How do you read and perform tonal music notation?

Scope and Sequence

- Identify and notate whole/half steps to create major, minor, and pentatonic scales
- Rehearse and perform various intervals from the identified tonal center of a specified piece
- Improvise a melody within a selected scale
- Aurally identify major/minor intervals, motives, chords, and keys
- Read notation and perform on recorder melodies containing C2, D2, E1, E2
- Using prior knowledge of rhythm, create, notate, and perform a piece based on a specified scale

Instructional/Teaching Strategies

- Model solfeggio to distinguish pitches in various scales
- Create visual aids or piano keys to demonstrate whole/half steps
- Distribute and discuss a recorder fingering chart
- Model fingerings on recorder
- Demonstrate a response through movement to recurring melodic motives in various pieces
- Present pentatonic melodies from various cultures

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Dance or create movements to express a musical concept
- Sing songs related to the concept taught
- Read and write staff notation
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore intervals on the staff
- Use Kodaly/Curwen handsigns when singing pitch

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    a. plan strategies to guide inquiry.

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

8 weeks

Fourth Grade Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.4

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

MU:Cr2.1.4

    a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

    a. Evaluate, refine, and document revisions to personal music ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

    b. When analyzing selected music, read and perform using iconic and/or standard notation.

    c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

    a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

    a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How does a composer/perform expressive intent in music?

Scope and Sequence

- Listen and identify expressive techniques heard in musical examples
- Perform by singing or on recorder/classroom instruments changes in dynamics, tempo, and articulation
- Using prior knowledge of rhythm and melody, create, notate, and perform a piece with expressive intent

Instructional/Teaching Strategies

- Compile student-developed criteria to evaluate expression in musical examples
- Create visual charts with expressive symbols, and associated moods
- Model articulation and dynamic changes on recorder
- Demonstrate the use of "ta" and "too" syllables for articulation on recorder

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor
- Dance or create movements to show changes in expression
- Sing songs with expressive intent
- Read and write staff notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Fourth Grade Unit 4
Harmony

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.4

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

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

MU:Cr2.1.4

    a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

    a. Evaluate, refine, and document revisions to personal music ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

    b. When analyzing selected music, read and perform using iconic and/or standard notation.

    c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

    a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

    a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What is harmony/disharmony?
- How can we make music harmonize?

Scope and Sequence

- Listen to, identify, and perform canons and countermelodies
- Identify by listening/reading notation parallel and contrary motion in 2-part harmony
- Notate triads based on a scale
- Read notation and perform harmonies with I, IV, and V7 chords
- Using previous knowledge of rhythm, melody, and expression, create a chordal accompaniment to a specified melody

Instructional/Teaching Strategies

- Create visual aids to show parallel/contrary motion
- Design visuals to build triads on staff, and piano keys
- Use technology to pre-record and compile countermelodies
- Demonstrate listening games to identify harmony/disharmony
- Model movements to show chord changes

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor and cue chord changes
- Sing canons, countermelodies, and 2-part harmonies
- Read and write chords on the staff
- Listen to or watch live/pre-recorded performances and identify the harmonies
- Use software/websites to notate chordal accompaniments

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

  c. develop cultural understanding and global awareness by engaging with learners of other cultures.

  d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

  a. plan strategies to guide inquiry.

  b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

  d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

  a. identify and define authentic problems and significant questions for investigation.

  b. plan and manage activities to develop a solution or complete a project.

  c. collect and analyze data to identify solutions and/or make informed decisions.

  d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

  a. advocate and practice safe, legal, and responsible use of information and technology.

  b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

  c. demonstrate personal responsibility for lifelong learning.

  d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

8 weeks

Fourth Grade Unit 5
Composing with Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.4

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

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

MU:Cr2.1.4

    a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

    a. Evaluate, refine, and document revisions to personal music ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

    b. When analyzing selected music, read and perform using iconic and/or standard notation.

    c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

    a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

    a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How is music organized?
- How do different musical forms convey the composer's intent?

Scope and Sequence

- Listen to, identify, and perform solo/chorus forms
- Read notation and perform pieces containing DS al Coda
- Using prior knowledge of rhythm, melody, expression, and harmony, compose and perform variations on a theme

Instructional/Teaching Strategies

- Present and cultivate discussion about examples of theme and variation, identifying musical elements that create each variation
- Discuss the Italian translation of DS al Coda, and follow notation together with students on an overhead/smartboard/elmo
- Demonstrate a melody students are familiar with on recorder, and use articulation, tempo, meter changes to create variations
- Compile student-created criteria to evaluate variations on a theme

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the form
- Use software/websites to create pieces with form

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    a. plan strategies to guide inquiry.

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

 d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Fourth Grade Unit 6
Discovering Major Works

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why is music important to the human experience?
- What makes a piece of music important in history and culture?

Scope and Sequence

- Listen to/ watch performances of major works in history and culture
- Identify unique musical elements in various styles/genres
- Create a system for evaluating performances of major works
- Perform selections from major works

Instructional/Teaching Strategies

- Research on Youtube and present videos of performances
- Design charts to compare/contrast different performances of the same piece
- Cultivate discussion and design technology projects about instrumentation, unique elements, and style of major works using computer generated research

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Dance or create movements
- Sing representative works
- Dictate themes from major works in staff notation
- Listen to or watch live/pre-recorded performances
- Use software/websites to research and listen to selected works

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry.
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    d. process data and report results.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
    a. identify and define authentic problems and significant questions for investigation.
    b. plan and manage activities to develop a solution or complete a project.
    c. collect and analyze data to identify solutions and/or make informed decisions.
    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

6 weeks

Evaluation/Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation of individual, small-group, or whole-class responses/performance
- Teacher, peer, or self-evaluation using a rubric to assess a performance
- Student self-evaluation of recorded performance (optional)
- Individual or small-group written work
- Teacher questioning to check for understanding

Fifth Grade Unit 1
Rhythm

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.5

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

    b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5

    a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

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

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

    b. When analyzing selected music, read and perform using standard notation.

    c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

    a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

    a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?
- How does a change in meter affect music?

Scope and Sequence

- Respond to, create with notation, and perform syncopated rhythms
- Create with notation, perform, and respond to subdivisions of the beat in duple and triple meters
- Improvise rhythms in various meters, including 5/4
- Create, notate, and perform a rhythmic piece, using dotted rhythms, and syncopation in a specified meter

Instructional/Teaching Strategies

- Draw upward and downward arrows to show parts of each beat
- Demonstrate a method of counting, or syllables, while performing rhythms
- Model conducting patterns for various meters
- Create movement to practice subdivision of the beat
- Design visual aids to model various subdivisions of the beat
- Use an electronic keyboard's pre-recorded beats to model movement to meter

Assured and Suggested Learner Activities

- Play classroom instruments
- Use dance or created movements to express a musical concept
- Be a conductor
- Sing songs related to the concept taught
- Use body percussion
- Read and write notation
- Listen to or watch live/pre-recorded performances and identify the related concept

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

7 weeks

Fifth Grade Unit 2
Scales and Melodies

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.5

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

b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

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

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions
- What is the purpose of changing key and tonality in music?

Scope and Sequence
- Perform melodies in many keys, understanding movable do
- Identify and notate the tonic and dominant in many keys and modes
- Identify, in notation, accidentals
- Read notation of, and perform on recorder, F1, C1, D1, F#, and Bb
- Using prior knowledge of rhythm, create a melody in a specified mode and key
- Improvise melodies in a specified key

Instructional/Teaching Strategies
- Model singing with scales with solfeggio, beginning on different pitches
- Create visual aids that show half/whole step patterns to discover scales and keys
- When using Orff instruments, remove bars that are not in the specified key
- Model improvisation using chord tones, rather than the entire scale

Assured and Suggested Learner Activities
- Play classroom instruments and recorders
- Sing songs related to the concept taught
- Read and write staff notation
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore intervals on the staff
- Use Kodaly/Curwen handsigns when singing pitch

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

  c. develop cultural understanding and global awareness by engaging with learners of other cultures.

  d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

  a. plan strategies to guide inquiry.

  b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

  d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

  a. identify and define authentic problems and significant questions for investigation.

  b. plan and manage activities to develop a solution or complete a project.

  c. collect and analyze data to identify solutions and/or make informed decisions.

  d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

  a. advocate and practice safe, legal, and responsible use of information and technology.

  b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

  c. demonstrate personal responsibility for lifelong learning.

  d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

8 weeks

Fifth Grade Unit 3
Expression

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.5

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

    b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5

    a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

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

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

    b. When analyzing selected music, read and perform using standard notation.

    c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

    a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

    a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- How does a composer/performer express intent through music?

Scope and Sequence

- Identify symbols in notation, and perform pieces with various dynamics, tempos, and articulations including subito, andante, and marcato
- Listen to and discuss composer/performer intent through expressive elements
- Using prior knowledge of rhythm and melody, create, notate, and perform a piece with specific expressive intent

Instructional/Teaching Strategies

- Compile student-created criteria to evaluate the expressiveness in performances
- Present different performances of the same piece for students to respond to expressiveness
- Design charts to discuss expression symbols' effects on mood
- Research and use technology that will allow students to collaborate on adding expression to a piece of music

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor
- Dance or create movements to show changes in expression
- Sing songs with expressive intent
- Read and write staff notation with expression symbols
- Listen to or watch live/pre-recorded performances and identify the related concept
- Use software/websites to explore expressive qualities

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   c. develop cultural understanding and global awareness by engaging with learners of other cultures.

   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

   c. collect and analyze data to identify solutions and/or make informed decisions.

   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

   d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)
4 weeks

Fifth Grade Unit 4
Harmony

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.5

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

    b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5

    a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

    b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

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

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

    a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

    b. When analyzing selected music, read and perform using standard notation.

    c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

    a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

    b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

    a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

    b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- Why does music harmonize?
- How is harmony created?

Scope and Sequence

- Create, notate, and perform 2- and 3- part harmony
- Identify, notate, and perform chord intervals
- Improvise melodies matching chord changes
- Using prior knowledge of rhythm, melody, and expression, create a chord progression to accompany a melody

Instructional/Teaching Strategies

- Model the use of technology to record and compile layers of harmony
- Create and use visual aids/smartboards/elmos to show chord changes in time
- Develop charts to show melodic pitches that match chord changes
- Play pre-recorded accompaniment on an electric keyboard for chord changes

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Be a conductor and cue chord changes
- Sing 2- and 3- part harmonies
- Read and write chords on the staff
- Listen to or watch live/pre-recorded performances and identify the harmonies
- Use software/websites to notate chordal accompaniments

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

    a. plan strategies to guide inquiry.

    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

8 weeks

Fifth Grade Unit 5
Composing with Form

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Cr1.1.5

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

b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

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

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Question

- Why does music need organization?

Scope and Sequence

- Listen and identify contrasting sections of various forms, including movements and a finale
- Respond to chord changes in specified forms
- Improvise a melody to a 12-bar blues accompaniment
- Using prior knowledge of rhythm, melody, expression, and harmony, create a piece with a specified form

Instructional/Teaching Strategies

- Create movements to show contrasting sections in form
- Use smartboards/elmos to show chord changes in time
- Make visual aids to show melodic notes that match chord changes
- Demonstrate the use of technology to collaborate and create music with notation/symbols
- Model improvisation over chord changes

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Dance or create movements to express a form
- Sing songs to follow a form
- Read and write notation with specific form
- Listen to or watch live/pre-recorded performances and identify the form
- Use software/websites to create pieces with form

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   c. develop cultural understanding and global awareness by engaging with learners of other cultures.

   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

   c. collect and analyze data to identify solutions and/or make informed decisions.

   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

   d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)
5 weeks

Fifth Grade Unit 6
Discovering Major Works

Performance Standards (Behavioral Objectives/Learner Expectations)

The Performance Standards align with the 2014 National Core Arts Standards for Music.

At the completion of this unit, students will:

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential and Focus Questions

- What is the historical and cultural importance of a piece of music?
- What intent is the composer expressing through his/her music?
- What criteria determine quality music/performance?

Scope and Sequence

- Listen to/watch performances of major works and identify their historical/cultural importance
- Identify unique musical elements in various styles/genres of music
- Discuss and develop a system of criteria to evaluate performances
- Perform a selection from a major work

Instructional/Teaching Strategies

- Present performances on Youtube
- Take students to watch a live performance on a field trip/assembly
- Model the use of technology to research historical/cultural contexts of major works
- Create timelines and maps to discover relationships between major works

Assured and Suggested Learner Activities

- Play classroom instruments and recorders
- Dance or create movements
- Sing representative works
- Dictate themes from major works in staff notation
- Listen to or watch live/pre-recorded performances
- Use software/websites to research and listen to selected works

Technology Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry.
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

    a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

Time Allotments/Pacing Guide (Expected Performance Time Frame)

4 weeks

Evaluation/ Assessment Methods

- Teacher-created or class-created assessment criteria
- Teacher observation of individual, small-group, or whole-class responses/performance
- Teacher, peer, or self-evaluation using a rubric to assess a performance
- Student self-evaluation of recorded performance (optional)
- Individual or small-group written work
- Teacher questioning to check for understanding
- District pre and post-year assessments

TEXT(S)

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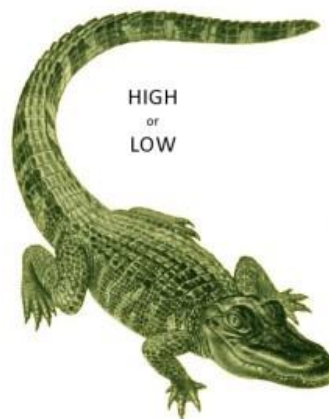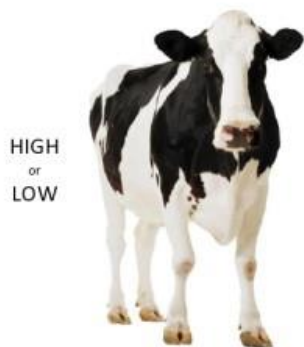
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HIGH & LOW SOUNDS

Do these animals make HIGH or LOW sounds?
Circle one answer for each picture.

HIGH
or
LOW

HIGH
or
LOW

HIGH
or
LOW

HIGH
or
LOW

HIGH
or
LOW

HIGH
or
LOW

HIGH
or
LOW

Rhythm: Beat or No Beat Assessment

Name _____ Class_____

Circle what you hear.

1. BEAT   NO BEAT

2. BEAT   NO BEAT

3. BEAT   NO BEAT

4. BEAT   NO BEAT

5. Draw a picture of something with a beat or no beat and label it:
   "BEAT" or "NO BEAT".

Student drew a picture of a(n)_____ and said it had   a beat   /   no beat.

Rhythmic Dictation Assessment

Name _____ Class _____

Write the rhythm your teacher says: | or ⸮ in each heart.

1.

2.

3.

COMPOSE RHYTHM: Now write your own rhythm.

4.

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Rhythm: Steady Beat Rubric

Name _____ Class _____

Students were evaluated individually by playing a drum or patting knees to accompany a song.

4 = Exceeds expectations = Steady beat was performed with perfect accuracy.

3 = Meets expectations = Steady beat was performed with moderate accuracy.

2 = Approaching expectations = Steady beat was performed with some accuracy.

1 = Area of concern = Steady beat was not very accurate.

bethsnotes.com

2nd Grade Rhythmic Improvisation Prompts

(Tempo 82 beats per minute)

National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 2*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

2nd Grade Rhythmic Improvisation
STUDENT PERFORMANCE TEACHER ASSESSMENT FORM

	2 BOTH responses	1 ONE response	0 NEITHER response
Tempo maintains steady tempo given by teacher			
Response Time begins on the appropriate beat			
Unity Response answers teacher's "question"			
Variety Unique (response differs from both teacher prompts and student's other response)			
Rhythmic Complexity beyond quarter notes ("ta" or "du") and paired eighth notes ("ti-ti" or "du-de")			
Expression uses vocal inflection, accents, and/or dynamics that support rhythmic statements			

Tempo: The student maintains a steady tempo very close to teacher's prompt (c.82 beats per minute).

Response Time: The student provides a response on the next beat without pause.

Unity: Student's response answers the rhythmic questions that the teacher posed in the prompt (inflection and rhythm). Student's response is compatible with the teacher's prompt. Responses should include some, but not all, of the prompt's rhythmic elements, and may also include some of the expression/inflection of the teacher's prompt.

Rhythmic Complexity: Student's rhythms include elements more complex than basic rhythms (beats/quarter notes and duple divisions of beats into pairs of eighth notes), such as half notes, quarter rests, sixteenth notes, and syncopation.

Expression: The student uses musical devices such as inflection, accents and dynamics to express his/her rhythmic thoughts effectively.

Variety: Student's responses should differ from each other and not repeat either teacher prompt. 2: Both responses differ from teacher prompts and are differ from each other. 1: One student response is the same as the teacher's prompt. 0: Both student responses are copies of the teacher prompts **or** student uses the same response twice

Singing Voice

	4	Uses singing voice throughout
	3	Uses singing voice most of the time (light/treble head voice above Bb register lift)
	2	Uses singing voice some of the time (primarily chest voice or modulates between head and chest)
	1	Uses speaking voice only

↑ Standard Met At

VIEW STANDARDS

National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 2*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

Rhythm

	3	Rhythm is generally accurate. Any errors do not detract from the overall performance.
	2	Rhythm is mostly accurate but errors do detract from the overall performance.
	1	Rhythm is inconsistent.

↑ Standard Met At

VIEW STANDARDS

National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 2*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

Intonation/Pitch

	4	Pitch is generally accurate. Any errors do not detract from the overall performance.
	3	Pitch is mostly accurate but errors do detract from the overall performance
	2	Some accurate pitches
	1	No accurate pitches

↑ Standard Met At

VIEW STANDARDS

Tempo — Rubric - One Trait   View Scale

National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 2*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

TEACHER'S SCORING DEVICE FOR STUDENT SONG PERFORMANCE - RUBRIC

Elementary Vocal Performance Rubric

Teachers may select individual dimensions to use for **formative assessment** of student performance.
Teachers may use all dimensions for **summative assessment** of student performance.

STUDENT NAME_____

	Dimensions	Exceeds Standard Level 4	Meets the Standard Level 3	Approaching the Standard Level 2	Below Standard Level 1
1	Voice Type: Singing Voice, Speaking Voice	Singing and head voice were used throughout the performance.	Singing voice was used throughout the performance.	Singing voice is mixed with speaking/shouting voice qualities during the performance	Speaking voice was used throughout the performance.
2	Elements of Music: Pitch, Tonal Center, Tonality, Key	Pitches were accurate. Tonal center and key were maintained throughout the performance.	Pitches were mostly accurate, and student maintained a tonal center and key. Any pitch/tonal differences do not detract from the overall performance. (Students can sing "wrong" notes, but make tonal sense in key).	Some pitches were accurate, but student did not maintain a tonal center or key. Pitch/tonal differences detracted from the overall performance.	Few pitches were accurate and/or no tonal center was established
3	Elements of Music: Rhythm, Tempo	Rhythms were accurate, and tempo was consistent.	Rhythms were mostly accurate, and tempo was consistent. Any rhythm differences do not detract from the overall performance	Some rhythms were accurate and/or slight changes in tempo occurred. Differences in rhythm and/or tempo detracted from the overall performance.	Few rhythms were accurate, and/or tempo was inconsistent.
4	Expressive Quality: Dynamics	Dynamics were accurate and appropriate to the composer's/culture's intent.	Dynamics were mostly accurate and appropriate to the composer's/culture's intent	Few dynamics related to the composer's/culture's intent.	There were no differences in dynamic levels.

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National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 5*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

Song Selection Slip
(Class)

Class Name		Date	Check if complete.	If incomplete, what is needed for the student to revise or redo?
Why did you select the song to perform? o Student(s) provide(s) rationale for selection of song to perform.				
Tell how the song relates to your interest(s), your abilities, or your knowledge about this song. o Rationale includes a relationship to interest, ability, and/or knowledge.				
What is important that you would like others to take away from the song performance? o Student(s) identify/(identifies) specific aspect(s) of intended expression to audience.				

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National Coalition For Core Arts Standards. *Music Model Cornerstone Assessment: General Music Grade 2*. N.p.: State Education Agency Directors of Arts Education, 2013. PDF.

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