

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Music

Course Length: Full Year

Grade: 3rd-5th

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

Students will demonstrate understanding of musical concepts through performing, describing, creating and connecting music with their world, community and other disciplines.

Enduring Understanding(s):

1. Creating art forms fosters problem solving skills and the conception of new ideas.
2. By performing and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When responding in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will connect artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. What makes a performance significant?
2. How do sounds performed simultaneously impact the experience of music?
3. How can analyzing a performance lead to a greater understanding and appreciation of a composition?
4. How can time, place and context effect a musical composition or performance?
5. How does the experience of a performance change when there are a variety of instruments, roles in an ensemble?
6. Describe different types of performing ensembles and their contributions to our musical heritage?
7. What steps must a performer take to help ensure success in a performance?

Learning Targets:

1. **PERFORM:** Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
2. **CREATE:** Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
3. **RESPOND/CONNECT:** Students will respond and connect to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
4. **REHEARSE:** Students will rehearse with proper rehearsal decorum, social skills and audience etiquette appropriate for the context and venue. (Skill)

Stage 2: Learning Plan

I. Rhythm/Tempo

- A. Perform and identify duple and triple meters, time signatures of $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{4}$ (MAS 5 and 7.)
- B. Perform and identify rests/notes : quarter, half, whole, eighth (MAS 5 and 7)
- C. Identifying and applying tempo markings including largo, adagio, Moderato, allegro and presto. (MAS 5 and 7)

Standards:

- MAS 1: Generate and conceptualize artistic ideas and work.
 MAS 5: Develop and refine artistic techniques and work for presentation.
 MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

D. Compose simple rhythms. (MAS 1)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning / Knowledge	<ul style="list-style-type: none"> • Informal class discussion
Formative	Skill	<ul style="list-style-type: none"> • Performing individual musical elements
	Reasoning / Knowledge	<ul style="list-style-type: none"> • Vocabulary identification
Summative	Skill	<ul style="list-style-type: none"> • Performing multiple elements at same time
	Reasoning / Knowledge	<ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary.

II. Melody

A. Read, sing and play moderately difficult melodies using notation. (MAS 5, MAS 7)

B. Identify and build major – minor scales (MAS 9)

C. Compose simple melodies. (MAS 1)

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
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	Reasoning / Knowledge	<ul style="list-style-type: none"> • Vocabulary identification
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	Reasoning / Knowledge	<ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary.

III. Expression

A. Compose and perform a Rondo/Song with specific dynamics and articulation. (MAS 1, MAS 5)

B. Identify and define dynamics and articulations in orchestral and singing songs. (MAS 7)

C. Identify expressive elements found in music found in various celebrations such as Veteran’s Day and perform music for celebration. (MAS 1, MAS 7)

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning / Knowledge	Informal class discussion
Formative	Skill	Performing forms
	Reasoning / Knowledge	Vocabulary identification
Summative	Skill	Performing multiple elements at same time
	Reasoning / Knowledge	Demonstrate connections in music to society as a whole

IV. Style and Form

A. Identify and define forms in music. (12 Bar Blues, Theme and Variations, ABA, Ballet, Opera, Concerto, Symphony) (MAS 7)

B. Identify and define styles of music. (medieval, baroque, classical, romantic, contemporary, jazz-blues, folk, world). (MAS 7)

C. Compose music in specific forms with a specific set of criteria. (MAS 1)

D. Discuss styles of music found in celebrations and perform music such as

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Veteran's Day. (MAS 1)

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V. Timbre

A. Define and identify groups of instruments as aerophones, idiophones, membranophones, chordophones, and electrophones. (MAS 7)

B. Identify timbres found in ACE music. (MAS 7)

C. Perform music with autoharps, bells and various other instruments.. (MAS 5)

D. Create a musical instrument. (MAS 1)

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

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MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

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VI. Harmony
 A. Define, identify and perform chords.
 (MAS 5, MAS 7)
 B. Sing rounds and simple partner songs.
 (MAS 5)

Standards:
 MAS 5: Develop and refine artistic techniques and work for presentation.
 MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed
 Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
 Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

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VII. All Musical Concepts
 A. Create movements to an orchestral piece that show various musical elements.
 (MAS 7)
 B. Compose and perform music with understandings of various musical elements.
 (MAS 1, MAS 5, MAS 7)

Standards:
 MAS 1: Generate and conceptualize artistic ideas and work.
 MAS 5: Develop and refine artistic techniques and work for presentation.
 MAS 7: Perceive and analyze artistic work.

Learning Targets Addressed
 Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
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