

# **Glen Ridge Public Schools – Visual and Performing Arts Curriculum**



**Course Title: Second Grade Visual Arts Curriculum**

**Subject: Music**

**Grade Level: Second Grade**

**Duration: 2nd Grade Classes meet twice in a 6 day cycle**

**Prerequisite: None**

**Elective or Required: Required – All students participate in Music**

## **Visual and Performing Arts Mission Statement**

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self esteem in students. An interdisciplinary approach to The Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into life long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

**Course Description:** This course provides students with an understanding of music through the sequenced development of concepts based on the elements of music: rhythm, melody, harmony, timbre, form, expression, history and style, and composition and performance. Children will actively participate in the music process with a goal of musical independence through the following mediums: singing, using speech, setting sound, moving, reading music, using body percussion, playing instruments, writing music, listening, improvising, composing, responding and evaluating. Students also have two opportunities to perform in several assemblies, and/or concerts that provide a sense of community and teamwork to a group. A diverse collection of methods and tools are used and include:

Orff Schulwerk methods, Kodaly methods, Dalcroze methods, Composer Resources, World and American music resources, John Feierabend methods  
Ann Green Gilbert Creative Dance Methods

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## Visual and Performing Arts – Curriculum Standards – 2009

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

- A. Dance
- B. Music
- C. Theatre
- D. Visual Art

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

- A. History of the Arts and Culture

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

- A. Dance
- B. Music
- C. Theatre
- D. Visual Art

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

- A. Aesthetic Responses
- B. Critique Methodologies

## **Topic/Unit 1: A Musical Work-Out!**

**Approximate # of Weeks: 4/5 weeks**

**Essential Questions:** How can music teach us life skills? What can I do to improve my “good” singing voice? What makes us join in and sing at a birthday party or at New Year’s Eve celebrations? What would the world be like if no one sang? What do singers do to be “tuneful”? What do singers do to be “beatful”? What do singers do to be “artful”? As an active listener, what things should we be listening for when we listen or move to a song? What is similar about learning how to sing and learning how to be a good athlete? How does music elicit emotion? How does music communicate feelings? How does a crescendo or decrescendo affect a song? How does legato or staccato affect a song? What happens to a song that has a sudden change in tempo? What makes our voices change as we grow? How many ways can we sing a song? What makes a song interesting? What happens when music becomes softer? Louder? What is the same and/or different about sound and music? What makes us want to move to music?

**Unit Learning Targets:**

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

**Upon completion of this unit students will be able to:**

- Sing in the range of F-C
- Demonstrate the correct vocal placement-head voice.
- Sing echo songs and call-and-response songs
- Sing independently while maintaining a steady beat.
- Create “tunes” spontaneously using pentatonic pitches.
- Listen attentively for the expressiveness of song that is sung by their teacher (who sings expressively with dynamics and interpretation.)
- Identify verse/refrain in music and ABA form
- Students use solfege to read pentatonic treble clef notation.
- Accurately echo melodic phrases with expression/articulation
- Improvise responses with melodic questions and/or answers.
- Sing songs using louder and softer dynamics (piano/ forte, crescendo/ decrescendo)
- Sing songs using faster and slower tempi.
- Accurately echo more complex melodic phrases

- Students will demonstrate knowledge of good vocal production and proper singing posture.
- Students will demonstrate an understanding of melodic direction including recognizing steps, skips, and repeats.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and /breathing technique
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.2	Respond in movement to changes in tempo, beat, rhythm, or musical style.
8.1.8.A.5	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions
Language Arts 3.4	Students will listen actively to info. from a variety of sources in a variety of situations
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.

**Activities – include 21<sup>st</sup> Century Technologies:**

- Classroom activities include singing, playing, listening, reading, writing and/or movement
- Pitch Exploration Activity: Bean Bag Fun- Teacher tosses the bean bag up to different heights and makes sliding sounds, group echoes. Same procedure, student echoes. Finally students take turns tossing the bean bag.
- Song Fragment Activity: Use a toy microphone to take turns echoing a phrase, be unpredictable in selecting the next singer which will inspire the children to think through every pattern even when it is not their turn to sing.
- Simple Song Activity: When a group appears to know a song, invite individuals to sing by themselves.

- Arioso Activity: “**I speak like this, I sing like this!**” Two students have to begin singing a conversation on a neutral syllable in the middle of the circle.
- Two students each choose someone to continue “singing” the conversation. Timer is used.
- Movement Exploration Activity: “Star Dance”- Teacher guides students to first catch one star and then another and students travel and follow the teacher around the room-free movement. “Aquarium”-Carnival of the Animals
- Movement with Classical Music: Teacher’s Choice- guided movement to instrumental music from many historical periods and styles.
- Song Tales: “Tell” the story by singing with expression followed by singing it again with picture books or illustrates folk song books.
- Simple Songs: 3 to 6 tone songs
- Beat Motion Activities: Initiated by student and then followed and sung or spoken by group.

#### **Methods of Assessments/Evaluation:**

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*
- Performance/Peer Critique-*Observe children’s progress in both listening and encouraging other children’s ideas*
- Teacher Observation- *Take note of children’s success in identifying the music elements.*
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

#### **Text, Resources, and/or Literature**

- *First Steps in Music*, John M. Feierabend including the following books:
- “Let’s Pretend”- *Finger Plays and Action Songs*
- “Can You Move Like This?”- Movement Exploration
- “You sing, I sing”, Call and Response
- “I’ll Sing after You”-Echo Songs
- “Let’s Make a Circle”-Singing games
- “Stories in Song”-Children’s Songtales
- “Keeping the Beat”-Songs and Rhymes with Beat Motions
- “I’ll Sing After You”- Echo Songs,
- “Can Your Voice Do This?”- Pitch movement exploration
- *Making Music*, Silver Burdett series

- *Listening maps from Silver Burdett, "Making Music"*
- *Collection of Picture books*
- *Collection of children's poems, short stories, nursery rhymes*
- Listening Selections-high quality recorded music
- 150 American Folk Songs

### **Online Resources:**

- [www.menc.org-Music](http://www.menc.org-Music) Educators National Conference
- [www.njmea-](http://www.njmea-) New Jersey Music Education Association
- [www.oake.org- Kodaly](http://www.oake.org- Kodaly)
- [www.aosa.org-Orff](http://www.aosa.org-Orff)
- [www.PearsonSucessNet.com](http://www.PearsonSucessNet.com) "Making Music" online resources
- [www.classicsforkids.com](http://www.classicsforkids.com)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.artsedge.org](http://www.artsedge.org)
- [www.listeningadventures.carnegiehall.org](http://www.listeningadventures.carnegiehall.org)
- [www.pianonet.com](http://www.pianonet.com)
- [www.bbc.co.uk/orchestras](http://www.bbc.co.uk/orchestras)
- [www.nyphilkids.org](http://www.nyphilkids.org)
- [www.sfskids.org](http://www.sfskids.org)
- [www.classical.net](http://www.classical.net)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.starfall.com](http://www.starfall.com)
- [www.classical.net](http://www.classical.net)
- [www.smarttech.com](http://www.smarttech.com)

## **Topic/Unit: #2 – “Stepping Up the Rhythm!”**

**Approximate # of Weeks: 10 weeks**

**Essential Questions: What is downbeat? What is upbeat? What is meter? How can you identify the meter of a song? Why are patterns, rhythm and form so important in a song? Can you have rhythm without a beat? How do you read and interpret music? How can reading music help me sing and play instruments better? How do I communicate ideas and moods when creating music? How do beat and rhythm build music? Does music always have a steady beat? What music skills do I need to create music? How does a crescendo or decrescendo affect a song? How does legato or staccato affect a song? What happens to a song that has a sudden change in tempo?**

**Unit Learning Targets:**

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

**Upon completion of this unit students will be able to:**

- Clap the rhythm of a song.
- Tap the steady beat of a song with tempo changes.
- Identify strong and weak beats.
- Echo drum and sing patterns played by others
- Identify percussion instruments that are being played.
- Demonstrate teamwork and cooperation
- Listen to others lead and follow.
- Play rhythms in 2/4 meter and  $\frac{3}{4}$  rhythm.
- Perform broken borduns, on xylophones and metallophones
- Understand and use piano and forte dynamics
- Understand and use crescendo and decrescendo
- Compose, perform, respond using quarter notes and quarter rest, eighth notes and eighth rest, half notes and half rests.
- Accurately echo rhythmic patterns.
- Create, perform and respond with music skills and vocabulary
- Demonstrate basic mallet technique
- Identify instruments from other countries
- Create short songs and instrumental pieces within specified guidelines.
- Use a variety of sound sources when “composing”

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.B.3	Identify and categorize sound sources by common traits (ex. rhythmic patterns)
1.3.2.B.3	Demonstrate correct playing techniques for Orff Instruments or equivalent homemade instruments.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
4.2.2.B.2	Combine and subdivide simple shapes to make other shapes
4.3.2.A.1	Recognize, describe extend and create patterns using concrete materials (manipulatives)-pictures, rhythms and whole numbers

#### **Activities – include 21<sup>st</sup> Century Technologies:**

- Classroom activities include singing, playing, listening, reading, writing and/or movement
- Answer the Question!"- students improvise a 4 to 8 beat "Answer" to a given "question"
- "Bat Flight"- Set up xylophones. Children create pentatonic melodies using rhythms on board to the poem "The Bat"
- "Rockin' Rhythms" –Students arrange an 8 measure rhythmic piece, using three rhythm patterns (labeled A, B, and C) shown on board. Students need to decide which rhythm goes first, second, third and fourth. And add dynamics. Perform rhythm on unpitched percussion instruments of student's choice.
- "Rhythm Relay Race- Create 4 teams and designate an area for each team on the dry erase board. Clap a 8 beat rhythm pattern, students echo clap and first team player comes up to write rhythm using stick notation. Hands marker to next student in line who can change the rhythm or add to the rhythm.
- "Beat Rocks!"- Sing a song and tap rhythm ostinato around the circle.
- "Popsicle Relay"- Student listens to rhythm and students take turns "drawing" the rhythmic pattern (stick notation) to gain points. Earn extra points if team can clap the rhythm accurately
- "Body Rhythm Races"-create small groups and students create their own rhythm with their bodies/other groups have to clap and speak it. If rhythm follow the teacher guidelines, students select instruments to perform it and then create a melody;



- Rhythm Challenge- flashcards and pocket game board, teacher claps rhythm and students choose flash cards and place them in “beat” pockets
- In small groups, students create short stories using pictures in an envelope. Select Instruments to perform the little composers’ music- cowbell, vibraslap, shakers, guiro, claves etc.
- Listening maps
- Standardized notation
- Rhythm Bingo
- Tone Chime Fun
- World Drumming
- Drum Circles
- Orff ensembles
- Manipulatives
- Hand clapping games
- Jump rope games

#### **Methods of Assessments/Evaluation:**

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*
- Performance/Peer Critique-*Observe children’s progress in both listening and encouraging other children’s ideas*
- Teacher Observation- *Take note of children’s success in identifying the music elements.*
- Self and Group Assessments
- Question/Answer
- Classroom Discussion

#### **Text, Resources, and/or Literature**

- Hand Drums on the Move (Chris Judah-Lauder)
- Songs for all Seasons and Rhymes without Reasons (M. Hurley Marquis)
- Share the Music Orff orchestrations
- Have you any Wool/ Three Bags Full! (Richard Gill)
- Music for Children (Orff Schulwerk-Pentatonic)
- Music with Children (Grace Nash)
- Song and Rhymes with Beat Motions (Feierabend)
- Rhythm Band-Diller
- World Music Drumming- Will Schmid
- Together in Rhythm-Kalani
- Orff Instrument Source Book (Elizabeth Nichols)
- Kids on the Move! (Hayden)

- Music Movement (Stephen Traugh)
- Kids on the Move (Sally Albrecht)
- Music & Movement, Learning through Play (E. Church)

**Online Resources:**

- [www.menc.org-Music](http://www.menc.org-Music) Educators National Conference
- [www.njmea-](http://www.njmea-) New Jersey Music Education Association
- [www.oake.org-](http://www.oake.org-) Kodaly
- [www.aosa.org-](http://www.aosa.org-) Orff
- [www.PearsonSucessNet.com](http://www.PearsonSucessNet.com) “Making Music” online resources
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- [www.artsedge.org](http://www.artsedge.org)
- [www.listeningadventures.carnegiehall.org](http://www.listeningadventures.carnegiehall.org)
- [www.pianonet.com](http://www.pianonet.com)
- [www.bbc.co.uk/orchestras](http://www.bbc.co.uk/orchestras)
- [www.nyphilkids.org](http://www.nyphilkids.org)
- [www.sfskids.org](http://www.sfskids.org)
- [www.classical.net](http://www.classical.net)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.starfall.com](http://www.starfall.com)
- [www.classical.net](http://www.classical.net)
- [www.smarttech.com](http://www.smarttech.com)

## **Topic/Unit: #3- It's "Tuneful" Time!**

**Approximate # Of Weeks: 10 weeks**

**Essential Questions: How can I sing music? How is music used in our everyday lives? How can I sing my best? What skills are needed to become a better singer? What is the purpose of solfege? What does singing help our moods? How is singing different then speaking? What changes when the group sings a song and then a solo begins? How do you feel when you perform? What ways can the audience react to our performance? Why do parents love school concerts? How do the word of a song change my singing? Why do people sing? How does singing make us feel? How is singing different then speaking? How does a crescendo or decrescendo affect a song? How does legato or staccato affect a song? What happens to a song that has a sudden change in tempo?**

**Unit Learning Targets:**

**<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>**

**Upon completion of this unit students will be able to:**

- Accurately echo melodic phrases
- Read, write and match pitch using solfege notes- do, re, mi, sol, and la and high do.
- Improve good diction through modeling
- Sing on a neutral syllable (oo) to develop resonant singing
- Memorize a repertoire of music
- Sing songs representing genres and styles from diverse cultures
- Identify and perform rounds/canons
- Identify phrases that are closed and open
- Sing simple drones and melodic ostinatos
- Sing the "home tone"
- Sing "do" pentatonic songs
- Perform speech pieces in canon.
- Sing in complete phrases with energy and direction
- Understand and use dynamics mp-mf, maintaining
- Understand and use crescendo and decrescendo
- Understand 2/4 time.
- Create, perform and respond with music skills and vocabulary
- Create short songs within specified guidelines
- Identify characteristics of phrase form; same and different, call and response, AAB
- Identify vocal timbres of individuals and groups: male, female, child

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique
1.3.2.B.1	Clap, sing, and play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.

**Activities – include 21<sup>st</sup> Century Technologies:**

- Classroom activities include singing, playing, listening, reading, writing and/or movement
- Singable books
- Exploration on barred instruments
- Solfege –hand signs
- Echo songs and call and response songs
- Singing games (Sail Away and American Folk songs)
- Dry erase boards-“drawing” melodic phrase that demonstrates when high and low
- Movement Activities that demonstrate high and low.
- Learn patriotic songs with beat motions to celebrate Veteran’s Day.
- “Copy Cat”- follows or copies the teacher movements with their bodies and voices.
- Pitch Exploration Stories-(John Feierabend)
- Making Music-interactive listening maps

**Methods of Assessments/Evaluation:**

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*
- Performance/Peer Critique-*Observe children’s progress in both listening and encouraging other children’s ideas*
- Teacher Observation- *Take note of children’s success in identifying the music elements.*

- Self and Group Assessments
- Question/Answer
- Classroom Discussion

**Text, Resources, and/or Literature:**

- Nursery Rhymes
- Rounds
- Echo songs
- Traditional Folk songs
- Patriotic songs
- Multicultural folk songs
- Collections
- World languages
- “Making Music” (Silver Burdett series)
- 150 American Folk Songs-Erdei
- Sail Away-Locke
- Children’s Songtales (Feierband)
- Beginning Circle Games (Feierband)

**Online Resources:**

- [www.menc.org-Music](http://www.menc.org-Music) Educators National Conference
- [www.njmea-](http://www.njmea-) New Jersey Music Education Association
- [www.oake.org- Kodaly](http://www.oake.org- Kodaly)
- [www.aosa.org-Orff](http://www.aosa.org-Orff)
- [www.PearsonSucessNet.com](http://www.PearsonSucessNet.com) “Making Music” online resources
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## Topic/Unit: #4 M&M- Masterpiece Makers!

**Approximate # of Weeks: 6 weeks**

**Essential Questions:** Listen “actively” to a composer’s musical work Why is the music of famous composers’ music still performed today? What choices can composers make in creating their music? What makes a composer’s music unique? What makes us remember a famous composer’s music? What is similar about a composer and conductor? How do composers express their feelings and ideas through their music? How can conducting impact the music performed? How do musicians communicate with each other? Why should we respect music if we don’t like the way it sounds? Is there good and bad music? What inspires someone to create a piece of music? What is “active” listening? How do composers use organization skills? How does a crescendo or decrescendo make music more interesting? How does legato or staccato make music more interesting? What happens to a song that has a sudden change in tempo?

**Unit Learning Targets:**

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

**Upon completion of this unit students will be able to:**

- Identify a composer and his or her masterpiece.
- Demonstrate basic musical forms through movement- AB, ABA
- Shares feeling after hearing various types of musical pieces.
- Describes what is seen, felt, and/or heard after a performance
- Identify crescendo and decrescendo
- Identify piano and forte
- Follow a listening map
- Identify different instrumental in the orchestra
- Follow the beat and rhythm of selected music from icons and rhythmic notation.
- Demonstrate appropriate concert behavior during imaginary concerts and live performances.
- Describe an “active” listener in an audience
- Identify sudden changes in music

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.2.B.3	<b>Apply the principles of positive critique in giving and receiving responses to performances</b>
1.1.2.B.1	<b>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores</b>
1.2.2.A.1	Identify theme based works of dance, music, theatre, and visual arts based on themes of family and community, from various historical periods and world cultures
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre and visual art reflect, and are affected by past and present cultures
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.

**Activities – include 21<sup>st</sup> Century Technologies:**

- Classroom activities include singing, playing, listening, reading, writing and/or movement
- Use Animated Listening maps
- Assign Group 1- to play the beat. Group 2- to play the rhythm. Group 3: performs movements. Rotate.
- Students conduct “the orchestra”.
- Local musician visits- review appropriate audience skills, question /answer(interview time) at end of performance. Focus-why do we need to practice? Why does your teacher not let you just play the song!
- Record “class creations and place audio clip of children’s performing on webpage. Children can describe the experience to their parents.
- Students log every music encounter they had in a 24 hour period-share logs with peers. Discuss who made the music possible and create a list of music careers.
- Echo Chant- “The composer is the writer of the music...like Beethoven, and Mozart, and Franz Joseph Haydn and Johann Sebastian Bach! Like Brahms and Tchaikovsky, Viva Vivaldi!
- USA-“Give me a **B**-Bernstein Give me an **A**-Amy Beach, Give me **S**, Sousa, Give me an **I**, Ives...(call me Charlie!), Give me a **C**-Copland and highlight the composers in music binders. Add info. to special Info. sheet.

### **Methods of Assessments/Evaluation:**

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*
- Performance/Peer Critique-*Observe children's progress in both listening and encouraging other children's ideas*
- Teacher Observation- *Take note of children's success in identifying the music elements.*
- Self and Group Assessments
- Question/Answer
- Classroom Discussion

### **Text, Resources, and/or Literature:**

- [www.classicsforkids.com](http://www.classicsforkids.com)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.artsedge.org](http://www.artsedge.org)
- [www.listeningadventures.carnegiehall.org](http://www.listeningadventures.carnegiehall.org)
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### **Online Resources:**

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- [www.listeningadventures.carnegiehall.org](http://www.listeningadventures.carnegiehall.org)
- [www.pianonet.com](http://www.pianonet.com)
- [www.bbc.co.uk/orchestras](http://www.bbc.co.uk/orchestras)
- [www.nyphilkids.org](http://www.nyphilkids.org)
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- [www.classical.net](http://www.classical.net)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.starfall.com](http://www.starfall.com)



- [www.classical.net](http://www.classical.net)
- [www.smarttech.com](http://www.smarttech.com)

## Topic/Unit 5: “Celebrate Culture on... So You Think You Can Dance!”

**Approximate # of Weeks: One Trimester-6 weeks**

**Essential Questions:** How is music used around the world? What is different about the music you listen to in class and at home? What is the purpose of learning music from other cultures/countries? What are the similarities and/or differences? What role does music play in celebrations/ceremonies? What makes dance a form of expression? What does dance and music have in common? What makes people have a natural urge to move to music? What patterns can be found in dances? How does dance help us learn music? What makes dance such an important part of celebrations? How does dance communicate music? How do tempo and dynamics change the way we move to music? How does dancing to music help us? What makes the music from different cultures recognizable? How do music and culture affect history? Why is music such an important part of the lives of all human beings? How does a crescendo or decrescendo affect a song? How does legato or staccato affect a song? What happens to a song that has a sudden change in tempo? What happens if the dynamics are not used when we perform music?

**Unit Learning Targets:**

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

**Upon completion of this unit students will be able to:**

- Sing and dance to music from different countries.
- Identify examples of music and dance from other countries
- Express ways that music represents and celebrates all people, cultures, and traditions.
- Compare forms and styles of dances and songs from different cultures
- Locate specific countries on world map.
- Identify and perform music from another culture.
- Describe that personal choices in music can be influenced by cultures and traditions.
- Recognize instruments from various countries.
- Play singing games from different countries.
- Describe ways to show respect for different cultures and traditions.
- Mirror teacher movements.
- Improvise movement during a song.
- Move and sing simultaneously.
- Lead movements to music
- Follow tempo changes

- Demonstrate progress in coordination skills
- Follow a 4 step pattern to a steady beat

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
2.5.2.A.1	Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.

**Activities – include 21<sup>st</sup> Century Technologies:**

- Classroom activities include singing, playing, listening, reading, writing and/or movement
- Music “Share and Tell” Day -Students bring in music (parents invited) and shares it with the class. Explains with parent help why the music is so important to their family. (Families are encouraged to share 3 special things. Examples such as art, dance steps, clothing, custom or tradition etc.

- Students log every music encounter they had in a 24 hour period-share logs with peers. Discuss who made the music possible and create a list of music careers. Sing and hear music from various cultures-Compare forms, rhythms, style of dances
- Play games and songs from different cultures
- “What’s in the Box?” Art, clothing, instrument uncovered (Morris Museum)
- Perform creative movements while exploring concepts of space: level, direction, size, place-pathways, and focus
- Learn several dances from folk, traditional and world dances.
- Identify the form (ABA) of music using movement.
- Perform stationary and locomotor movements
- Explain a reason why dance and music can bring people together and build a sense of community.
- Mirror teacher movements.
- Improvise movement during a song.
- Move and sing simultaneously.
- Lead movements to music
- Follow tempo changes.
- Improve coordination skills
- Follow a 4 step pattern to a steady beat.

#### **Methods of Assessments/Evaluation:**

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*
- Performance/Peer Critique-*Observe children’s progress in both listening and encouraging other children’s ideas*
- Teacher Observation- *Take note of children’s success in identifying the music elements.*
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

#### **Text, Resources, and/or Literature:**

- Making Music with Movement and Dance-Silver-Burdett
- Kids on the Move! (Hayden)
- Music Movement- (Traugh)
- Ethnic dances- ( Longden)
- Kids on the Move (Sally Albrecht)
- Music & Movement, Learning through Play (E. Church)

### Online Resources:

- Teacher Website
- [www.menc.org-Music](http://www.menc.org-Music) Educators National Conference
- [www.njmea.org](http://www.njmea.org)- New Jersey Music Education Association
- [www.smarttech.com](http://www.smarttech.com)-
- [www.PearsonSucessNet.com](http://www.PearsonSucessNet.com) "Making Music" online resources
- [www.classicsforkids.com](http://www.classicsforkids.com)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.artsedge.org](http://www.artsedge.org)
- [www.listeningadventures.carnegiehall.org](http://www.listeningadventures.carnegiehall.org)
- [www.pianonet.com](http://www.pianonet.com)
- [www.bbc.co.uk/orchestras](http://www.bbc.co.uk/orchestras)
- [www.nyphilkids.org](http://www.nyphilkids.org)
- [www.sfskids.org](http://www.sfskids.org)
- [www.classical.net](http://www.classical.net)
- [www.musicteachteacher.com](http://www.musicteachteacher.com)
- [www.starfall.com](http://www.starfall.com)
- [www.classical.net](http://www.classical.net)