

Music 3-5 2015

Standards & Units	Gen TP	Sept.	Jan.
NJ Core Curriculum Content Standards > Visual and Performing Arts > Grades: 3-5(2014)			
{VPA.1.1.5} 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.			
{VPA.1.1.5.A} Dance			
{VPA.1.1.5.A.CS3} Musical and non-musical forms of sound can affect meaning in choreography and improvisation.			
Unit #3 Concert, Music, Third Grade			
{VPA.1.1.5.A.3} Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.			
Unit #3 Concert, Music, Third Grade			
{VPA.1.1.5.B} Music			
{VPA.1.1.5.B.CS1} Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.			
Unit #1, Music, Fifth Grade			
Unit #1, Music, Fourth Grade			
Unit #1, Music, Third Grade			
Unit #2, Music, Fifth Grade			
Unit #2, Music, Fourth Grade			
Unit #2, Music, Third Grade			
Unit #3 Concert, Music, Fifth Grade			
Unit #3 Concert, Music, Fourth Grade			
Unit #3 Concert, Music, Third Grade			
Unit #4 Instrumental, Music, Fifth Grade			
Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.1.5.B.1} Identify the elements of music in response to aural prompts and printed music notational systems.			
Unit #1, Music, Fifth Grade			
Unit #1, Music, Fourth Grade			
Unit #1, Music, Third Grade			
Unit #2, Music, Fifth Grade			
Unit #2, Music, Fourth Grade			
Unit #2, Music, Third Grade			
Unit #3 Concert, Music, Fifth Grade			

	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.1.5.B.CS2} The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.				
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.1.5.B.2} Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.				
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.1.5.C} Theatre				
{VPA.1.1.5.D} Visual Art				

{VPA.1.2.5} All students will understand the role, development, and influence of the arts throughout history and across cultures.

{VPA.1.2.5.A} History of the Arts and Culture

{VPA.1.2.5.A.CS1} Art and culture reflect and affect each other.

Unit #1, Music, Fifth Grade

Unit #1, Music, Fourth Grade

Unit #1, Music, Third Grade

Unit #2, Music, Fifth Grade

Unit #2, Music, Fourth Grade

Unit #2, Music, Third Grade

Unit #3 Concert, Music, Fifth Grade

Unit #3 Concert, Music, Fourth Grade

Unit #3 Concert, Music, Third Grade

Unit #4 Instrumental, Music, Fifth Grade

Unit #4 Instrumental, Music, Fourth Grade

{VPA.1.2.5.A.1} Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Unit #1, Music, Fifth Grade

Unit #1, Music, Fourth Grade

Unit #1, Music, Third Grade

Unit #2, Music, Fifth Grade

Unit #2, Music, Fourth Grade

Unit #2, Music, Third Grade

Unit #3 Concert, Music, Fifth Grade

Unit #3 Concert, Music, Fourth Grade

Unit #3 Concert, Music, Third Grade

Unit #4 Instrumental, Music, Fifth Grade

Unit #4 Instrumental, Music, Fourth Grade

{VPA.1.2.5.A.CS2} Characteristic approaches to content, form, style, and design define art genres.

Unit #1, Music, Fifth Grade

Unit #1, Music, Fourth Grade

Unit #1, Music, Third Grade

Unit #2, Music, Fifth Grade

Unit #2, Music, Fourth Grade

Unit #2, Music, Third Grade

Unit #3 Concert, Music, Fifth Grade

Unit #3 Concert, Music, Fourth Grade

Unit #3 Concert, Music, Third Grade

Unit #4 Instrumental, Music, Fifth Grade

Unit #4 Instrumental, Music, Fourth Grade

{VPA.1.2.5.A.3} Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.			
	Unit #2, Music, Fifth Grade		
{VPA.1.3.5} 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.			
{VPA.1.3.5.A} Dance			
{VPA.1.3.5.A.CS1} Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.A.1} Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.A.2} Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.			
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.A.3} Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.A.CS5} Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.B} Music			
{VPA.1.3.5.B.CS1} Complex scores may include compound meters and the grand staff.			
	Unit #2, Music, Fifth Grade		
{VPA.1.3.5.B.1} Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.			
	Unit #2, Music, Fifth Grade		
{VPA.1.3.5.B.CS2} Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		
	Unit #2, Music, Fourth Grade		
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Fifth Grade		
	Unit #3 Concert, Music, Fourth Grade		
	Unit #3 Concert, Music, Third Grade		
{VPA.1.3.5.B.2} Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.			

	Unit #2, Music, Fifth Grade			
{VPA.1.3.5.B.CS3} Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.				
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.3.5.B.3} Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.				
	Unit #2, Music, Fifth Grade			
{VPA.1.3.5.B.CS4} Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.				
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.3.5.B.4} Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.				
	Unit #3 Concert, Music, Third Grade			
{VPA.1.3.5.C} Theatre				
{VPA.1.3.5.D} Visual Art				

{VPA.1.4.5} 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.			
{VPA.1.4.5.A} Aesthetic Responses			
{VPA.1.4.5.A.1} Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		
	Unit #2, Music, Fourth Grade		
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Fifth Grade		
	Unit #3 Concert, Music, Fourth Grade		
	Unit #3 Concert, Music, Third Grade		
	Unit #4 Instrumental, Music, Fifth Grade		
	Unit #4 Instrumental, Music, Fourth Grade		
{VPA.1.4.5.A.3} Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		
	Unit #2, Music, Fourth Grade		
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Fifth Grade		
	Unit #3 Concert, Music, Fourth Grade		
	Unit #3 Concert, Music, Third Grade		
	Unit #4 Instrumental, Music, Fifth Grade		
	Unit #4 Instrumental, Music, Fourth Grade		
{VPA.1.4.5.B} Critique Methodologies			
{VPA.1.4.5.B.CS1} Identifying criteria for evaluating performances results in deeper understanding of art and art-making.			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		

	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.4.5.B.1}	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.			
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
{VPA.1.4.5.B.CS2}	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.			
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			
{VPA.1.4.5.B.2}	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.			
	Unit #1, Music, Fifth Grade			
	Unit #1, Music, Fourth Grade			
	Unit #1, Music, Third Grade			
	Unit #2, Music, Fifth Grade			
	Unit #2, Music, Fourth Grade			
	Unit #2, Music, Third Grade			
	Unit #3 Concert, Music, Fifth Grade			
	Unit #3 Concert, Music, Fourth Grade			
	Unit #3 Concert, Music, Third Grade			
	Unit #4 Instrumental, Music, Fifth Grade			
	Unit #4 Instrumental, Music, Fourth Grade			

{VPA.1.4.5.B.CS3} While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		
	Unit #2, Music, Fourth Grade		
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Fifth Grade		
	Unit #3 Concert, Music, Fourth Grade		
	Unit #3 Concert, Music, Third Grade		
	Unit #4 Instrumental, Music, Fifth Grade		
	Unit #4 Instrumental, Music, Fourth Grade		
{VPA.1.4.5.B.3} Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.			
	Unit #1, Music, Fifth Grade		
	Unit #1, Music, Fourth Grade		
	Unit #1, Music, Third Grade		
	Unit #2, Music, Fifth Grade		
	Unit #2, Music, Fourth Grade		
	Unit #2, Music, Third Grade		
	Unit #3 Concert, Music, Fifth Grade		
	Unit #3 Concert, Music, Fourth Grade		
	Unit #3 Concert, Music, Third Grade		
	Unit #4 Instrumental, Music, Fifth Grade		
	Unit #4 Instrumental, Music, Fourth Grade		
{VPA.1.4.5.B.4} Define technical proficiency, using the elements of the arts and principles of design.			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.4.5.B.CS5} Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).			
	Unit #3 Concert, Music, Third Grade		
{VPA.1.4.5.B.5} Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.			
	Unit #3 Concert, Music, Third Grade		