

# **ELEMENTARY VOCAL MUSIC PRE-KINDERGARTEN TO GRADE 5**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Revision Date: September 19, 2022 Michael Nitti, Superintendent  
Revised by: District Elementary Vocal Music Teachers

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

## TABLE OF CONTENTS

	<u>Page</u>
Philosophy	1
Goals	1
Overall Program Objectives	2
Unit 1: Melody	6
Unit 2: Harmony	10
Unit 3: Rhythm	14
Unit 4: Tone Color	19
Unit 5: Form	24
Unit 6: Expressive Qualities	28
Sample Standards Integration	33

## **PHILOSOPHY**

Music is a subject that offers personal satisfaction to each child and contributes to his/her growth mentally, emotionally, spiritually, physically and socially due to the premise we hold as truth: All children are inherently musical.

Therefore, all children should have the opportunity to share and grow in musical experiences commensurate with their interests and abilities pertaining to general music for the benefit of social well-being, character building, enrichment of cultural development and the perpetuation of music and its heritage through appreciation and performances

## **GOALS**

### **The students will:**

- Develop good listening and performing habits
- Explore the art of music and its place in contemporary life
- Explore music and its role in history
- Explore music of cultures other than their own
- Experience various genres of music and study the elements that contribute to their creation and performance.

## OVERALL PROGRAM OBJECTIVES

The following New Jersey Student Learning Standards to be satisfied by Grade 2 and Grade 5.

### **CREATING:**

#### **GRADE 2**

***Anchor Standard 1: Generating and conceptualizing ideas.***

***Anchor Standard 2: Organizing and developing ideas.***

***Anchor Standard 3: Refining and completing products.***

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

#### **GRADE 5**

- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

## **PERFORMING:**

### **Grade 2**

***Anchor Standard 4: Selecting, analyzing, and interpreting work.***

***Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.***

***Anchor Standard 6: Conveying meaning through art.***

- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

### **Grade 5**

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

## **RESPONDING:**

### ***Anchor Standards:***

- *7. Perceiving & Analyzing Products*
- *8. Interpreting Intent & Meaning*
- *9. Applying Criteria to Evaluate Products*

### **Grade 2**

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

### **Grade 5**

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

## **CONNECTING:**

### **Anchor Standards 10 & 11:**

- *10. Synthesizing and Relating Knowledge and experiences to create products.*
- *11. Relating Artistic Ideas and Works within Societal, Cultural and Historical contexts.*

### **Grade 2**

- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, responding and performing music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **Grade 5**

- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- There are no criteria for acceptance into this program of study as music is a mandatory subject for students Pre-Kindergarten through 5<sup>th</sup> grade.
- All students will receive one 45-minute period of general music each week.
- All 4<sup>th</sup> grade students will participate in a choral training class for 45 minutes once each week. This experience will culminate in the chorus performing in a winter and a spring concert.
- All 5<sup>th</sup> grade students will participate in a choral training class for 45 minutes once each week. This experience will culminate in the chorus performing in a winter and a spring concert.

## **Technology Integration**

### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Pacing Guide: Elementary students meet thirty times per year for forty-five minutes per class due to the six-day rotation schedule. For all units that follow, this time is split into instruction, making music independently and/or with others, and closure/assessment.

## **UNIT 1: MELODY (6 days)**

### **Why Is This Unit Important?**

- Melody is one of the main elements of music.
- In music, the sound of a note is called its pitch.
- Where a note resides on the staff tells you its pitch.
- Notes are organized to create a melody.

### **Enduring Understandings or Unit Objectives:**

- Students will differentiate between high and low.
- Students will identify upward/downward movement.
- Students will respond to phrases.
- Students will distinguish between steps, leaps and repeats.
- Students will utilize elements of a major diatonic scale.
- Students will manipulate steps, leaps and repeats.
- Students will identify and perform notes BAG - treble clef.
- Students will manipulate and perform pentatonic patterns.
- Students will sing from staff notation.
- Students will distinguish between major and minor tonalities.

### **Essential Questions:**

- What is a melody?
- How does a melody move?
- What is a scale?
- How is a melody written on a staff?

### **Acquired Knowledge:**

- Melody is one of the main elements of music.
- Melody is a group of notes played one after the other.
- Melody can move by steps, skips, repetition or leaps.
- A scale is created by utilizing various steps to create major, minor, pentatonic and modal models.
- Melody is written on a staff, with various notations to distinguish pitch.

### **Acquired Skills:**

#### **Grades K-2**

- Singing melodic patterns and songs.
- Identify and sing intervals that move up and down or are the same (unison)  
Play melodic patterns in Orff Instruments
- Identify high pitches versus low pitches
- Compose independently using quarter notes, eighth notes, and quarter rests



## Grades 3-5

- Singing Basic melodies and harmony
- Identify and sing intervals using solfege
- Playing melodic patterns on recorders, and Orff instruments.
  - Recognize and perform major and minor melodic patterns
- Compose in pentatonic and major scales using known rhythms
  - Improvise within known scales.

## Instructional Activities:

- Anticipatory sets
- In-class activities
- Group/solo singing opportunities
- Group/solo performing on instruments

## Assessments

Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions

Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: Orff ensembles/Kodaly	Composition/Improvisation Projects: Orff ensembles/Kodaly Pentatonic scale improvisations

**Instructional Resources:**

Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

### Supplemental:

- Instruments
  - Recorders
  - Diatonic/chromatic bells
  - Autoharp
  - Jingle bells
  - Guiro
  - Other World Instruments
- Recordings
  - *Peter and the Wolf* by Prokofiev
  - *The Nutcracker* by Tchaikovsky
  - *5<sup>th</sup>* and *9<sup>th</sup>* *Symphonies* by Ludwig van Beethoven *the Planets* by Gustav Holst
  - *1812 Overture* by Tchaikovsky
- DVD Recordings
  - Walt Disney's *Fantasia* (excerpts)

### Anticipatory Sets:

- Echo singing
- Use of Curwen hand signals that reflect the day's focus

### In-Class Activities:

- Xylophone playing
- Recorder playing

## **UNIT 2: HARMONY (6 days)**

### **Why Is This Unit Important?**

- Harmony is one of the main elements of music.
- Harmony is built upon an understanding of melody.

### **Enduring Understandings or Unit Objectives:**

- Harmony is a group of notes played in support of a melody. Students will differentiate between accompaniment/no accompaniment. Students will identify solo/chorus.
- Students will manipulate melodic ostinatos.
- Students will identify rounds and partner songs.
- Students will critique a two-part choral performance.
- Students will identify unison/harmony.
- Students will incorporate instrumental accompaniment into their performance repertoire.

### **Essential Questions:**

- What is harmony?
- What is the difference between solo and chorus?
- What is the difference between unison and harmony?
- How can one create harmony in music?

### **Acquired Knowledge:**

- Harmony supports the melody and gives texture or mood to music.
- You can change how a piece of music sounds by changing the harmony.
- Harmony can be created through rounds, partner songs, choral accompaniments and melodic ostinatos.

### **Acquired Skills:**

#### **Grade K-2**

- Perform solo/unison music
- Perform rounds
- Playing melodic ostinatos on Orff instruments.
- Create and manipulate instrumental accompaniment in performance repertoire using word stories

## Grades 3-5

- Perform solo/unison music and choral (two-part) music.
- Perform rounds and partner songs.
- Playing melodic ostinatos on recorders and Orff instruments. ·Create and manipulate instrumental accompaniment in choral and recorder performance repertoire.
- Improvise within known scales above choral accompaniment.

## Instructional Activities:

- Anticipatory sets
- In-class activities
- Singing and playing rounds, ostinatos, partner songs
- Choral experiences

## Assessments

Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions

Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: Creation of a Sound Story	

### **Instructional Resources:**

Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

Supplemental:

- Instruments
  - Diatonic/chromatic bells
  - Autoharp
- Recordings
  - *5<sup>th</sup>* and *9<sup>th</sup>* *Symphonies* by Ludwig van Beethoven
  - *The Planets* by Gustav Holst
  - *1812 Overture* by Tchaikovsky

- DVD Recordings
  - Walt Disney's Fantasia (excerpts)

**Anticipatory Sets:**

- Warm up song in round – grades 3-5
- Singing of partner songs – grades 3-5
- Ostinato singing

**In-Class Activities:**

- Choral singing
- Melodic ostinatos
- Vocal and instrumental pairings

## **UNIT 3: RHYTHM (6 days)**

### **Why Is This Unit Important?**

- Rhythm is one of the main elements of music.
- Rhythm is found within the environment.
- Rhythm is what makes music move and flow.

### **Enduring Understandings or Unit Objectives:**

- Students will move to and keep a steady beat.
- Students will respond to even/uneven rhythm patterns. · Students will differentiate between long/short sounds. · Students will distinguish between beat/no beat.
- Students will recognize and manipulate basic rhythmic notation. · Students will respond to 2/4, 3/4 and 4/4 meter.
- Students will identify various note values and rhythmic patterns. · Students will follow basic conducting patterns.
- Students will incorporate movement into performance repertoire.

### **Essential Questions:**

- What is rhythm?
- How does a melody move?
- What are the basic rhythmic note values?
- What is the meter?
- What is a conducting pattern?

### **Acquired Knowledge:**

- Rhythm is one of the main elements of music.
- Rhythm is a time value placed on a sound.
- Meter is the pattern of strong and weak beats.
- Conducting patterns are based on meter/time signatures. ·  
The basic note values to be studied are (but not limited to):
  - Quarter note and quarter rest
  - Eighth note and eighth rest
  - Half note and half rest
  - Whole note and whole rest
  - Dotted half note
  - Dotted quarter note



**Acquired Skills:****Grades K-2**

Acquire the following skills using quarter note, quarter rest, eighth notes, half note, dotted half note, and whole notes:

- Clapping and performing rhythmic patterns.
- Identify and manipulate note values
- Perform/create rhythmic patterns and ostinatos on percussion and Orff instruments.
- Move rhythmically in performance.

**Grades 3-5**

Acquire the following skills using quarter note, quarter rest, eighth notes, half note, dotted half note, whole notes, and sixteenth notes:

- Clapping and performing rhythmic patterns.
- Identify and manipulate note values
- Perform/create rhythmic patterns and ostinatos on percussion and Orff instruments.
- Move rhythmically in performance.

**Instructional Activities:**

- Anticipatory sets
- In-Class activities
- Conducting
- Dance

## Assessments

### Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

### Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

### Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions

## Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: Orff percussion – simple rhythmic patterns Student writing – simple rhythmic patterns	Composition/Improvisation Projects: Orff percussion – more complex rhythmic patterns Student writing – more complex rhythmic patterns

### Instructional Resources:

#### Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

#### Supplemental:

- Instruments:
  - Recorders
  - Hand drums
  - Djembe
  - Tambourines
  - Triangles
  - Rhythm sticks/claves
  - Maracas
  - Diatonic/chromatic bells
  - Jingle bells
  - Guiro
  - Other World Instruments

- Recordings:
  - The Nutcracker by Tchaikovsky
  - The Planets by Gustav Holst
  - 1812 Overture by Tchaikovsky
- DVD Recordings
  - Walt Disney's Fantasia (excerpts)

### **Anticipatory Sets:**

- Echo clapping
- Rhythm of the day recall
- Review of last week's rhythmic focus

### **In-Class Activities:**

- Percussion instruments
- Orff instruments

## **UNIT 4: TONE COLOR (6 days)**

### **Why Is This Unit Important?**

- Tone color is one of the main elements of music.
- There are many instruments that make all kinds of different sounds.
- When creating/playing music, musicians must determine which instruments to use.

### **Enduring Understandings or Unit Objectives:**

- Students will distinguish between various sounds such as vocal, instrumental, environmental, etc.
- Students will distinguish between male, female, children's voices.
- Students will distinguish instrumental family sounds.
- Students will identify instruments within their families.
- Students will distinguish between band/orchestral sounds.
- Students will distinguish between solo, duo, trio, quartet, and full ensemble.
- Students will identify soprano, alto, tenor and bass.
- Students will distinguish between major genres of music such as opera and jazz.

### **Essential Questions:**

- What is tone color?
- What are the instrument families?
- What are the instruments in an orchestra/band?
- What are the main voice categories?
- What is a solo, duo, trio and quartet?
- What instruments are critical for performance of various genres of music?

### **Acquired Knowledge:**

- Various sounds; i.e., vocal, instrumental, environmental, etc., make up a musical composition.
- Different-sounding instruments and vocal ranges are elements that a Composer can use to create a certain musical timbre.
- Solos, duos, trios and quartets, as well as larger ensembles such as an orchestra or band, create a unique sound quality.
- Vocal ranges - soprano, alto, tenor and bass can be used for expressive qualities in music.
- Elements of various musical genres have a unique tone color.

## **Acquired Skills:**

### **Grades K-2**

- Performing various sounds (vocal, instrumental, environmental, etc.) in class.
- Sing various songs using various voice ranges (whisper, talking, outside and singing voice)
- Play various classroom percussion instruments to create different tone colors.
- Perform solo/duo/trio/quartet with various tone colors of the voice. · Perform various musical genres.

### **Grades 3-5**

- Performing various sounds (vocal, instrumental, environmental, etc.) and accompany choral music with appropriate instruments in class.
- Sing various songs using various voice ranges using unison and harmony singing
- Play various classroom percussion instruments to create different tone colors.
- Aurally identify instruments and their families.
- Perform solo/duo/trio/quartet with various tone colors of the voice, recorder, and classroom instrument performances
- Perform various musical genres.

## **Instructional Activities:**

- Anticipatory sets
- In-class activities
- Analysis of recorded performances
- Recordings

## Assessments

Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions

## Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: Creation of a Sound Story	

### Instructional Resources:

#### Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn. Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

#### Supplemental:

- Instruments
  - Hand drums
  - Djembe
  - Tambourines
  - Triangles
  - Rhythm sticks/claves
  - Maracas
  - Diatonic/chromatic bells
  - Autoharp
  - Jingle bells
  - Guiro
  - Other World Instruments
- Recordings
  - Peter and the Wolf by Prokofiev
  - The Nutcracker by Tchaikovsky
  - The Planets by Gustav Holst
  - 1812 Overture by Tchaikovsky



- DVD Recordings
  - Walt Disney's Fantasia (excerpts)

**Anticipatory Sets:**

- Listening exercise with focus
- "What instrument do you hear?"

**In-Class Activities:**

- Ensemble playing
- Orff playing opportunities
- Vocal ensembles such as solos, duets, trios, etc.

## **UNIT 5: FORM (6 days)**

### **Why Is This Unit Important?**

- Form is one of the main elements of music.
- Form gives music direction and allows the listener/performer an overall structure and plan in which to guide listening/creating.
- Form gives music contrast and diversity.

### **Enduring Understandings or Unit Objectives:**

- Students will identify and respond to call and response as well as echo.
- Students will distinguish between same and different (notes, phrases, etc.).
- Students will examine, respond and perform ABA.
- Students will identify Introductions and codas.
- Students will identify repetition.
- Students will distinguish between same/similar/different.
- Students will identify theme and variations as well as rondo.
- Students will identify and define a ballad.
- Students will identify and perform verse and refrain.
- Students will explore various forms of musical genres such as aria, recitative, etc.

### **Essential Questions:**

- What is form?
- What is: call and response, echo, same/similar/different, AB, ABA, introduction, coda, theme and variations, rondo, ballad, verse and refrain, aria, recitative, etc.?

### **Acquired Knowledge:**

- Call and response and echoes are forms of musical composition. · Musical form is determined by same/similar/different musical phrases and parts.
- Music is comprised of various parts to create its form such as:
  - Introduction and coda
  - Verse and refrain, etc.
- Ballads are stories set to music.

## **Acquired Skills:**

### **Grades K-2**

- Sing call-response and echo songs.
- Distinguish between same and different notes and phrases and sections of various musical selections.
- Perform AB, ABA, rondo, verse, and refrain, introduction and coda

### **Grades 3-5**

- Distinguish between same/similar/different notes and phrases and sections of various musical selections.
- Perform AB, ABA, rondo, verse, and refrain, introduction and coda, with various classroom instruments and vocal repertoire.
- Create/improvise and perform ballads.
- Identify various forms in musical genres such as aria, recitative, etc.

## **Instructional Activities:**

- Anticipatory sets
- In-class activities
- Listening exercises
- Analysis of vocal and instrumental scores

## **Assessments**

Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

### Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

### Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions

### Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: · Creating sound effects in an organized manner	Composition/Improvisation Projects: · Student-directed playing of classroom instruments

### Instructional Resources:

#### Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

### Supplemental:

- Instruments
  - Hand drums
  - Djembe
  - Tambourines
  - Triangles
  - Rhythm sticks/claves
  - Maracas
  - Diatonic/chromatic bells
  - Jingle bells
  - Guiro
  - Other World Instruments
- Recordings
  - *Danse Macabre* by Camille Saint Saens
  - *5<sup>th</sup>* and *9<sup>th</sup>* *Symphonies* by Ludwig van Beethoven
  - *The Planets* by Gustav Holst
  - *1812 Overture* by Tchaikovsky
- DVD Recordings
  - Walt Disney's *Fantasia* (excerpts)

### Anticipatory Sets:

- What form does this picture represent? O Δ O

### In-Class Activities:

- Movement activities to identify different musical sections of a piece

## **UNIT 6: EXPRESSIVE QUALITIES (Pacing Unit = 6 days)**

### **Why Is This Unit Important?**

- Expression is one of the main elements of music.
- Music creates emotions.
- Music allows for self-expression.
- Music unifies peoples.
- *Crescendo, decrescendo*.
- The use of expression aids in determining the mood/feeling of the music.

### **Enduring Understandings or Unit Objectives:**

- Students will distinguish between loud and soft.
- Students will distinguish between fast and slow.
- Students will respond to various genres of music according to the mood.
- Students will identify and respond to fast/slow, loud/soft.
- Students will determine the mood and style of particular musical selections.
- Students will analyze the relationship between the words and the music.
- Students will demonstrate *piano* and *forte*.
- Students will demonstrate the full range of dynamics and tempi.
- Students will analyze/compare and contrast various genres of music.
- Students will analyze and critique the musical and expressive qualities of a musical performance.

### **Essential Questions:**

- How does music express emotion?
- What are dynamics?
- What is tempo?
- What is: *piano, forte, crescendo, decrescendo*?
- How do music and words relate to one another in a musical composition?
- What is the mood/style of a musical composition?

### **Acquired Knowledge:**

- Vocabulary such as but not limited to: *piano, forte, crescendo, decrescendo*.
- Various tempi (fast, slow) help to create a musical mood.
- Words in music can be reflected in the music by various dynamics, tempi, tone colors, etc.
- The mood of a composition is created by various musical elements.

## **Acquired Skills:**

### **Grade K-2**

- Perform/create musical compositions using tempi and dynamics (loud/soft and fast/slow)
- Create various styles of music through singing and classroom percussion. · Perform various moods and styles of music, focusing on American and other culture's (instrumental/vocal) folk music
- Analyze and critique the musical and expressive qualities of a musical performance by using appropriate terminology/vocabulary such as loud/soft, fast/slow, and a basic discussion, such as if they enjoy the piece of music or not

### **Grades 3-5**

- Perform/create musical compositions using tempi and dynamics (loud/soft and fast/slow) and the Italian terminology associated with it.
- Create various styles of music through singing and classroom percussion.
- Perform various moods and styles of music via performing various genres in chorus
- Evaluate and examine the relationship between words and music.
- Compare contrasting styles of music.
- Analyze and critique the musical and expressive qualities of a musical performance by using appropriate terminology/vocabulary such as loud/soft, fast/slow (including the Italian terminology), and a more in depth discussion and written response as to why they enjoy the piece of music or not

## **Instructional Activities:**

- Anticipatory sets
- In-class activities
- Performance opportunities
- Critique and analysis of live or recorded performances

## Assessments

Formative Assessment: Grades K – 2 Grades 3-5

Group improvisations	Individual/group improvisations
Hand and body signals	Hand and body signals
Students' self-assessment	Students' self assessment/critique/analysis
Oral response	Oral response
Think/pair/share	Think/pair/share
Teacher observation	Teacher observation
Classroom discussion	Classroom discussion
Listening exercises with oral response	Listening exercises with written and oral response

Summative Assessment: Grades K – 2 Grades 3-5

Unit specific worksheets	Unit specific worksheets quizzes
	Quizzes

Benchmark Assessment: Grades K – 2 Grades 3-5

Group presentations	Individual and group presentations
Group demonstration and performance	Individual/group demonstration and performance
Group compositions	Individual/group compositions



## Alternative Assessment: Grades K-2 Grades 3-5

Small group assignments	Small group assignments
Extended time on assignments	Extended time on assignments
Shorter/modified assessment responses	Shorter/modified assessment responses
Composition/Improvisation Projects: Creation of a Sound Story Expressive movement added to a story/song	Composition/Improvisation Projects Expressive movement added to a story/song Addition of instrumental elements to choral music

### Instructional Resources:

#### Core:

- Bond, J., & Zemke, L. (2011). *Spotlight on music*. New York: Macmillan/McGraw-Hill.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1991). *World of music*. Morristown, NJ: Silver Burdett & Ginn.
- Palmer, M., Reilly, M. L., & Scott, C. S. (1995). *The Music Connection*, Morristown, N.J.: Silver Burdett and Ginn.

#### Supplemental:

- Instruments
  - Recorders
- Recordings
  - *Danse Macabre* by Camille Saint Saens
  - *Night on Bald Mountain* by Modest Mussorgsky
  - *Peter and the Wolf* by Prokofiev
  - *The Nutcracker* by Tchaikovsky
  - *5<sup>th</sup> and 9<sup>th</sup> Symphonies* by Ludwig van Beethoven
  - *The Planets* by Gustav Holst
  - *1812 Overture* by Tchaikovsky
- DVD Recordings
  - Beethoven Lives Upstairs
  - Walt Disney's Fantasia (excerpts)

**Anticipatory Sets:**

- Listening exercise
- "What do you hear?"
- Loud/soft, fast/slow
- "How does it make you feel?"

**In-Class Activities:**

- Choral singing
- Various genres of music to perform

**Other Potential Instructional Activities:**

- Kinesthetic activities
- Kodaly and Orff pedagogy
- Singing
- Game playing
- Instrument playing
- Demonstration/modeling
- Guest speakers/performers
- Audio/visuals
- Observation
- Lecture

**Group/Solo Singing Opportunities:**

- This is afforded all students, Pre-Kindergarten through 5<sup>th</sup> grade, during each music class.
- Students in 4<sup>th</sup> and 5<sup>th</sup> grades have a choral experience once weekly.
- Musical games such as "Who Has the Button?"
- Instrumental opportunities on not just classroom instruments but the playing of an instrument in 4<sup>th</sup> and 5<sup>th</sup> grades.
- 3<sup>rd</sup> grade recorder playing.
- Specially-designed music class activities allow for ensemble and solo playing, such as a drum ostinato, added to a piece of music.

## Sample Standards Integration

### **21<sup>st</sup> Century Life and Career Practices**

#### CT. Critical Thinking and Problem-Solving

*Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.*

For Example:

- Students trial use of instruments and vocal technique to find which works best for the task/goal
- Students exercise self-control to help remediate disagreements.
- Students are attentive and cooperate with peers to share instruments, divide parts of a performance and take turns with roles.
- Students participate consistently in class discussions and vocal/instrumental performance, to contribute to the class ensemble.

#### CI. Creativity and Innovation

*Brainstorming can create new, innovative ideas.*

For Example:

- Throughout the course, students will perform and create ensemble music with pitch, rhythmic and dynamic accuracy.
- In Unit 5, Students will choose music vocabulary to communicate expressive qualities of music.

9.3.12.AR.PRF.4 Demonstrate knowledge of music theory.

For Example: In Unit 3, students will learn rhythmic concepts that will help them to excel in performing ensembles in their future schooling and beyond.

### **Technology Integration**

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

*Digital artifacts can be owned by individuals or organizations.*

For Example: In Unit 1 when melody is discussed with regards to chorus, students learn why there is a need for music to be copyrighted and the implications of public domain.

## **Interdisciplinary Connection**

Science standards:

ESS1.C The History of Planet Earth

Some events happen very quickly; others occur over a time period much longer than one can observe

ESS2.A Earth Materials and Systems

Wind and water can change the shape of the land

For example: In Unit 5, students discuss erosion in preparation for listening to *Grand Canyon Suite* by Grofe

ELA Standards:

W.5.8 Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

For example: In Unit 6, students will write a Research Simulation Task based upon a lesson on *The Planets* by Holst.

[LGBTQ/Disabilities and DEI Resources:](#)

GLSEN, [Beauty is Skin Deep \(grades 3-5\)](#)

A-Star Music, [LGBT+ History Month in the Primary Music Class](#)

Milne Publishing, [Musical Multiculturalism and Diversity](#)