

Somers Point School District



Curriculum

Music
Grade K-2
August 2013

Board Approved:

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Somers Point School District

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. The Somers Point School District believes that a structured, systematic, comprehensive and conceptual framework of music education is at the core of teaching and learning experiences. Every child should have a sustained education in music. The study of music teaches mental discipline and creative problem solving. It instills attentiveness, greater cooperation, personal reflection, and curiosity. These qualities come about through a lifelong affiliation with the study of music. The study of music provides us with experiences that lead to greater musical as well as intellectual and personal improvements.

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

MUSIC

Scope and Sequence

Module 1: Music Appreciation/History/Culture	Module 2: Texture/Tone Color
Module 3: Rhythm/Tempo/Meter	Module 4: Melody/Form/Dynamics
Module 5: Creation/Expression	

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Music Appreciation/History/Culture	
		Goal 1: The students will be able to develop knowledge and appreciation of music from various cultures. Goal 2: The students will be able to appreciate composers' lives with respect to various time periods and styles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. Ear training and listening skill are prerequisites for musical literacy.</p> <p>1.1.2.B.4 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>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. Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why should I care about the arts? • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does music sound in different cultures/regions? • How does music sound in different time periods in history? • How has music changed over time? • Why is it important to be exposed to music from different cultures? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Introduce American music i.e. Patriotic, Jazz, Slave, Folk, Rock, Rap, Hip-Hop, Musicals, etc. • Introduce Western Music • Introduce Non-Western Music • Introduce influential composers from American, Western and Nonwestern music • Relationship of music within the arts (art, dance, etc.) • Instruments used in various cultures and time periods • Improvisation 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • View excerpts from various performances such as River Dance, Tchaikovsky's Nutcracker Ballet, Tap Dogs, Stomp. After discussion, students can explore their own dance steps. • Learn dances and games from different time periods and cultures • Identify and explore the connection between music and cultural/traditional holidays • Perform music in different languages • Perform dances and songs from specific cultural regions for school-based performances wearing costumes. • Use world map to locate origin of music. • Discuss song text, any vocabulary to understand musical content, time period and locations. • While listening to various styles of music, students will create drawings that show an emotional response. <p>Suggested Materials:</p> <ul style="list-style-type: none"> • Video tape/DVD of The River Dance and Tchaikovsky's Nutcracker Ballet • Textbooks • Teacher created materials (PowerPoint's) • Recordings • Maps • Instruments

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Music Appreciation/History/Culture	
		Goal 1: The students will be able to develop knowledge and appreciation of music from various cultures. Goal 2: The students will be able to appreciate composers' lives with respect to various time periods and styles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>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. The function and purpose of art making across cultures is a reflection of societal values and beliefs.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>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. Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments</p>		<ul style="list-style-type: none"> • Computer/web-based programs • Listening maps • Websites: www.sfskids.org, www.youtube.com, United streaming, www.nyphilkids.org, pbskids.org, etc. • Music K-8, Activate, etc. • Crayons, pencils and blank paper <p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of student participation and performance. • Rubrics

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Music Appreciation/History/Culture	
		Goal 1: The students will be able to develop knowledge and appreciation of music from various cultures. Goal 2: The students will be able to appreciate composers' lives with respect to various time periods and styles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	of artworks in dance, music, theatre, and visual art. Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art. Contextual clues are embedded in works of art and provide insight into artistic intent.		

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Goal 1: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Texture/Tone Color	
		<p><u>Goal 1:</u> The student will be able to listen to and sing with accompaniment while demonstrating proper vocal techniques.</p> <p><u>Goal 2:</u> The students will be able to distinguish between women's, men's and children's voices.</p> <p><u>Goal 3:</u> The students will be able to differentiate singing, speaking, whispering, and shouting voice.</p> <p><u>Goal 4:</u> The students will be able to identify melody alone or with accompaniment.</p> <p><u>Goal 5:</u> The students will be able to perform ostinati.</p> <p><u>Goal 6:</u> The students will be able to identify classroom percussion instruments by sight and sound.</p>	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. Ear training and listening skill are prerequisites for musical literacy.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. The elements of music are foundational to basic music literacy.</p> <p>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. Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>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. Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? • How does texture and tone color affect music? • How can texture and tone color be manipulated? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Introduce students to various textures i.e. ostinato, echo songs, partner songs, descants, rounds and canons, accompanied vs. unaccompanied, etc. • Introduce texture terminology: thick, thin, layered, accompaniment vs. unaccompanied, etc. • Tone Quality: Man, Woman, Child • Instrument Families • Singing, Speaking, Shouting, Whispering. • Introducing the science of sound production 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Perform various textures (i.e. round partner songs, etc.) through using textbooks to sing songs and use CDs as well as acapella while working on good singing techniques. • Using Silver Burdett Making Music Grade 2, create ostinato patterns as on page 206 and 214. Also use Education Keyboard Lab, Lesson 6: Ostinato. Students create ostinato patterns on the piano. • Using various textbook song material, students will identify what type of voice is singing each song. • Perform Rhythm Band songs using various classroom percussion instruments. • Identify instruments used in accompaniments for student songs. • Body percussion (clapping, patting, snapping, etc.) • Use of classroom percussion (i.e. rhythm sticks, boom whackers, drums, Orff instruments, etc.) to produce tones in different registers <p>Suggested Materials:</p> <ul style="list-style-type: none"> • Textbooks • Music K-8 Magazine/CDs

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Goal 1: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Texture/Tone Color	
		<u>Goal 1:</u> The student will be able to listen to and sing with accompaniment while demonstrating proper vocal techniques. <u>Goal 2:</u> The students will be able to distinguish between women's, men's and children's voices. <u>Goal 3:</u> The students will be able to differentiate singing, speaking, whispering, and shouting voice. <u>Goal 4:</u> The students will be able to identify melody alone or with accompaniment. <u>Goal 5:</u> The students will be able to perform ostinati. <u>Goal 6:</u> The students will be able to identify classroom percussion instruments by sight and sound.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	of art. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices. Voice and movement have broad ranges of expressive potential. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.		<ul style="list-style-type: none"> • Yamaha Keyboard Lab • Teacher created materials • Recordings • Collection of classroom percussion instruments • Listening maps • Websites: www.sfskids.org, www.youtube.com, United streaming, www.nyphilkids.org, pbskids.org, etc. <p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of student participation and performance. • Student self assessment using rubric. • Rubrics

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p>Topic: Rhythm/Tempo/Meter</p>	
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. Ear training and listening skill are prerequisites for musical literacy. 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. The elements of music are foundational to basic music literacy. 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. Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm. 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. The creation of an original dance</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does tempo affect music? • Does changing the tempo and/or meter affect the music? • Is tempo important in the creation of music? • How do we experience rhythm in music? • How do we experience rhythm in our daily lives? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Duple/Triple • Introduction to note values: Quarter Note, Eighth Note, Quarter Rest, Half Note, Whole Note • Steady Beat • Improvisation 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Various textbook and supplemental CDs, students follow musical cues differentiating between beat/no beat, fast/slow, long/short. • Use simple addition and subtraction to count out note values. • Introduce rhythm values. • Perform and improvise rhythms in duple and triple meter • Recognize and demonstrate the difference between strong/weak beats • Music in Education Keyboard Lab, Lesson 1: Steady Beat. • Music in Education Keyboard Lab, Prelude 5: Long/Short Sounds. • Music in Education Keyboard Lab, Prelude 3: Steady Beat. • Using various textbooks, students recognize, compare and perform repeating rhythmic patterns • Using various textbooks, students perform quarter and quarter rest ostinato patterns • Using various textbook and supplemental

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p> <p>Topic: Rhythm/Tempo/Meter</p>	
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>composition often begins with improvisation. Movement sequences change when applying the elements of dance. 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. The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. Improvisation is a foundational skill for music composition. 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. Each arts</p>		<p>CDs, students differentiate between duple and triple meter using body movements.</p> <p>Suggested Materials</p> <ul style="list-style-type: none"> • Rhythm instruments • Textbooks • Teacher created materials (popsicle sticks) • Computer/web based programs • Websites: www.musictechteacher.com , www.PhiTulga.com • Yamaha Keyboard Lab • Music K-8 Magazine/CDs <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher observation of student performance. • Student self assessment using rubric • Rubrics

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p> <p>Topic: Rhythm/Tempo/Meter</p>		
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>		
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>	
	<p>discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art. Contextual clues are embedded in works of art and provide insight into artistic intent.</p>			

Suggested blocks of Instruction	Grade Level/Subject: K-2/Music	Goal 3: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Melody/Form/Dynamics	
		Goal 1: The students will be able to identify melodic direction – up, down and same. Goal 2: The students will be able to read simple notation. Goal 2: The students will be able to identify high and low registers. Goal 3: The students will become familiar with various forms and form terminology. Goal 4: The students will be able to differentiate between alike and different phrases. Goal 5: The students will be able to identify and perform loud and soft.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. Ear training and listening skill are prerequisites for musical literacy. 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. The elements of music are foundational to basic music literacy. 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. Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm. 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. The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 Demonstrate correct playing	Essential Questions: <ul style="list-style-type: none"> • How do dynamics, melody, and form affect music? • Does changing the dynamics, melody, and form affect the music? • Are dynamics and form important in the creation of music? • How does a performer create dynamics? • Is form and dynamics necessary? • How can form be manipulated? • How is melody created? Enduring Understandings: <ul style="list-style-type: none"> • Various dynamic changes ie. Loud/soft/medium, getting louder or softer • Identify characteristics of melody • Introduce appropriate melody terminology and symbols: Pitch letter names, range and register, Steps/skips, ostinato, major and minor, etc. • Melodic direction • Improvisation • Introduce various forms i.e. AB, ABA, theme and variations, solo vs. ensemble, call and response, introduction and coda, finale, movement, trio, duet, round, verse, chorus, refrain, etc. • Introduce form terminology: repeat, coda, endings, introduction, del signo, etc. • Phrasing 	Suggested Learning Activities <ul style="list-style-type: none"> • Music in Education Keyboard Lab, Prelude 7: Up, Down, Same. Students respond to melodic phrases demonstrating their understanding. • Music in Education Keyboard Lab, Prelude 6: High/Low. Students explore and compare sounds in nature and instruments. • Using various textbooks and supplemental CDs, students will identify form through various activities, example Frere Jacques, Row Row Row Your Boat • Using various textbooks and supplemental CDs, students will perform songs following musical directions for dynamics, example The Pumpkin March, Music K-8 Sept./Oct. 1998 • Music in Education Keyboard Lab, Prelude 8: Loud/Soft. Students play appropriate response to loud and soft cues. Suggested Materials: <ul style="list-style-type: none"> • Textbooks • Yamaha Keyboard Lab • Rhythm instruments • Music K-8 Magazine/CDs • Teacher created materials • Computer/web based programs • Websites: www.musictechteacher.com , www.PhilTulga.com, www.joytunes.com

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p>Topic: Rhythm/Tempo/Meter</p>	
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>techniques for Orff instruments or equivalent homemade instruments. Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments. 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. 1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues. Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations. Actors use voice and movement as tools for storytelling. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. Each arts discipline (dance, music, theatre,</p>		<p>Suggested Assessment</p> <ul style="list-style-type: none"> • Teacher observation of student performance. • Student self-assessment using rubric. • Rubrics

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p>Topic: Rhythm/Tempo/Meter</p>	
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>and visual art) has distinct characteristics, as do the artists who create them. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art. Contextual clues are embedded in works of art and provide insight into artistic intent.</p>		

Suggested blocks of instruction	Grade Level/Subject: Music K-2	Big Idea: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
		Topic: Creation/Expression	
		Goal 1: The students will be able to move to musical cues. Goal 2: The students will be able to verbally respond to performances. Goal 3: The students will be able to use movement to respond to diverse musical stimuli. Goal 4: The students will be able to perform using techniques/knowledge of stage etiquette and production. Goal 5: The students will be able to create their own stories using music as an expression.	
On-going	<p>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). Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. 1.4.2.B.3</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • When is art criticism vital and when is it beside the point? • What do students learn about themselves through critiquing? • Can self-critiquing improve or change future performances? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The critical process of observing, describing, analyzing, interpreting and evaluating leads to inform regarding the relative merits of artworks. • By using critiquing students become aware of the musical elements in performance and become more engaged with their creation/performance. 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Perform dances and songs from specific cultural regions for the annual Integrated Arts Festival and/or school-based performances. • View school based performances on video. Students will assess their ability to execute performance knowledge and etiquette. • Perform a Story. Students will sing, listen to and create musical stories. • Discuss and analyze how different musical elements create different opinions and response. • Music in Education Keyboard Lab, Prelude 4: Tempo. Students create their own stories at the pianos in activity 2. <p>Suggested Materials:</p> <ul style="list-style-type: none"> • Textbooks • Yamaha Keyboard Lab • Collection of classroom percussion instruments(tambourines, maracas, various drums, triangles, claves etc.) <p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of student participation • Student discussion • Self-critiquing

Suggested blocks of Instruction	<p>Grade Level/Subject: K-2/Music</p>	<p>Goal 2: Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p> <p>Topic: Rhythm/Tempo/Meter</p>		
		<p>Goal 1: The student will be able to differentiate between a steady beat and no beat. Goal 2: The student will be able to identify long and short sounds. Goal 3: The students will be able to identify, perform and create repeating rhythmic patterns. Goal 4: The students will be able to read and perform quarter note/rest and whole, half and eighth note notation. Goal 5: The students will be able to hear and move to music in duple and triple meters. Goal 6: The students will be able to create movement in response to rhythm and musical style. Goal 7: The students will be able to identify fast and slow. Goal 8: The students will be able to sing different tempi.</p>		
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>	
	<p>Recognize the making subject or theme in works of dance, music, theatre, and visual art 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>			

Music K - 2

COURSE BENCHMARKS

The student will be able to

Students will have gained an appreciation of how music is a part of their lives. Students will have an awareness of cultural differences in music. Students will have a beginning awareness of musical elements.
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