

# Somers Point School District



## Curriculum

Music

Grade 3 – 5

August 2013

Board Approved:

## Table of Contents

<b>Somers Point Schools Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Goals</b>	<b>Page 5-6</b>
<b>Philosophy/Educational Goals &amp; Beliefs</b>	<b>Page 7</b>
<b>National and State Standards</b>	<b>Page 8</b>
<b>Scope and Sequence</b>	<b>Pages 9</b>
<b>Goals/Essential Questions/Objectives/Instructional Tools/Activities</b>	<b>Pages 10-25</b>
<b>Benchmarks</b>	<b>Page 26</b>

# **Somers Point School District**

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

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**Secretarial Staff:**    **Suzanne Klotz**

# 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 PHILSOSOPHY, 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.

## New Jersey State Department of Education Core Curriculum Content Standards

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	

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Music 3 - 5</b>	<b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
		<b>Topic: Music Appreciation/History/Culture</b>	
		<p><b>Goal 1:</b> The students will develop a continued knowledge and appreciation of music from various cultures.</p> <p><b>Goal 2:</b> The students will be able to expand their appreciation of composers' lives with respect to various time periods, styles and geographic regions.</p> <p><b>Goal 3:</b> The students will be able to develop appreciation and knowledge of unique folk instruments found in various geographic locations and cultures.</p> <p><b>Goal 4:</b> The students will be able to differentiate styles of music such as folk songs, work songs, spirituals, contemporary, jazz, classical, opera and Broadway.</p>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
On-going	<p><b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. <b>Art and culture reflect and affect each other.</b></p> <p><b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. <b>Characteristic approaches to content, form, style, and design define art genres.</b></p> <p><b>1.2.5.A.3</b> Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. <b>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</b></p> <p><b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. <b>Music composition is governed by prescribed rules and forms</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why should I care about the arts?</li> <li>• What's the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• How does music reflect different cultures/regions/ and time periods in history and how has it evolved over time?</li> <li>• Why is it important to be exposed to music from different cultures?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision-making.</li> <li>• Introduce History of American music i.e. Patriotic, Blues, Jazz, Slave, Folk, Rock, Rap, Hip Hop, Ragtime, Musicals, etc.</li> <li>• Introduce History of Non-Western and Western Music i.e. periods (Baroque, etc.), Sacred/Secular, etc.</li> <li>• Introduce influential composers from American, Western and Nonwestern music</li> <li>• Relationship of music within the arts (art, dance, etc.)</li> <li>• Instruments used in various cultures and time periods</li> </ul>	<p><b>Suggested Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Using various textbooks, do listening activities (listening, discussion and critiquing) representing composers from various time periods such as Beethoven, Tchaikovsky, Copland and styles such as spirituals and folk songs.</li> <li>• View the movie Beethoven Lives Upstairs. Discuss the time period, style of music and Beethoven's life.</li> <li>• Using various textbooks, listen to music, discuss qualities and instrumentation and locate geographic region on the map for various cultural representations. Examples: Native American Indians, African, Irish, Chinese.</li> <li>• Experience a Broadway Show by reading the libretto and lyrics of songs while listening to a professional CD recording and discussion. Example - Wicked.</li> <li>• Music in Education Yamaha Keyboard Lab – all lessons have listening examples that represent various styles and genres of music. Listen, discuss student response. Example: Washington Post March by Sousa and Oye Como Va by Santana in Lesson 1.</li> <li>• Performing music from different time periods and cultures</li> </ul>

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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>that apply to both improvised and scored music.</b></p> <p><b>1.4.5.A.1</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. <b>Works of art may be organized according to their functions and artistic purposes (e.g. genres, mediums, messages, themes).</b></p> <p><b>1.4.5.A.3</b> Demonstrate how art communicates ideas about personal and social values and is inspired by and individual's imagination and frame of reference (e.g. personal, social, political, historical context). <b>Criteria for determining the aesthetic merits of artwork vary according to context.</b> <b>Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</b></p>		<ul style="list-style-type: none"> <li>• Learn dances and games from different time periods and cultures (i.e. square dance, ballet, folk dances, etc.)</li> <li>• Explore the connection between music and cultural/traditional holidays</li> <li>• Perform music in different languages</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>• Music in Education Yamaha Keyboard Lab</li> <li>• Recordings, example: Professional CD recording of Wicked and typed libretto</li> <li>• Textbooks</li> <li>• Teacher created materials (PowerPoint's)</li> <li>• Recordings</li> <li>• Maps</li> <li>• Instruments</li> <li>• Computer/web-based programs</li> <li>• Listening maps</li> <li>• Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, United streaming, <a href="http://www.nyphilkids.org">www.nyphilkids.org</a>, <a href="http://pbskids.org">pbskids.org</a>, etc.</li> <li>• Music K-8, Activate, etc.</li> <li>• Crayons, pencils and blank paper</li> </ul> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student participation and performance.</li> </ul>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> <b>Music 3 - 5</b></p>	<p><b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b></p> <p><b>Topic: Music Appreciation/History/Culture</b></p>		
		<p><b>Goal 1:</b> The students will develop a continued knowledge and appreciation of music from various cultures.  <b>Goal 2:</b> The students will be able to expand their appreciation of composers' lives with respect to various time periods, styles and geographic regions.  <b>Goal 3:</b> The students will be able to develop appreciation and knowledge of unique folk instruments found in various geographic locations and cultures.  <b>Goal 4:</b> The students will be able to differentiate styles of music such as folk songs, work songs, spirituals, contemporary, jazz, classical, opera and Broadway.</p>		
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>	
	<p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. <b>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</b></p> <p><b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. <b>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</b></p> <p><b>1.4.5.B.4</b> Define technical proficiency, using the elements of the arts and principles of design. <b>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</b></p> <p><b>1.4.5.B.5</b> Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and</p>		<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Video: Beethoven Lives Upstairs</li> </ul> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student participation, discussion and performance</li> <li>• Rubrics</li> </ul>	

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Music 3 - 5</b>	<b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	performance of works of dance, music, theatre, and visual art. <b>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?)</b>		

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> Music 3- 5</p>	<p>Big Idea: An understanding of the elements and principles of art is essential to the creative process and <b>artistic production.</b></p>	
		<p><b>Topic: Texture/Tone Color</b></p> <p><u>Goal 1:</u> The student will continue to demonstrate proper vocal techniques.  <u>Goal 2:</u> The students will be able to recognize vocal combinations: solo, duet, trio, and chorus.  <u>Goal 3:</u> The students will be able to recognize and name the families of the orchestra and folk instruments and identify their timbre.  <u>Goal 4:</u> The students will be able to create harmony by performing partner songs and canons.  <u>Goal 5:</u> The students will be able to play harmony in thirds on the piano and simple chord accompaniment.  <u>Goal 6:</u> The students will continue to create ostinato patterns.  <u>Goal 7:</u> The students will be able to create multi-layered music.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
Ongoing	<p><b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. <b>Characteristic approaches to content, form, style, and design define art genres.</b></p> <p><b>1.3.5.B.2</b> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. <b>Proper vocal production and vocal placement improve vocal quality. Harmonizing required singing ability and active listening skills. Individual voice ranges change with time.</b></p> <p><b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. <b>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</b></p> <p><b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. <b>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</b></p> <p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does art have boundaries?</li> <li>• How does texture and tone color affect the music and how can it be manipulated?</li> <li>• How are tones produced?</li> <li>• How is tone color important in the creation of music?</li> <li>• How do different materials affect tone color?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Introduce students to various textures i.e. homophonic, polyphonic, ostinato, echo songs, partner songs, counter melodies, descants, rounds and canons, monophonic, accompanied vs. unaccompanied, etc.</li> <li>• Introduce texture terminology: thick, thin, layered, accompaniment vs. unaccompanied, etc.</li> <li>• Phrasing</li> <li>• Anacrusis notes</li> <li>• Improvisation</li> </ul>	<p><b>Suggested Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the relationship between tones in music and dynamics found in nature, found sounds and machine sounds</li> <li>• Use of listening maps to follow tone and texture</li> <li>• Identify and perform with various instrumental timbres including orchestra/electronic instruments</li> <li>• Identify timbre or tones of individuals and groups: male, female, child, chorus, duet, trio, orchestra, band, septet, etc.</li> <li>• Using various textbooks songs, students will perform music that has multiple vocal or rhythmic layers such as The Wheel of the Water and Banuwa.</li> <li>• Students view the video Stomp. Observe and discuss the multilayered rhythms performed. Students can experiment making music with non-musical instruments within the classroom.</li> <li>• Using the Musical Baseball Game found in Activate Magazine, students will listen to 21 orchestral instruments and identify them by timbre.</li> <li>• Students perform various pieces i.e. canons and partner songs like Kookaburra and Good Night Ladies/Pick</li> </ul>

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		<b>Topic: Texture/Tone Color</b>	
		<u>Goal 1:</u> The student will continue to demonstrate proper vocal techniques. <u>Goal 2:</u> The students will be able to recognize vocal combinations: solo, duet, trio, and chorus. <u>Goal 3:</u> The students will be able to recognize and name the families of the orchestra and folk instruments and identify their timbre. <u>Goal 4:</u> The students will be able to create harmony by performing partner songs and canons. <u>Goal 5:</u> The students will be able to play harmony in thirds on the piano and simple chord accompaniment. <u>Goal 6:</u> The students will continue to create ostinato patterns. <u>Goal 7:</u> The students will be able to create multi-layered music.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	visual artworks using observable, objective criteria. <b>Identifying criteria for evaluating performances results in deeper understanding of art and art making.</b> <b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. <b>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</b> <b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. <b>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</b>		<p>a Little to explore various textures</p> <ul style="list-style-type: none"> <li>• Music in Education Yamaha Keyboard Lab, Lesson 18: Harmonic Intervals - seconds and thirds. Students explore harmonic structure at the keyboard.</li> <li>• Music in Education Keyboard Lab, Lesson 6: Ostinato. Students create ostinato patterns at the piano to accompany There’s a Hole in the Bucket.</li> <li>• Manipulate the texture of a song through improvisation and composition</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Music K-8 Magazine/CD, Activate, etc...</li> <li>• Stomp video</li> <li>• Music in Education Yamaha Keyboard Lab</li> <li>• classroom instruments</li> <li>• teacher created materials</li> <li>• computer based programs</li> <li>• listening maps</li> <li>• Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, <a href="http://www.dsokids.com">www.dsokids.com</a>, <a href="http://www.nyphilkids.org">www.nyphilkids.org</a>, <a href="http://pbskids.org">pbskids.org</a>, <a href="http://artsalive.ca">artsalive.ca</a>, etc.</li> </ul> <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and discussion</li> <li>• Rubrics</li> </ul>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> Music 3- 5	Big Idea: An understanding of the elements and principles of art is essential to the creative process and <b>artistic production.</b>	
		<b>Topic: Texture/Tone Color</b>	
		<u>Goal 1:</u> The student will continue to demonstrate proper vocal techniques. <u>Goal 2:</u> The students will be able to recognize vocal combinations: solo, duet, trio, and chorus. <u>Goal 3:</u> The students will be able to recognize and name the families of the orchestra and folk instruments and identify their timbre. <u>Goal 4:</u> The students will be able to create harmony by performing partner songs and canons. <u>Goal 5:</u> The students will be able to play harmony in thirds on the piano and simple chord accompaniment. <u>Goal 6:</u> The students will continue to create ostinato patterns. <u>Goal 7:</u> The students will be able to create multi-layered music.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
			<ul style="list-style-type: none"> <li>• Yamaha keyboard quizzes</li> <li>• Student self-assessment rubrics</li> </ul>



<b>Suggested blocks of instruction</b>	<b><u>Grade Level/Subject:</u></b> <b>Music 3 - 5</b>	<b>Big Idea:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
		<b>Topic:</b> Rhythm/Tempo/Meter
		<p><b><u>Goal 1:</u></b> The students will be able to identify notation containing whole, half, quarter, eighth and sixteenth notes and whole, half, quarter rests and create rhythmic patterns using stated notation.</p> <p><b><u>Goal 2:</u></b> The students will be able to identify meter signatures in 2/4, 3/4, 4/4, 6/8 and conduct 2/4, 3/4 and 4/4 meters.</p> <p><b><u>Goal 3:</u></b> The students will be able to recognize, perform and conduct different tempi.</p>

## Objectives

**1.1.5.B.1** Identify the elements of music in response to aural prompts and printed music notational systems. **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.**

**1.1.5.B.2** Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. **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.**

**1.2.5.A.1** Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. **Art and culture reflect and affect each other.**

**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. **Complex scores may include compound meters and the grand staff.**

**1.3.5.B.3** **Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.** Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

## Essential Questions:

- How does creating and performing in the arts differ from viewing the arts?
- How do we experience rhythm in music?
- How do we experience rhythm in our daily lives?
- How do tempo and meter affect music?
- Does changing tempo affect music?
- Is tempo important in the creation of music?

## Enduring Understandings

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Duple/Triple
- Written and oral identification of note values: Quarter Note, Eighth Note, Quarter Rest, Eighth Rest, Half Note, Half Rest, Whole Note, Whole Rest, Paired Eighths, Tied Notes, Triplets, Sixteenth Notes, Dotted Quarter Notes, Dotted Half Notes
- Steady Beat
- Introduction to Time Signatures: 2/4, 3/4, 4/4, 6/8, 5/4, 2/2, Cut time, etc.
- Improvisation
- Faster/Slower
- Getting Faster/Getting Slower
- Introduce appropriate terminology/vocabulary – i.e. Allegro, Andante, Largo, Presto, fermata, Ritardando

## Suggested Learning Activities

- Music in Education Yamaha Keyboard Lab, Lesson 4: Tempo. Students play rhythmic piano patterns experiencing various tempi.
- Music in Education Yamaha Keyboard Lab, Lesson 5: Quarter Notes and Rests. Students play piano following written notation.
- Students will perform sixteenth, quarter and eighth note patterns in the song Kookaburra.
- Flutophone/recorders study in third grade, students learn to play melodies following conductor performing various written rhythms.
- Using various textbook songs, students will perform music in various meters and learn to conduct each pattern.
- Students create rhythmic patterns using popsicle sticks
- Introduce rhythm syllables
- Locomotor and Non-locomotor movement to steady beat (i.e. marching, tapping, swaying, etc.)
- Body percussion (clapping, patting, snapping, etc.)
- Listening activities to recognize steady vs. non steady beat and to demonstrate the difference between strong/weak beat
- Use of classroom percussion (i.e. rhythm sticks, boom whackers, drums, etc.)
- Creating/improvise rhythms at different tempos
- Perform and improvise rhythms in duple and triple meter
- Use movement to show rhythms and identify meter
- Introduce mathematical relationship between note values and time signatures
- Read/Create/Perform/Dictate rhythmic notation

## Suggested Materials:

- Textbooks
- Teacher created materials
- Computer/ web based programs
- Recordings
- Flashcards
- Whiteboards
- Manipulatives (i.e. Balls, rhythm sticks, popsicle sticks, bean bags, etc.)
  - Classroom instruments
- Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com)
- Music in Education Yamaha Keyboard Lab Lessons and Quizzes

	<p><b>Grade Level/Subject:</b> <b>Music 3 - 5</b></p>	<p><b>Big Idea:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p><b>Topic: Rhythm/Tempo/Meter</b></p>	
<b>Suggested blocks of Instruction</b>		<p><b>Goal 1:</b> The students will be able to identify notation containing whole, half, quarter, eighth and sixteenth notes and whole, half, quarter rests and create rhythmic patterns using stated notation.</p> <p><b>Goal 2:</b> The students will be able to identify meter signatures in 2/4, 3/4, 4/4, 6/8 and conduct 2/4, 3/4 and 4/4 meters.</p> <p><b>Goal 3:</b> The students will be able to recognize, perform and conduct different tempi.</p>	
	<p><b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. <b>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</b></p> <p><b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 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.</p>		<p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student participation and performance</li> <li>• Student self assessment by discussion, rubric or Yamaha keyboard quizzes</li> <li>• Rubrics</li> </ul>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> <b>Grade 3-5/ Music</b></p>	<p>Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p><b>Topic: Topic: Melody/Form/Dynamics</b></p>	
		<p><u>Goal 1:</u> The students will continue to demonstrate good vocal production.  <u>Goal 2:</u> The students will be able to identify the tonic when given tonic chord.  <u>Goal 3:</u> The students will be able to identify the contour of melodic phrases.  <u>Goal 4:</u> The students will be to read and perform notation on the treble clef.  <u>Goal 5:</u> The students will be able to read and follow directional symbols such as coda, dal signo sign, repeat signs and first and second endings.  <u>Goal 6:</u> The students will be able to perform and differentiate between legato/staccato, and accents.  <u>Goal 7:</u> The students will be able to identify theme and variation, AB, ABA form, and rondos.  <u>Goal 8:</u> The students will be able to identify and create music using dynamic changes (pp, p, mp, mf, f, ff)</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
Ongoing	<p><b>1.1.5.B.1 Identify the elements of music in response to oral prompts and printed music notational systems.</b> 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.</p> <p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. <b>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.</b></p> <p><b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. <b>Characteristic approaches to content, form, style, and design define art genres.</b></p> <p><b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• How do dynamics, melody, and form affect music?</li> <li>• Does changing the dynamics, melody, and form affect the music?</li> <li>• Are dynamics and form important in the creation of music?</li> <li>• How does a performer create dynamics?</li> <li>• Is form and dynamics necessary?</li> <li>• How can form be manipulated?</li> <li>• How is melody created?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Melody vs. Harmony</li> <li>• Identify characteristics of Melody/harmony (melodic direction)</li> <li>• Introduce appropriate melody terminology and symbols: Intervals, Pitch letter names, range and register, Steps/skips, accidentals, ostinato, major and minor, diatonic vs. chromatic, etc.</li> <li>• Introduce appropriate harmony terminology and symbols: chordal progression, major and minor, triads, intervals, different types of harmony (2 part, 3 part, etc.), SA, etc.</li> <li>• Scales: major, minor, blues, chromatic, etc.</li> <li>• Modulation</li> </ul>	<p><b>Suggested Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Practice pitch matching and recognizing home tone</li> <li>• Explore the relationship between tones in music (i.e. steps, skips, jumps, etc.)</li> <li>• Use listening maps to follow melody/harmony • Sing melodic patterns in echo and call-response Forms</li> <li>• Create/perform melodies and ostinatos</li> <li>• Explore how different modalities affect the mood of a piece</li> <li>• Use manipulatives to demonstrate melodic contour (i.e. wire, pipe cleaners, cotton balls, scarves, etc.) •</li> <li>• Use canons and rounds to introduce the concept of harmony and then perform songs with 2-part harmony. Explore countermelodies as a form of harmony</li> <li>• Identify notes within the treble clef and perform on instruments or voice</li> <li>• Perform harmonic accompaniments on various instruments involving the I-IV-V-I progressions and cadences</li> <li>• Music in Education Yamaha Keyboard Lab, Lesson 12: Legato and Staccato.</li> </ul>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Grade 3-5/ Music</b>	<b>Big Idea:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		<b>Topic: Topic: Melody/Form/Dynamics</b>	
		<u>Goal 1:</u> The students will continue to demonstrate good vocal production. <u>Goal 2:</u> The students will be able to identify the tonic when given tonic chord. <u>Goal 3:</u> The students will be able to identify the contour of melodic phrases. <u>Goal 4:</u> The students will be to read and perform notation on the treble clef. <u>Goal 5:</u> The students will be able to read and follow directional symbols such as coda, dal signo sign, repeat signs and first and second endings. <u>Goal 6:</u> The students will be able to perform and differentiate between legato/staccato, and accents. <u>Goal 7:</u> The students will be able to identify theme and variation, AB, ABA form, and rondos. <u>Goal 8:</u> The students will be able to identify and create music using dynamic changes (pp, p, mp, mf, f, ff)	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<b>Complex scores may include compound meters and the grand staff.</b> <b>1.3.5.B.2</b> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. <b>Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</b> <b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. <b>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</b> <b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. <b>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</b> <b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. While there is shared vocabulary among the four arts	<ul style="list-style-type: none"> <li>• Cadences</li> <li>• Improvisation</li> <li>• Introduce appropriate dynamic terminology i.e. – Forte, Fortissimo, Piano, Pianissimo, Mezzo Forte, Mezzo Piano, Crescendo, Decrescendo</li> </ul>	<p>Students create call and response patterns that are staccato or legato.</p> <ul style="list-style-type: none"> <li>• Using Music K-8 Magazine song, Forte Piano-dynamic changes.</li> <li>• Using various textbooks, students sing various pieces with examples of accents (Freedom and Chumbara), rondo (Mozart's a Little Night Music), and melodic contour (Beethoven's Ode to Joy with listening map)</li> <li>• Music in Education Yamaha Keyboard Lab, Lesson 8: Steps Up, Down or Same. Students will follow identify the contour of melodic phrases at the piano.</li> <li>• Using various textbooks, students execute music creating changes in dynamic markings, use listening maps to follow dynamics changes, and identify and perform dynamics using written notation.</li> <li>• Using flutophones/recorders, 3<sup>rd</sup> grade students learn to read and perform music demonstrating an understanding of written music on the treble clef.</li> </ul> <p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>• Music in Education Yamaha Keyboard Lab</li> <li>• Textbooks</li> </ul>

<b>Suggested blocks of Instruction</b>	<p><b>Grade Level/Subject:</b> Grade 3-5/ Music</p>	<p>Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
		<p><b>Topic: Melody/Form/Dynamics</b></p> <p><u>Goal 1:</u> The students will continue to demonstrate good vocal production.  <u>Goal 2:</u> The students will be able to identify the tonic when given tonic chord.  <u>Goal 3:</u> The students will be able to identify the contour of melodic phrases.  <u>Goal 4:</u> The students will be to read and perform notation on the treble clef.  <u>Goal 5:</u> The students will be able to read and follow directional symbols such as coda, dal signo sign, repeat signs and first and second endings.  <u>Goal 6:</u> The students will be able to perform and differentiate between legato/staccato, and accents.  <u>Goal 7:</u> The students will be able to identify theme and variation, AB, ABA form, and rondos.  <u>Goal 8:</u> The students will be able to identify and create music using dynamic changes (pp, p, mp, mf, f, ff)</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions / Enduring Understandings</b></p>	<p><b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b></p>
	<p>disciplines of dance, music, theatre, and visual art, each also has its own discipline- specific arts terminology.</p>		<ul style="list-style-type: none"> <li>• Music K-8 Magazine/CDs</li> <li>• Flutophones/recorders</li> <li>• Teacher created materials</li> <li>• Instruments</li> <li>• Flashcards</li> <li>• Computer/web based programs</li> <li>• Manipulatives (i.e. scarves, pipe cleaners, wire, cotton balls, popsicle sticks, etc.)</li> <li>• Listening maps</li> <li>• Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, Denise Gagne channel (YouTube), United streaming, etc.</li> </ul> <p><b>Suggested Assessment</b></p> <ul style="list-style-type: none"> <li>• Student self assessment by discussion, rubric or Yamaha keyboard quizzes</li> <li>• Teacher observation of student participation and performance</li> <li>• Rubrics</li> </ul>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Music 3 - 5</b>	<b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
		<b>Topic: Creation/Expression</b>	
		<b>Goal 1: The students will be able to create music using learned musical elements.</b> <b>Goal 2: The students will be able to critique performances of their own, their peers and professionals.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
On-going	<p><b>1.4.5.A.1</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. <b>Works of art may be organized according to their functions and artistic purposes (e.g. genres, mediums, messages, themes).</b></p> <p><b>1.4.5.A.3</b> 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). <b>Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</b></p> <p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. <b>Identifying criteria for evaluating performances results in</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why should I care about the arts?</li> <li>• What's the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• What do students learn about themselves through critiquing?</li> <li>• Can self-critiquing improve or change future performances?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• By using critiquing students become aware of the musical elements in performance and become more engaged with their creation/performance.</li> </ul>	<p><b>Suggested Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Students will discuss and critique performances such as in-school concerts, plays and performances.</li> <li>• Students will create their own chants and percussion accompaniment.</li> <li>• Using the Music in Education Yamaha Keyboard Lab, students create their own rhythmic patterns and melodic sequences. They record them allowing the class to hear and critique.</li> <li>• Perform dances and songs from specific cultural region for schools based performances/ Integrated arts Festival. Example: Native American Indians, Africa.</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>• Classroom instruments</li> <li>• Yamaha Keyboard Lab</li> <li>• In school performances presented by peers and outside performances.</li> <li>• Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, Denise Gagne channel (YouTube), United streaming, etc.</li> </ul> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student self assessment</li> <li>• Rubrics</li> </ul>

<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Music 3 - 5</b>	<b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
		<b>Topic: Creation/Expression</b>	
		<b>Goal 1: The students will be able to create music using learned musical elements.</b> <b>Goal 2: The students will be able to critique performances of their own, their peers and professionals.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>deeper understanding of art and art making.</b></p> <p><b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. <b>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</b></p> <p><b>1.4.5.B.4</b> Define technical proficiency, using the elements of the arts and principles of design. <b>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</b></p> <p><b>1.4.5.B.5</b> 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. <b>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</b></p>		



<b>Suggested blocks of Instruction</b>	<b>Grade Level/Subject:</b> <b>Music 3 - 5</b>	<b>Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
		<b>Topic: Creation/Expression</b>	
		<b>Goal 1: The students will be able to create music using learned musical elements.</b> <b>Goal 2: The students will be able to critique performances of their own, their peers and professionals.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions / Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	(e.g. Who was the creator? What purpose does the artwork serve? Who is the intended audience?)		

# Music 3-5

## Course Benchmarks

The student will be able to ..

The students will develop a better understanding of music's value and purpose within various cultures. The students will demonstrate an understanding written music through performance.