

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: General Music	Grade Level(s): Second Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Visual & Performing Arts Standards Overview

The expectation of the New Jersey arts standards is that ALL students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade. The organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. The standards allow for flexibility in how and when hands-on introductory arts are offered throughout the K-5 cycle.

There are four visual and performing arts standards: Two apply equally to all arts domains (*History of the Arts & Culture* and *Aesthetic Responses & Critique Methodologies*). The other two (*Creative Process and Performance*) are very similar for each art form, deviating primarily in domain specific vocabulary.

Additionally, the Visual & Performing Arts Standards are organized in grade band clusters (K-2, 3-5, 6-8, 9-12), and do not articulate yearly expectations for students. Rather, expectations for learning are benchmarked by the end of grades 2, 5, 8, and 12.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

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

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

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

- **Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

- **Standard 1.4 Aesthetic Responses & Critique Methodologies** pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies. This standard addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts

Retrieved from: <http://www.state.nj.us/education/modelcurriculum/vpa/NarrativeDescription.pdf>

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work,

projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Second Grade General Music

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1:	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.1, 1.1.2.B.2</p> <p>Standard 1.2- History of the Arts & Culture 1.2.2.A.2</p> <p>Standard 1.3- Performing 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4</p> <p>Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.2.A.2, 1.4.2.A.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> Define elements of music Explain musical opposites Hear and identify musical examples Identify, experience, demonstrate, explain musical elements <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> Make connections to music from different time/place Experience culture/history THROUGH musical selections <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> Be tuneful/beautiful/artful Produce healthy vocal tone Demonstrate proper playing technique Audiate/sing on a neutral syllable <p>Standard 1.4- Critique & Aesthetics SWBAT...</p> <ul style="list-style-type: none"> Blend/balance parts Identify & describe feelings 	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> Steady beat Rhythm Singing vs. chanting (speaking) Upstairs/downstairs voice Dynamics Tempo Melody Etc. <p>Standard 1.2- History</p> <ul style="list-style-type: none"> Instrumental vs. pop Classical period through present day Music of other countries Nutcracker- skills: parachute, loco to non-loco movement, planning/prep <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> Steady beat Singing voice Head/chest Resting tone Sing/play ostinato Improvise <p>Standard 1.4- Critique & Aesthetics</p> <ul style="list-style-type: none"> Aesthetic quality (why do you like it?) Communicating feelings/likes & dislikes

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			towards music <ul style="list-style-type: none"> • Create a story based on music • Observe/distinguish patterns • Apply/experience principals of critique • Recognize important themes 	<ul style="list-style-type: none"> • Tap into imagination and creativity (arioso/improv) • Create and identify patterns
Unit 2:	10-12 weeks	Standard 1.1- The Creative Process 1.1.2.B.3 Standard 1.2- History of the Arts & Culture Expand previous standard Standard 1.3- Performing 1.3.2.B.5 Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.2.A.1, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3	Standard 1.1- Creative Process SWBAT... <ul style="list-style-type: none"> • Identify & group sounds by common traits Standard 1.2- History SWBAT... <ul style="list-style-type: none"> • Make connections to music from different time/place • Experience culture/history THROUGH musical selections Standard 1.3- Performing SWBAT... <ul style="list-style-type: none"> • Improvise melody & rhythm • Create expressively • Maintain expressive quality over rhythmic ostinati Standard 1.4- Critique & Aesthetics SWBAT... <ul style="list-style-type: none"> • Identify aesthetics (what does this make you feel) 	Standard 1.1- Creative Process <ul style="list-style-type: none"> • Tonality • Tempo • Neutral syllable eighth notes Standard 1.2- History <ul style="list-style-type: none"> • Instrumental vs. pop • Classical period through present day • Music of other countries • Nutcracker- skills: parachute, loco to non-loco movement, planning/prep Standard 1.3- Performing <ul style="list-style-type: none"> • Tonal patterns • Rhythm patterns • Pentatonic scale • Resting tone response Standard 1.4- Critique & Aesthetics <ul style="list-style-type: none"> • Composer facts (coloring glyphs) • How to listen to music (active vs passive)

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Observe a performance and then form opinions Apply positive critique Identify/recall main theme 	<ul style="list-style-type: none"> Positive critique examples Patterning/themes
Unit 3:	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.4</p> <p>Standard 1.2- History of the Arts & Culture Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.6, 1.3.2.B.7</p> <p>Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.2.A.4</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> Categorize instrument families according to their properties <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> Make connections to music from different time/place Experience culture/history THROUGH musical selections <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> Sing/play melody & accompaniment. Sing/play independent and in groups Blend with a partner Respond to a conductor <p>Standard 1.4- Critique & Aesthetics SWBAT...</p> <ul style="list-style-type: none"> Distinguish musical patterns 	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> Instrument families Tone Timbre <p>Standard 1.2- History</p> <ul style="list-style-type: none"> Instrumental vs. pop Classical period through present day Music of other countries Nutcracker- skills: parachute, loco to non-loco movement, planning/prep <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> Melody/rhythm Accompaniment Solo vs. ensemble Blend/balance Dynamics Conductor <p>Standard 1.4- Critique & Aesthetics</p> <ul style="list-style-type: none"> Manipulatives transferred to musical ideas Form

Unit 1: Creating Music	Recommended Duration: 10-12 weeks
Unit Description: Students learn to define the elements of music, while learning to identify them in musical examples and explaining musical opposites. They learn to make connections to music of different times and places, and will experience history and culture through these musical selections. Students learn to improvise, create, and explain their musical choices on their journey to becoming tuneful, beautiful, and artful. They also learn to achieve blend and balance, describe their reactions to music, apply positive critique, and recognize themes.	

Essential Questions:	Enduring Understandings:
Suggested EQs: Creative Process: How do I listen for understanding (critical thinking) when enjoying a piece of music? What is music literacy? How do the elements of music help me to achieve understanding and music literacy? History: How does music allow us to understand and connect with other cultures and other times? How do these experiences affect the artists who create the music we experience? Performing: How is the language of music represented and shared? How do I produce healthy breathing and vocal tone? What is the proper Orff technique, why is it important, and how do I achieve it? Aesthetic Response & Critique: What are the common characteristics between music of diverse cultural and historical background? How do these works of music make me feel (emotional response)? How can I use my imagination to create and understand these responses?	Creative Process: Ear training and listening skills are prerequisites for musical literacy. The elements of music are foundational to basic music literacy. History: The function and purpose of art-making across cultures is a reflection of societal values and beliefs. Performing: The ability to experience music notation is helpful in the progression towards basic music literacy. Proper breathing technique and vocal production/placement is important for the development of a healthy singing voice. Proper Orff instrument technique develops foundation skills for melodic and rhythmic performance skills. Aesthetic Response & Critique: Music, and the people who create it, have distinct characteristics that define their character.

Relevant Standards:	Learning Goals:	Learning Objectives:
CREATIVE PROCESS 1.1.2.B.1, 1.1.2.B.2 HISTORY 1.2.2.A.2 PERFORMING	Students will be able to... <ul style="list-style-type: none"> Listen to gain understanding when experiencing a piece of music. Understand and exhibit characteristics of basic music literacy. Students will be able to...	CREATIVE PROCESS <ul style="list-style-type: none"> Identify the elements of music (steady beat, tempo, rhythm, melody, song/chant, pitch, dynamics) in their own experiences and by listening to/working with a peer. Exhibit tuneful (singing), beautiful (movement), and artful (expression) musical qualities.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4</p> <p>AESTHETIC RESPONSE & CRITIQUE</p> <p>1.4.2.A.2, 1.4.2.A.3</p>	<ul style="list-style-type: none"> • Connect with and understand other cultures/times through music. • Describe/understand how these factors affect the artists who create this music. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of written music notation. • Produce healthy breathing/vocal tone and demonstrate understanding of how to achieve it. • Demonstrate proper Orff playing technique and demonstrate understanding of how to achieve it. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe commonalities between music of different cultures and historical backgrounds. • Describe their emotional connection to/feelings about a musical experience using discipline-specific and age-appropriate vocabulary. • Think creatively and use their imagination to improvise basic rhythmic and melodic ideas. 	<ul style="list-style-type: none"> • Move to a steady beat. • Demonstrate healthy vocal production. • Demonstrate and describe differences between singing and speaking voices. <p>HISTORY</p> <ul style="list-style-type: none"> • Identify characteristics of music from different times and places. • Understand and describe how culture/history shaped the views of the artists who create the music we listen to. <p>PERFORMING</p> <ul style="list-style-type: none"> • Demonstrate healthy vocal production. • Demonstrate and describe differences between singing and speaking voices. • Demonstrate steady beat through locomotor and non-locomotor motion. • Perform steady beat/rhythms on Orff instruments. <p>AESTHETIC RESPONSE/CRITIQUE</p> <ul style="list-style-type: none"> • Compare/contrast music of different cultures and historical backgrounds. • Experience and describe feelings and emotional connection to a piece of music (what did you like/not like/think, and why?) • Access their imagination to convey basic rhythmic and melodic ideas through improvisation.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Observe student work and use individual questioning and choral response to assess understanding of concepts (record on attendance sheet) • Question students as they work, offer suggestions and allow time for student reflection • Have they met the lesson objective? • Facilitate group discussion (whole and small) • Turn and talk 	<ul style="list-style-type: none"> • Pre and post-test • Rubrics specific to learning tasks • Self-Assessment • Skills-based assessment (e.g., steady beat, tonal/rhythmic patterns) 	<ul style="list-style-type: none"> • Student demonstrations • Critique • Display student work (e.g., coloring glyphs, notation practice) 	<ul style="list-style-type: none"> • Skills-based assessments/demonstrations • Game songs • Chants • Vocal exploration • SMART Board assessment • Individual student progress towards tuneful, beautiful, artful • Healthy vocal production

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: (List and describe.)
<p>Focus on developing basic music literacy, vocabulary, and a beginning understanding of the purpose of music as a language and to tell a story. Discuss how making music is an important tool to develop collaboration, communication, and teamwork, and relate these skills to in class activities. Discuss/model ways to problem-solve difficult skills, including allowing ample time for exploration and self-reflection. Praise, encourage, and remind students that nothing new comes easily, and that practice makes permanent!</p> <p>Word Wall: As vocabulary is introduced, post the word. Refer to the word wall words and use them often to develop the content-specific language needed for continued learning and growth. Encourage students to pause and reflect on the words they know, and gently remind to use the new vocabulary when holding discussions.</p>

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:
Essential: Basic vocabulary: musician, singer, composer, song, chant, head/chest voice, steady beat Opposites: tempo (largo through allegro), dynamics (piano through fortissimo), articulation (legato vs. tenuto) Music literacy/notation: rhythm, composing, improvisation, arioso, pitch, treble clef, scale, pentatonic Add to list as required.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA and Social Studies: <ul style="list-style-type: none"> Read a variety of texts (e.g., song tales, familiar stories) to build a connection to music through text, understanding, and experiencing different cultures. Mathematics: <ul style="list-style-type: none"> Relate counting (e.g., patterns, rhythms, repeats) to math skills currently being developed Science: <ul style="list-style-type: none"> Vibrations= sound waves (students feel vibrations when they are speaking but not when accessing their head voice to sing) Health/PE:	<ul style="list-style-type: none"> SMART Board activities for rhythm, melody, dynamics, and vocabulary. SMAR Model in Music 	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	<u>X</u> Global Awareness: <ul style="list-style-type: none"> Developing an appreciation for other cultures <u>X</u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <ul style="list-style-type: none"> Collaboration Problem solving Flexibility

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<ul style="list-style-type: none"> • Movement- large/small, locomotor/non-locomotor, steady beat patsching, folk dance, etc. 			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Musicplay (SMART Board activities, game songs, dance ideas, worksheets/sorting activities) • Music Together (songs, chants, instrumental listening examples) • First Steps in Music (fingerplays, chants, game songs, tuneful/beautiful/artful activities, MoveIt!) • Song Tale books • Various other websites/materials as needed to add detail and rigor

Unit 2: Performing Music	Recommended Duration: 10-12 weeks
Unit Description: Students learn to identify sound sources based on common characteristics, and they also categorize instrument families and other elements of music by their likenesses. They learn to identify how history and culture can impact an artist or a specific piece of music. Students learn to improvise tonal and rhythmic patterns over melodic ostinato and a steady beat. They also learn to observe and apply the elements of music and principals of positive critique to formulate objective opinions.	

Essential Questions:	Enduring Understandings:
Suggested EQs: Creative Process: What is music made of? How do people share the written language of music? History: How does music reflect the values and beliefs of its respective culture? Performing: What is improvisation and how do I do it? Aesthetic Response & Critique: What are the common characteristics between music of diverse cultural and historical background? How do I provide clear and consistent feedback to my peers? What is a theme, and what is its significance in each musical selection?	Creative Process: 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. History: The function and purpose of music making across cultures is a reflection of societal values and beliefs. Performing: Improvisation is a foundational skill for basic music literacy and composition. Aesthetic Response & Critique: Music, and the people who create it, have distinct characteristics that define their character. Constructive criticism is an important evaluative tool that helps us to communicate more effectively. Musicians provide cultural context clues to provide insight into their intent.

Relevant Standards:	Learning Goals:	Learning Objectives:
CREATIVE PROCESS 1.1.2.B.3 HISTORY 1.2.2.A.2 PERFORMING 1.3.2.B.5 AESTHETIC RESPONSE & CRITIQUE 1.4.2.A.1, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3	Students will be able to... <ul style="list-style-type: none"> Utilize discipline-specific vocabulary to define music. Understand and explain, at a basic level, how music notation helps people to convey the language of music. Students will be able to... <ul style="list-style-type: none"> Explain how music reflects the values and beliefs of its respective culture. Students will be able to... <ul style="list-style-type: none"> Speak to the definition of improvisation, at its' most basic level. 	CREATIVE PROCESS <ul style="list-style-type: none"> Identify the elements of music that play a role in musical selection (e.g., pitch direction, form, opposites) Identify and describe basic musical symbols (e.g., note, staff, instruments) HISTORY <ul style="list-style-type: none"> Describe characteristics of culture in a musical selection. Relate their own personal background to a piece of music/dance/instrumental selection. PERFORMING

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Improvise I chord and home tone melodic patterns, as well as 3 and 4 beat rhythm patterns on a neutral syllable. <p>Students will be able to...</p> <ul style="list-style-type: none"> Describe commonalities between music of different cultures and historical backgrounds. Provide and accept constructive criticism to and from peers. Identify and define a theme, and point it out in a relevant piece of music. 	<ul style="list-style-type: none"> Demonstrate a basic understanding of improvisation. Have the foundational background to freely improvise over a steady beat Follow set criteria to melodically and rhythmically improvise within set boundaries. <p>AESTHETIC RESPONSE/CRITIQUE</p> <ul style="list-style-type: none"> Compare/contrast music of different cultures and historical backgrounds. Communicate ideas and opinions from a respectful place. Identify and explain the main idea, or theme, of a piece of music.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Observe student work and use individual questioning and choral response to assess understanding of concepts (record on attendance sheet) Question students as they work, offer suggestions and allow time for student reflection Have they met the lesson objective? Facilitate group discussion (whole and small) Turn and talk 	<ul style="list-style-type: none"> Pre and post-test Rubrics specific to learning tasks Self-Assessment Skills-based assessment (e.g., steady beat, tonal/rhythmic pattern) 	<ul style="list-style-type: none"> Student demonstrations Critique Display student work (e.g., coloring glyphs, notation practice) 	<ul style="list-style-type: none"> Skills-based assessments/demonstrations Game songs Chants Vocal exploration SMART Board assessment Individual student progress towards tuneful, beautiful, artful Healthy vocal production

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific*

needs of their student population.

*Instructional Strategies: <i>(List and describe.)</i>
<p>Focus on developing basic music literacy, vocabulary, and a beginning understanding of the purpose of music as a language and to tell a story. Discuss how making music is an important tool to develop collaboration, communication, and teamwork, and relate these skills to in class activities. Discuss/model ways to problem-solve difficult skills, including allowing ample time for exploration and self-reflection. Praise, encourage, and remind students that nothing new comes easily, and that practice makes permanent!</p> <p>Word Wall: As vocabulary is introduced, post the word. Refer to the word wall words and use them often to develop the content-specific language needed for continued learning and growth. Encourage students to pause and reflect on the words they know, and gently remind to use the new vocabulary when holding discussions.</p>

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:
<p>Essential: Basic vocabulary: musician, singer, composer, song, chant, head/chest voice, steady beat, resting tone, folk dance Opposites: fast/slow (tempo), loud/quiet (dynamics) Music literacy/notation: rhythm, composing, improvisation, arioso, pitch, contour</p> <p>Add to list as required.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA and Social Studies:</p> <ul style="list-style-type: none"> Read a variety of texts (e.g., song tales, familiar stories) to build a connection to music through text, understanding, and experiencing different cultures. 	<ul style="list-style-type: none"> SMART Board activities for rhythm, melody, dynamics, and vocabulary. SMAR Model in Music 	<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p>	<p><u>X</u> Global Awareness:</p> <ul style="list-style-type: none"> Developing an appreciation for other cultures <p><u>X</u> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>Mathematics:</p> <ul style="list-style-type: none"> • Relate counting (patterns, rhythms, repeats, etc) to math skills currently being developed <p>Science:</p> <ul style="list-style-type: none"> • Vibrations= sound waves (students feel vibrations when they are speaking but not when accessing their head voice to sing) <p>Health/PE:</p> <ul style="list-style-type: none"> • Movement- large/small, locomotor/non-locomotor, steady beat patsching, folk dance, etc. 		<p>_____ Health Literacy</p>	<ul style="list-style-type: none"> • Collaboration • Problem solving • Flexibility

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Musicplay (SMART Board activities, game songs, dance ideas, worksheets/sorting activities) • Music Together (songs, chants, instrumental listening examples) • First Steps in Music (fingerplays, chants, game songs, tuneful/beautiful/artful activities, MoveIt!) • Song Tale books • Various other websites/materials as needed to add detail and rigor

Unit 3: Connecting and Responding to Music	Recommended Duration: 10-12 weeks
Unit Description: Students learn to identify sound sources based on common characteristics, and they also categorize instrument families and other elements of music by their likenesses. They learn to identify how past and present culture can reflect and affect a musician and/or a piece of music. Students learn to sing and play melody/rhythmic accompaniments as they relate to the elements of music, while achieving blend and balance by working as a group. They also learn to distinguish patterns in music while recognizing/applying those patterns to the world around them.	

Essential Questions:	Enduring Understandings:
Suggested EQs: Creative Process: What are the four instrument families? How are instruments placed into these specific groups? History: How does music reflect the values and beliefs of its respective culture? Performing: What is form? How do I perform with others? What is a conductor, what do they do, and how do I respond to their movements? Aesthetic Response & Critique: How are patterns used in music?	Creative Process: Musical instruments are divided into musical families according to shared properties, including tonality and resonance. History: The function and purpose of music making across cultures is a reflection of societal values and beliefs. Performing: Sing /play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups. Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing. Aesthetic Response & Critique: Musical patterns can be found in daily life and in nature.

Relevant Standards:	Learning Goals:	Learning Objectives:
CREATIVE PROCESS 1.1.2.B.4 HISTORY 1.2.2.A.2 PERFORMING 1.3.2.B.6, 1.3.2.B.7 AESTHETIC RESPONSE & CRITIQUE 1.4.2.A.4	Students will be able to... <ul style="list-style-type: none"> Identify the four instrument families, and the differences between them. Discuss the ways that instruments make sound. Students will be able to... <ul style="list-style-type: none"> Explain how music reflects the values and beliefs of its respective culture. Students will be able to... <ul style="list-style-type: none"> Speak to the definition of improvisation, at its' most basic level. Improvise I chord and home tone melodic patterns, as well as 3 and 4 beat rhythm 	CREATIVE PROCESS <ul style="list-style-type: none"> Name each instrument that makes up the major family Describe characteristics (physical and aural) of each instrument within a specific family HISTORY <ul style="list-style-type: none"> Describe characteristics of culture in a musical selection. Relate their own personal background to a piece of music/dance/instrumental selection. PERFORMING <ul style="list-style-type: none"> Demonstrate a basic understanding of improvisation.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>patterns on a neutral syllable.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> Describe commonalities between music of different cultures and historical backgrounds. Provide and accept constructive criticism to and from peers. Identify and define a theme, and point it out in a relevant piece of music. 	<ul style="list-style-type: none"> Have the foundational background to freely improvise over a steady beat Follow set criteria to melodically and rhythmically improvise within set boundaries. <p>AESTHETIC RESPONSE/CRITIQUE</p> <ul style="list-style-type: none"> Compare/contrast music of different cultures and historical backgrounds. Communicate ideas and opinions from a respectful place. Identify and explain the main idea, or theme, of a piece of music.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Observe student work and use individual questioning and choral response to assess understanding of concepts (record on attendance sheet) Question students as they work, offer suggestions and allow time for student reflection Have they met the lesson objective? Facilitate group discussion (whole and small) Turn and talk 	<ul style="list-style-type: none"> Pre and post-test Rubrics specific to learning tasks Self-Assessment Skills-based assessment (e.g., steady beat, tonal/rhythmic patterns) 	<ul style="list-style-type: none"> Skills-based assessment (e.g., steady beat, tonal/rhythmic patterns) Student demonstrations Critique Display student work (e.g., coloring glyphs, notation practice) 	<ul style="list-style-type: none"> Skills-based assessments/demonstrations Game songs Chants Vocal exploration SMART Board assessment Individual student progress towards tuneful, beautiful, artful Healthy vocal production

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

***Instructional Strategies:** *(List and describe.)*

Focus on developing basic music literacy, vocabulary, and a beginning understanding of the purpose of music as a language and to tell a story. Discuss how making music is an important tool to develop collaboration, communication, and teamwork, and relate these skills to in class activities. Discuss/model ways to problem-solve difficult skills, including allowing ample time for exploration and self-reflection. Praise, encourage, and remind students that nothing new comes easily, and that practice makes permanent!

Word Wall: As vocabulary is introduced, post the word. Refer to the word wall words and use them often to develop the content-specific language needed for continued learning and growth. Encourage students to pause and reflect on the words they know, and gently remind to use the new vocabulary when holding discussions.

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:

Essential: dynamics, timbre, timing

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA and Social Studies: <ul style="list-style-type: none">Read a variety of texts (e.g., song tales, familiar stories) to build a connection to music through text, understanding, and experiencing different cultures. Mathematics: <ul style="list-style-type: none">Relate counting (e.g., patterns,	<ul style="list-style-type: none">SMART Board activities for rhythm, melody, dynamics, and vocabulary.SMAR Model in Music	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Global Awareness: <ul style="list-style-type: none">Developing an appreciation for other cultures <input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <ul style="list-style-type: none">CollaborationProblem solving

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>rhythms, repeats) to math skills currently being developed</p> <p>Science:</p> <ul style="list-style-type: none"> Vibrations= sound waves (students feel vibrations when they are speaking but not when accessing their head voice to sing) <p>Health/PE:</p> <ul style="list-style-type: none"> Movement- large/small, locomotor/non-locomotor, steady beat patsching, folk dance, etc. 			<ul style="list-style-type: none"> Flexibility

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> Musicplay (SMART Board activities, game songs, dance ideas, worksheets/sorting activities) Music Together (songs, chants, instrumental listening examples) First Steps in Music (fingerplays, chants, game songs, tuneful/beautiful/artful activities, MoveIt!) Song Tale books Various other websites/materials as needed to add detail and rigor