

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grades 1-5 General Music

Curriculum

Course Description: Vocal/general music is offered to all children in grades 1-5. Students in these grades receive one 45-minute class per week. All students in Grades 4-5 perform as a grade level chorus in two concerts per year. Extra rehearsals are scheduled prior to each concert to prepare the students for these performances. The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural and aesthetic value of music for all students. Each student in the Summit elementary schools (grades 1-5) will have the opportunity to explore and develop his/her potential in music, learn to value the qualities of music and understand its contribution to daily life.

The Summit Music Department recognizes the diversity of our student population and is committed to making every student's musical experience meaningful. At each grade level, the students will be given experiences in each of eight major areas of study: singing, movement, playing instruments, listening, reading, writing, improvisation and composition. These experiences will be chosen with careful attention to the developmental characteristics of children at each grade level and with cognizance of and sensitivity to the differing musical abilities of each child. Activities and musical content will reflect the cultural diversity of the community by including a wide range of works from different cultures and ethnic groups. Varied repertoire and experiences will allow our diverse students to be consistently challenged.

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 1 General Music

<p style="text-align: center;">Standard 1.1 (The Creative Process)</p> <p>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.</p> <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Developing and practicing ear training and listening skills, along with understanding properties of tone, pitch, dynamics, and rhythm help to develop basic music literacy.</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>Do all songs have steady beat?</p> <p>What is the difference between singing voice and speaking voice?</p> <p>What is the difference between beat and rhythm?</p> <p>Which instruments, do you think, would make high pitches? Which instruments would make low pitches? Why?</p>	<p>Students will understand that...</p> <p>Music is made up of different elements, such as beat, tone, pitch, dynamics, and rhythm.</p> <p>Singing is a different way to use your voice than speaking.</p> <p>Music has different melodic and dynamic contours of sound (i.e. music moves upward or downward; music can be loud or soft).</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	Exploring music through singing, playing and listening to identify the elements that make up music.
1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	Exploring music through social actions (circle games, taking turns)
1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	Sample Assessments: Verbal responses (i.e. classroom discussions, singing out loud independently or in small/large groups)
1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.	<p>Showing the beat/rhythm on body percussion or basic percussion instruments.</p> <p>Movement through listening and reacting to the music.</p> <p>Instructional Strategies: Large and small group singing Active listening to music Passive listening to music</p> <p>Interdisciplinary Connections Social games and activities that focus on community and working together.</p> <p>Technology Integration Recorded listening examples Video and youtube examples</p> <p>Media Literacy Integration Websites available for students to explore various aspects of performing orchestras around the country.</p> <p>Global Perspectives Games, songs and instruments from a variety of cultures around the world.</p>

<p align="center">Standard 1.2 (History of the Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How does music impact our lives?</p> <p>Why do people listen to music?</p> <p>What are some ways that music can be used?</p>	<p>Students will understand that...</p> <p>Music is a part of the culture in different countries in the world.</p> <p>There are similarities and differences in the music of different cultures.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p> <p>Learning songs of other cultures as well as our own (to include various languages, dances, instruments)</p> <p>Sample Assessments:</p> <p>Collaborative verbal responses (i.e. classroom and/or small group discussions)</p> <p>Ability to rote sing songs from other cultures.</p> <p>Active listening (i.e. looking for a certain element in music, dances, moving to music)</p>
<p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p>	
<p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>	
	<p>Interdisciplinary Connections</p>

	<p>Making connections between the role of music within a society and other elements that are studied within various cultures around the world</p> <p>Instructional Strategies:</p> <p>Technology Integration</p> <p>Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Global Perspectives</p> <p>Songs, games and instruments from a variety of cultures around the world.</p> <p>Media Literacy Integration</p> <p>Use of books to demonstrate folk stories from around the world to accompany cultural songs used within the classroom.</p>

<p align="center">Standard 1.3 (Performance)</p> <p>All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in music.</p> <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>The development of musical fluency and literacy requires a study of the notation system, proper vocal production, breathing techniques, playing techniques, improvisation and composition.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What is the difference between singing voice and speaking voice?</p> <p>What does good singing/playing position look like?</p>	<p>Students will understand that...</p> <p>The difference between singing voice and speaking voice.</p> <p>Music-making requires knowledge and practice.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p>	<p>Instructional Focus:</p> <p>Singing in a proper voice</p> <p>Demonstration of rhythm and beat.</p> <p>Sample Assessments:</p> <p>Small group or individual performances using voice to show correct singing voice.</p> <p>Ability to match and follow melodic contour.</p> <p>Ability to find and demonstrate the beat within a song.</p> <p>Ability to find and demonstrate a given rhythm.</p> <p>Use of percussion instruments to accompany a song or stand alone.</p> <p>Collaborative activities for small compositions</p>

<p>1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>Class discussions and individual responses.</p> <p>Instructional Strategies: Singing, performing on instruments and movement within given music.</p> <p>Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Recording device (such as microphone hookup with iPod) to play back vocal examples created by students.</p> <p>Global Perspectives Use of world instruments Songs, games and instruments from a variety of cultures around the world.</p>

<p>Standard 1.4 (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How are sounds and silences organized in music?</p> <p>How is this music different from something you might listen to at home? How is it similar?</p> <p>Why do we listen to music?</p> <p>Is all sound music?</p>	<p>Students will understand that...</p> <p>The choice of listening to music is individualistic.</p> <p>Music is a big part of all cultures.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>	<p>Instructional Focus:</p> <p>Singing, listening and moving to a variety of music styles.</p> <p>Passive and active listening to a variety of music examples.</p> <p>Compare and contrast different pieces of music.</p> <p>Sample Assessments:</p> <p>Self-reflection and collaboration</p> <p>Discussion</p> <p>Critical thinking to critique and describe a</p>

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	musical work. Compare and contrast different works of art (including music, art, theatre, etc.) Instructional Strategies: Technology Integration:
1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	Use of audio recordings to provide a variety of music from different periods and cultures. Use of video recordings to demonstrate examples of music from various periods and cultures.
	Global Perspectives: Comparing and describing music from around the world.

Texts and Resources: *Share the Music Grade 1* MacMillan-McGraw Hill Publishing; various resources from teacher workshops and conventions

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 2 General Music

<p style="text-align: center;">Standard 1.1 (The Creative Process)</p> <p><i>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.</i></p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Developing and practicing ear training and listening skills, along with understanding properties of tone, pitch, dynamics, and rhythm help to develop basic music literacy.</p>	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Do all songs have a steady beat?</p> <p>What is the difference between a speaking voice and a singing voice?</p> <p>What is the difference between beat and rhythm?</p> <p>What is the difference between a high sound (voice or instrument) and a low sound (voice or instrument)?</p>	<p>Students will understand that...</p> <p>Music is made up of different elements, such as beat, tone, pitch, dynamics, and rhythm. By listening to music, they can find the beat.</p> <p>Speaking and singing are two different ways to use your voice.</p> <p>Music (voices and instruments) have different ranges and melodic contours (i.e. music moves upwards or downward and sounds high or low).</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical</p> <p>1.1.2.B.4 Categorize families or instruments and identify their associated musical properties. elements) and identify rhythmic notation up to eighth notes and rests.</p>	<p>Instructional Focus:</p> <p>Exploring music through singing, playing and listening to identify the elements that make up music.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> -Verbal responses (i.e. classroom discussions, singing alone, in small groups, and in full class settings. -Showing the beat/rhythm on body percussion or basic percussion instruments. -Movement through listening and reacting to the music.

	<p>Instructional Strategies:</p> <p>Large and small group singing</p> <p>Active listening to music</p> <p>Passive listening to music</p> <p>Interdisciplinary Connections</p> <p>Social games and activities that focus on community and working together.</p> <p>Technology Integration</p> <p>Recorded listening examples</p> <p>Video and youtube examples</p> <p>Media Literacy Integration</p> <p>Websites available for students to explore various aspects of performing orchestras around the country.</p> <p>Global Perspectives</p> <p>Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.2 (Arts and Culture) <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>	
Big Ideas: Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How does music impact our lives?</p> <p>Why do people listen to music?</p> <p>Why does music from different times in history vary?</p> <p>What are similarities and differences between music in different parts of the world?</p> <p>What are some ways that music can be used?</p>	<p>Students will understand that...</p> <p>Music is part of the culture in different countries in the world.</p> <p>Throughout time, music has been used in a variety of ways and settings.</p> <p>There are similarities and differences in music of different cultures.</p> <p>There are similarities and differences in music of different time periods.</p> <p>Along with aesthetics, there are many roles and uses for music within a society.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>	<p>Instructional Focus:</p> <p>Learning music of other cultures as well as our own (to include various languages, dances, instruments)</p> <p>Sample Assessments:</p> <p>Collaborative verbal responses</p> <p>Ability to rote sing songs from other cultures.</p> <p>Active listening (i.e. looking for specific elements, moving to music)</p> <p>Interdisciplinary Connections</p> <p>Making connections between the role of music within a society and other elements that are studied within various cultures around the world.</p> <p>Technology Integration:</p> <p>Use of audio recordings to provide a variety of music from different periods and cultures.</p>

	<p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Media Literacy Integration Use of books to demonstrate folk stories from around the world to accompany cultural songs used within the classroom.</p> <p>Global Perspectives Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.	
Big Ideas: The development of musical fluency and literacy requires a study of the notation system, proper vocal production, breathing techniques, playing techniques, improvisation and composition.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What is the different between a singing voice and a speaking voice? What does good technique look like when singing or using a musical instruments? (i.e. sitting or standing position, mallet position, posture) What methods and practice routines can be used to produce a good sound?	Students will understand that... How to show the difference between a singing and speaking. There are various elements and techniques used to control the type of sound for a proper singing voice. In order to produce a good sound, proper singing position, posture, and playing position should be demonstrated. Music-making requires knowledge and practice.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Singing in a proper voice. Demonstration of rhythm and beat. Sample assessment: Small group or individual performances using voice to show correct singing voice. Ability to match and follow melodic contour. Ability to find and demonstrate the beat within a song. Ability to find and demonstrate a given rhythm. Use of percussion instruments to accompany
1.3.2.B.1 Clap, sing, or play pitch from basic notation in the treble clef with consideration of pitch, rhythm dynamics, and tempo.	
1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
1.3.2.B.4 Vocalize the home tone familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, canons, in union and with a partner.	
1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	

<p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>a song or stand alone.</p> <p>Collaborative activities for small compositions</p> <p>Class discussions and individual responses.</p> <p>Instructional Strategies: Singing , performing on instruments, and movement within given music.</p> <p>Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Recording device (such as microphone hookup with iPod) to play back vocal examples created by students.</p> <p>Global Perspectives Use of world instruments Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.4 (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Big Ideas: Each arts discipline (dance, music, theatre, visual art) has distinct characteristics, as do the artists who create them.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is some of the many purposes of music in a society?</p> <p>Is all sound music?</p> <p>What are some different emotions that music makes you feel?</p> <p>What does a certain work of music remind you of?</p> <p>How does this music compare to music that you listen to at home? Can you find similarities and differences?</p> <p>What kind of musical pattern do you hear/see?</p>	<p>Students will understand that...</p> <p>The choice of listening to music is individualistic.</p> <p>Music plays a large role in most societies and cultures.</p> <p>There are many links and similarities between music and other art forms.</p> <p>There are many ways to critique music giving objective critique, and descriptions about musical elements.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.)	Singing, listening and moving to a variety of music styles. Passive and active listening to a variety of music examples.
1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	Compare and contrast different pieces of music. Sample Assessments: Self-reflection and collaboration Discussion
1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art)	Critical thinking to critique and describe a musical work. Compare and contrast different works of art (including music, art, theatre, etc.) Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.
1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	Use of video recordings to demonstrate examples of music from various periods and cultures. Global Perspectives Comparing and describing music from around the world.

Texts and Resources:

Share the Music Grade 2 MacMillan-McGraw Hill Publishing; various resources from teacher workshops, collaborations, and conventions.

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 3 General Music

<p style="text-align: center;">Standard 1.1 (The Creative Process)</p> <p>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.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skills and temporal spatial reasoning ability is connected to listening skill. 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.</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>What is the form of this song/piece?</p> <p>How are instruments grouped into families?</p> <p>How can you tell the difference between the different rhythmic symbols?</p> <p>How do you know where “do” is in the music? How do you find the other pitches in relation to do?</p> <p>What is the function of the treble and bass clef?</p>	<p>Students will understand that...</p> <p>Music is made up of different elements, such as beat, tone, pitch, dynamics, and rhythm.</p> <p>Musical compositions follow different structures of form (such as AB, ABA, etc).</p> <p>Musical instruments belong to different families depending on their sound and make (and that some belong to more than one family).</p> <p>Music has different texture: soloist vs. group, unison vs. harmony, etc.</p> <p>“Do” is the tonal center in a major key.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.	Exploring music through more complex study of musical elements.
1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	Sample Assessments: Verbal responses (i.e. classroom discussions, singing out loud independently or in small/large groups)
	Movement through listening and reacting to music.
	Composing simple melodies and/or rhythms.
	Improvising through words and movement in songs and games.
	Instructional Strategies: Large and small group singing Active listening to music Expressing musical thought through verbal and written prompts
	Interdisciplinary Connections Social games and activities that focus on community and working together.
	Technology Integration Recorded listening examples Video and youtube examples Use of digital devices (iPod, GarageBand, etc.)
	Media Literacy Integration Websites available for students to explore various aspects of performing orchestras around the country and world.
	Global Perspectives Songs, games and instruments from a variety of cultures around the world.

<p align="center">Standard 1.2 (History of the Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How does music impact our lives?</p> <p>Why do people listen to music?</p> <p>What are similarities and differences between music in different parts of the world?</p> <p>What are some ways that music can be used?</p>	<p>Students will understand that...</p> <p>Music is a reflection of culture and history.</p> <p>Throughout time, music has been used in a variety of ways and settings.</p> <p>There are similarities and differences in music of different cultures.</p> <p>Music can be divided into different <i>genres</i> or <i>styles</i>.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.2.5.A.1 Recognize works of music as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive <i>genres</i> in music.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in music from diverse cultures throughout history.</p>	<p>Instructional Focus:</p> <p>Learning music of other cultures as well as our own (patriotic songs, songs in various languages, dances, instruments)</p> <p>Starting to identify different musical genres</p> <p>Sample Assessments:</p> <p>Collaborative verbal responses</p>

	<p>Ability to sing songs from other cultures.</p> <p>Active listening (i.e. looking for specific elements, moving to music)</p> <p>Writing about music using proper musical terms</p> <p>Interdisciplinary Connections: Immigration and musical development of American music through European music</p> <p>Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Use of Garage Band to create different sounds and compositions.</p> <p>Media Literacy Integration Use of websites to learn about orchestras and the instruments</p>

<p align="center">Standard 1.3 (Performance)</p> <p>All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in music.</p> <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Proper vocal production and vocal placement improve vocal quality. Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Decoding musical scores requires understanding of notation systems, the elements of music and basic compositional concepts.</p>	
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<p>What does good technique look like when singing or using a musical instruments? (i.e. sitting or standing position, mallet position, posture)</p> <p>What is the role of the audience at a concert?</p> <p>What is the role of the performer at a concert?</p>	<p>Students will understand that...</p> <p>It is important to make an educated decision on their choice of performance instruments and not basing their choice on the looks of the instruments.</p> <p>Music-making requires knowledge and practice.</p> <p>There are various elements and techniques used to control the type of sound for a proper singing voice.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>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.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>Instructional Focus:</p> <p>Singing in a proper voice.</p> <p>Demonstration of rhythm and beat.</p> <p>Singing while playing a given rhythm or ostinato on an Orff (or similar) instrument.</p> <p>Perform simple melodic patterns on Orff (or</p>

1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	similar instruments) Sample assessment: Small group or individual performances using voice to show correct singing voice.
1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release and balance in musical compositions.	Ability to match and follow melodic contour. Ability to find and demonstrate the beat and rhythm within a song. Use of percussion instruments to accompany a song or stand alone. Collaborative activities for small compositions. Class discussions and individual responses. Instructional Strategies: Singing , performing on instruments, and movement within given music. Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures. Use of video recordings to demonstrate examples of music from various periods and cultures.

<p align="center">Standard 1.4 (Aesthetic Responses & Critique Methodologies)</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Works of art may be organized according to their functions and artistic purposes. Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of music and other arts, it is important to consider the context for the creation and performance of the work.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Is all sound music?</p> <p>What kind of musical pattern do you hear/see?</p> <p>What is some of the many purposes of music in a society?</p> <p>What are some emotions that music makes you feel?</p>	<p>Students will understand that...</p> <p>The choice of listening to music is individualistic.</p> <p>Music plays a large roll in most societies and cultures.</p> <p>There are ways to critique music giving objective critique and descriptions about musical elements.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>	<p>Instructional Focus:</p> <p>Singing, listening and moving to a variety of music styles</p> <p>Passive and active listening to a variety of music examples.</p> <p>Compare and contrast different pieces of music.</p>

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	Sample Assessments: Self-reflection and collaboration Discussion
1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Writing activities that practice students to use proper musical terms. Critical thinking to critique and describe a musical work.
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design. 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	Compare and contrast different works of art (including music, art, theatre, etc.) Instructional Strategies: Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures. Use of video recordings to demonstrate examples of music from various periods and cultures. Use of Garage Band to create sounds and compositions to accompany writings, thoughts, and ideas. Global Perspectives Comparing and describing music from around the world.

Texts and Resources: *Share the Music Grade 3* MacMillan-McGraw Hill Publishing; various resources from teacher workshops and conventions

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 4 General Music

<p style="text-align: center;">Standard 1.1 (The Creative Process)</p> <p><i>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.</i></p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical Intelligence is related to ear training and listening skills and temporal spatial reasoning ability is connected to listening skill. The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords and melodic and harmonic progression, all of which contribute to musical literacy.</p>	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What are the instrument family groupings and why are they grouped in that way?</p> <p>Where is “do” within the music?</p> <p>Can basic intervals be identified within the music? (sol mi, sol mi la, mi re do, etc.)</p> <p>What is the form of the song/piece?</p> <p>What are the function of the treble and bass clefs?</p>	<p>Students will understand that...</p> <p>Instruments are grouped by type of sound and the way that the sound is produced. Some instruments can belong to more than one instrument group.</p> <p>Musical compositions follow different structures of form (such as AB, ABA, refrain/chorus)</p> <p>“Do” is the tonal center in a major key.</p> <p>Music (voices and instruments) have different ranges and melodic contours (i.e. music moves upwards or downward and sounds high or low).</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p> <p>Exploring music through singing, playing and listening to identify the elements that make up music.</p> <p>Sample Assessments:</p> <p>-Verbal responses (i.e. classroom discussions, singing alone, in small groups, and in full class settings.</p>
<p>1.1.4.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p>	
<p>1.1.4.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	

	<p>-Showing the beat/rhythm on body percussion or basic percussion instruments.</p> <p>-Movement through listening and reacting to the music.</p> <p>-Composing simple melodies and/or rhythms.</p> <p>Improvising through words, movements, and on Orff instruments.</p> <p>Instructional Strategies: Large and small group singing Active listening to music Passive listening to music Expressing musical thought through verbal and written prompts.</p> <p>Interdisciplinary Connections Social games and activities that focus on community and working together.</p> <p>Technology Integration Recorded listening examples Video and YouTube examples Use of digital devices.</p> <p>Media Literacy Integration Websites available for students to explore various aspects of performing orchestras around the country.</p> <p>Global Perspectives Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.2 (Arts and Culture) <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>	
Big Ideas: Music from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How does music impact our lives? Why do people listen to music? Why does music from different times in history vary? What are similarities and differences between music in different parts of the world? What are some ways that music can be used?	Students will understand that... Music is part of the culture in different countries in the world. Throughout time, music has been used in a variety of ways and settings. There are similarities and differences in music of different cultures. There are similarities and differences in music of different time periods. Along with aesthetics, there are many roles and uses for music within a society.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Learning music of other cultures as well as our own (to include various languages, dances, instruments) Sample Assessments: Collaborative verbal responses Ability to sing songs from other cultures. Active listening (i.e. looking for specific elements, moving to music) Interdisciplinary Connections Making connections between the role of music within a society and other elements that are studied within various cultures around the world. Introduction to Native American Music. Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.
1.2.4.A.1 Recognize works of music as a reflection of societal values and beliefs.	
1.2.4.A.2 Relate common artistic elements that define distinctive genres in music.	
1.2.4.A.3 Determine the impact of significant contributions of individual artists in music from diverse cultures throughout history.	

	<p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Use of Garage Band to create different sounds and composition.</p> <p>Media Literacy Integration Use of books to demonstrate folk stories from around the world to accompany cultural songs used within the classroom.</p> <p>Global Perspectives Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.	
Big Ideas: A focus on proper vocal production and vocal placement improve voice quality. Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Decoding musical scores requires understanding of notation systems, the elements of music and basic compositional concepts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What does good technique look like when singing or using a musical instrument? (i.e. sitting or standing position, mallet position, posture)</p> <p>What are areas of vocal production that are being concentrated on during vocal warm-ups?</p> <p>What methods and practice routines can be used to produce a good sound?</p> <p>What is the role of a performer at a concert?</p> <p>What procedures should be followed during a choral performance?</p>	<p>Students will understand that...</p> <p>There are various elements and techniques used to control the type of sound for a proper singing voice.</p> <p>In order to produce a good sound, proper singing position, posture, and playing position should be demonstrated.</p> <p>Music-making requires knowledge and practice.</p> <p>Following a conductor/director, working as a group through listening, and proper concert etiquette is expected during a performance.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Singing in a proper voice. Singing in canon. Singing in partner song form. Singing in two part (melody/harmony) form. Demonstration of rhythm and beat. Singing while playing a given rhythm or ostinato on an Orff (or similar) instrument. Perform simple melodic patterns on Orff (or similar) instrument)
1.3.4.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.	
1.3.4.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	
1.3.4.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	
1.3.4.B.4 Decode how the elements of music are used to achieve unity and variety,	

<p>tension and release and balance in musical compositions.</p>	<p>Sample assessment: Small group or individual performances using voice to show correct singing voice.</p> <p>Ability to match and follow melodic contour.</p> <p>Ability to find and demonstrate the beat and rhythm within a song.</p> <p>Ability to blend voice within a group of singers.</p> <p>Use of percussion instruments to accompany a song or stand alone.</p> <p>Collaborative activities for small compositions</p> <p>Class discussions and individual responses.</p> <p>Instructional Strategies: Singing, performing on instruments, and movement within given music.</p> <p>Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Recording device (such as microphone hookup with iPod) to play back vocal examples created by students.</p> <p>Global Perspectives Use of world instruments Songs, games, and instruments from a variety of cultures around the world.</p>
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Standard 1.4 (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Big Ideas: Works or arts may be organized according to their functions and artistic purposes. Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Artists and audiences often disagree on the merits of artwork. When assessing works of music and other arts, it is important to consider the context for the creation and performance.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is some of the many purposes of music in a society?</p> <p>Is all sound music?</p> <p>What are some different emotions that music makes you feel?</p> <p>How do different forms of the arts blend together to create? (i.e. ballet from dance and music)</p> <p>What kind of musical pattern do you hear/see?</p>	<p>Students will understand that... The choice of listening to music is individualistic.</p> <p>Music plays a large role in most societies and cultures.</p> <p>There are many links and similarities between music and other art forms.</p> <p>There are many ways to critique music giving objective critique, and descriptions about musical elements.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.4.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	Singing, listening and moving to a variety of music styles.
1.4.4.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	Passive and active listening to a variety of music examples.
1.4.4.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame or reference (e.g., personal, social, political, historical context)	Compare and contrast different pieces of music.
1.4.4.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Create music to accompany or compliment a different art form.
1.4.4.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	Sample Assessments: Self-reflection and collaboration
1.4.4.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	Discussion
1.4.4.B.4 Define technical proficiency, using the elements of the arts and principles of design.	Critical thinking to critique and describe a musical work.
1.4.4.B.5 Distinguish ways in which individuals may disagree about relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	Compare and contrast different works of art (including music, art, theatre, etc.)
	Writing activities that practice using elements of music to describe the work.
	Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.
	Use of video recordings to demonstrate examples of music from various periods and cultures.
	Use of Garage Band to create sounds and compositions to accompany writings, thoughts, and ideas.
	Global Perspectives Comparing and describing music from around the world.

Texts and Resources:

Share the Music Grade 4 MacMillan-McGraw Hill Publishing; various resources from teacher workshops, collaborations, and conventions.

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 5 General Music

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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skills and temporal spatial reasoning ability is connected to listening skill. 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.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What are the instrument family groupings and why are they grouped in that way? What are standard groupings for given ensembles? (quintets, orchestras, jazz bands, etc.) Where is “do” within the music? Can basic intervals be identified within the music? (sol mi, sol mi la, mi re do, etc.) What is the form of the song/piece? What are the functions of the treble and bass clefs?	Students will understand that... Instruments are grouped by type of sound and the way that the sound is produced. Some instruments can belong to more than one instrument group. Different ensembles consist of different instrument make-ups. Musical compositions follow different structures of form (such as AB, ABA, refrain/chorus) “Do” is the tonal center in a major key. Music (voices and instruments) have different ranges and melodic contours (i.e. music moves upwards or downward and sounds high or low).

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.	Exploring music through singing, playing and listening to identify musical elements.
1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	Identifying ensembles through listening. Sample Assessments: Verbal responses (i.e. classroom discussions, singing alone, in small groups, and in full class settings)
	<p>Showing the beat/rhythm on body percussion or basic percussion instruments.</p> <p>Movement through listening and reacting to the music.</p> <p>Composing simple melodies/rhythms.</p> <p>Improvising through words, movements, and on Orff instruments.</p> <p>Instructional Strategies: Large and small group singing Active and passive listening to music Expressing musical thought through verbal and written prompts.</p> <p>Interdisciplinary Connections Social games and activities that focus on community and working together.</p> <p>Technology Integration Recorded listening examples Video and YouTube examples Use of digital devices.</p> <p>Media Literacy Integration Websites to explore various aspects of performing orchestras around the country.</p> <p>Global Perspectives: Songs , hames, and instruments from a variety of cultures.</p>

<p align="center">Standard 1.2 (History of the Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How does music impact our lives?</p> <p>Why do people listen to music?</p> <p>Why does music from different times in history vary?</p> <p>How do different points in history affect the music of that time period?</p> <p>What are similarities and differences between music in different parts of the world?</p> <p>What are some ways that music can be used?</p>	<p>Students will understand that...</p> <p>Music is part of the culture in different countries in the world.</p> <p>Throughout time, music has been used in a variety of ways and settings.</p> <p>There are similarities and differences in music of different cultures.</p> <p>There are similarities and differences in music of different time periods.</p> <p>Along with aesthetics, there are many roles and uses for music within a society.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.2.5.A.1 Recognize works of music as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive <i>genres</i> in music.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in music from diverse cultures throughout history.</p>	<p>Instructional Focus:</p> <p>Learning music of other cultures as well as our own (patriotic songs, songs in various languages, dances, instruments)</p> <p>Identifying different musical genres</p> <p>Sample Assessments:</p> <p>Collaborative verbal responses</p>

	<p>Ability to sing songs from other cultures.</p> <p>Active listening (i.e. looking for specific elements, moving to music)</p> <p>Writing about music using proper musical terms</p> <p>Interdisciplinary Connections: Making connections between the role of music within a society and other elements that are studied within various cultures around the world.</p> <p>Introduction to Native American Music.</p> <p>Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Use of Garage Band to create different sounds and compositions.</p> <p>Media Literacy Integration Use of books and other resources to demonstrate folk stories from around the world to accompany cultural songs used within the classroom.</p> <p>Global Perspectives Songs, games and instruments from a variety of cultures around the world.</p>

Standard 1.3 (Performance) All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in music.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> A focus on proper vocal production and vocal placement improve voice quality. Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Decoding musical scores requires understanding of notation systems, the elements of music and basic compositional concepts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What does good technique look like when singing or using a musical instruments? (i.e. sitting or standing position, mallet position, posture) What are areas of vocal production that are being concentrated on during vocal warm-ups? What methods and practice routines can be used to produce a good sound? What is the role of a performer at a concert? What procedures should be followed during a choral performance?	Students will understand that... There are various elements and techniques used to control the type of sound for a proper singing voice. In order to produce a good sound, proper singing position, posture, and playing position should be demonstrated. Music-making requires knowledge and practice. Following a conductor/director, working as a group through listening, and proper concert etiquette is expected during a performance.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 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. 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	Instructional Focus: Singing in a proper voice. Singing in canon. Singing in partner song form. Singing in two part (melody/harmony) form.

1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	<p>Demonstration of rhythm and beat.</p> <p>Singing while playing a given rhythm or ostinato on an Orff (or similar) instrument.</p>
1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release and balance in musical compositions.	<p>Perform simple melodic patterns on Orff (or similar) instrument)</p> <p>Sample Assessment:</p> <p>Small group or individual performances using voice to show correct singing voice.</p> <p>Ability to match and follow melodic contour.</p> <p>Ability to find and demonstrate the beat and rhythm within a song.</p> <p>Ability to blend voice within a group of singers.</p> <p>Use of percussion instruments to accompany a song or stand alone.</p> <p>Collaborative activities for small compositions</p> <p>Class discussions and individual responses.</p> <p>Instructional Strategies:</p> <p>Singing, performing on instruments, and movement within given music.</p> <p>Technology Integration:</p> <p>Use of audio recordings to provide a variety of music from different periods and cultures.</p> <p>Use of video recordings to demonstrate examples of music from various periods and cultures.</p> <p>Recording device (such as microphone hookup with iPod) to play back vocal examples created by students.</p>

	<p>Global Perspectives</p> <p>Use of world instruments</p> <p>Songs, games, and instruments from a variety of cultures around the</p>

<p align="center">Standard 1.4 (Aesthetic Responses & Critique Methodologies)</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Works of art may be organized according to their functions and artistic purposes. Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of music and other arts, it is important to consider the context for the creation and performance of the work.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What is some of the many purposes or music in a society?</p> <p>Is all sound music?</p> <p>What are some different emotions that music makes you feel?</p> <p>How do different forms of the arts blend together to create? (i.e. ballet from dance and music)</p> <p>What kind of musical pattern do you hear/see?</p>	<p>Students will understand that...</p> <p>The choice of listening to music is individualistic.</p> <p>Music plays a large roll in most societies and cultures.</p> <p>There are many links and similarities between music and other art forms.</p> <p>There are many ways to critique music giving objective critique, and descriptions about musical elements.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>	<p>Instructional Focus:</p> <p>Singing, listening and moving to a variety of music styles</p> <p>Passive and active listening to a variety of music examples.</p> <p>Compare and contrast different pieces of music.</p>

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	Create music to accompany or compliment a different art form. Sample Assessments: Self-reflection and collaboration
1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Expressing musical thought through verbal and written prompts. Discussion
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design. 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	Writing activities that practice students to use proper musical terms. Critical thinking to critique and describe a musical work. Compare and contrast different works of art (including music, art, theatre, etc.) Instructional Strategies: Technology Integration: Use of audio recordings to provide a variety of music from different periods and cultures. Use of video recordings to demonstrate examples of music from various periods and cultures. Use of Garage Band to create sounds and compositions to accompany writings, thoughts, and ideas. Global Perspectives Comparing and describing music from around the world.

Texts and Resources: *Share the Music Grade 5* MacMillan-McGraw Hill Publishing; various resources from teacher workshops and conventions.