Mine Hill Township School District

(Music)



Written by: Mark Richardson (Revised 11/2020)

Reviewed by: Mr. Adam Zygmunt *Principal* Cindy Pyrzynski (11/2020)

Curriculum Coordinator

Mr. Lee S. Nittel Superintendent

Approval date: October 26, 2020

Members of the Board of Education:

Diane Morris, President Karen Bruseo, Vice President Katie Bartnick Peter Bruseo Brian Homeyer Srinivasa Rajagopal Jennifer Waters

Mine Hill Township School District 42 Canfield Avenue Mine Hill, NJ 07803 www.minehillcas.org

	Subject Area:Music
Grade Level: PK	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Ear training and	1.3A.2.Cr1a	Explore the elements of music	Have students do the following:	Rhythm/tempo/Pitch	10 periods
listening skill are		through verbal and written responses	_	Accuracy.	
prerequisites for	1.3A.2.Cr2a	to diverse aural prompts and printed	Use proper solfege syllables	-	
musical literacy.		scores.		Working to the best of one's	
	1.3A.2.Cr3a		Vocalize the home tone of familiar	ability, cooperation with the	
The elements of		Identify musical elements in	and unfamiliar songs, and	teacher's efforts.	
music are		response to diverse aural prompts,	demonstrate appropriate posture		
foundational to		such as rhythm, timbre, dynamics,	and breathing technique while	Identify instrument names by	
basic music		form, and melody.	performing songs	the way they look and sound	
literacy.		(Life and Career Skills)			
			Use rhythm instruments to	Sing & Dance to songs from	
Music is often		Identify and categorize sound	maintain steady tempo	different countries	
defined as		sources by common traits (e.g.,	accompaniment to music		
organized sound		scales, rhythmic patterns, and/or	selections		
that is dependent		other musical elements), and identify			
on predictable		rhythmic notation up to eighth notes	Develop song repertoire.		
properties of tone		and rests.	Incorporate movement, rhythm		
and pitch. Musical			and clapping. Perform in solo and		
notation captures		Categorize families of instruments	in groups, sing in echo		
tonality, dynamic		and identify their associated musical			
range, and rhythm.		properties.	Listen to instruments and identify		
			them by sound and sight		
Musical		Students will be introduced to the	(Critical Thinking & Problem		
instruments have		different rhythms from around the	Solving)		
unique qualities of		world. (Global Awareness)			
tonality and					
resonance.					
Conventional					
instruments are					
divided into musical					
families according					
to shared					
properties.					

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy			
21 st Century Skills	Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy <u>X</u> Life and Career Skills			
Interdisciplinary Connections	Math K.CC.A / B.4 Counting number of beats			
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works			
Integrated Accommodations	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns.			
and Modifications	Modifications for EL students: Pair with another student who is fluent with the language, use pictures.			
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.			

	Subject Area:Music
Grade Level: PK	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.3A.2.Cn10a 1.3A.2.Cn11a	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. <i>(Global</i> <i>Awareness)</i> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. <i>(Global Awareness)</i>	Have students do the following: Use proper solfege syllables Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs Use rhythm instruments to maintain steady tempo accompaniment to music selections Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo Listen to instruments and identify them by sound and sight	Naming all of the solfege notes in order. Working to the best of one's ability, cooperation with the teacher's efforts. Singing with proper technique (Critical Thinking & Problem Solving)	About 5 periods

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
	Health literacy			
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration			
	Information Literacy Media Literacy Life and Career Skills			
Interdisciplinary Connections	6.1.2.HistorySE.1 : Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have			
	contributed to the development of a culture's history.			
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog			
Integrated Accommodations	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own interpretation)			
and Modifications	Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures.			
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar dances			

	Subject Area: <u>Music</u>
Grade Level: PK	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Creating and performing music provides a means of self-expression for very young learners.	1.3A.2.Cr1a 1.3A.2.Pr6a	Sing a variety of songs with expression, independently and with others. <i>(Financial, Economic, Business,</i> <i>and Entrepreneurial Literacy)</i> Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations. Clap or sing songs with repetitive phrases and rhythmic patterns. Listen to, imitate, and improvise sounds, patterns, or songs. <i>(Creativity and Innovation)</i>	 Have students do the following: Use proper solfege syllables Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs Use rhythm instruments to maintain steady tempo accompaniment to music selections Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo (Creativity and Innovation) Listen to instruments and identify them by sound and sight (Critical Thinking & Problem Solving) 	Naming of instruments upon hearing. Working to the best of one's ability, cooperation with the teacher's efforts. Clap rhythms with a steady beat. Play drums with proper technique	About 9-12 periods

21 st Century Themes	Global AwarenessX Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving <u>Communication and Collaboration</u> Information Literacy <u>Media Literacy</u> Life and Career Skills			
Interdisciplinary Connections	6.1.2.HistorySE.3 : Use historical data from a variety of sources to investigate the development of a local community			
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song			
Integrated Accommodations	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes)			
and Modifications	Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language			
	Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves			

	Subject Area: <u>Music</u>
Grade Level: PK	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Each arts discipline	1.3A.2.Cr2a	Describe feelings and reactions in	Have students do the following:	Naming of instruments upon	12-14 periods
offers distinct		response to a creative		hearing.	
opportunities to	1.3A.2.Re7a	movement/dance performance.	Use proper solfege syllables		
observe,				Working to the best of one's	
experience,	1.3A.2.Re7b	Describe feelings and reactions in	Vocalize the home tone of familiar	ability, cooperation with the	
interpret,		response to diverse musical genres	and unfamiliar songs, and	teacher's efforts.	
appreciate, and		and styles.	demonstrate appropriate posture		
respond to works of			and breathing technique while	Listen to music and use	
art and beauty in		Describe feelings and reactions and	performing songs	describing words to tell	
the everyday world.		respond in an increasingly informed		emotion.	
		manner to stories and dramatic	Use rhythm instruments to		
Active listening with		performances.	maintain steady tempo	Dance to music in style of	
focus, intent, and			accompaniment to music	song	
understanding is an		Describe feelings and reactions and	selections	° °	
important		make increasingly thoughtful			
component of full		observations in response to a variety	Develop song repertoire.		
appreciation of the		of culturally diverse works of art and	Incorporate movement, rhythm		
performing arts and		objects in the everyday world.	and clapping. Perform in solo and		
the foundation for			in groups, sing in echo		
language		Begin to demonstrate appropriate			
development.		audience skills during creative	Listen to instruments and identify		
		movement and dance performances.	them by sound and sight		
Relative merits of		(Global Awareness)	(Critical Thinking and Problem		
works of art can be			Solving)		
qualitatively and		Begin to demonstrate appropriate	Solvingy		
quantitatively		audience skills during recordings and			
assessed using		music performances.			
observable criteria.					
		Begin to demonstrate appropriate			
Constructive		audience skills during storytelling and			
criticism is an		performances.			
important					
evaluative tool that		Observe the basic arts elements in			
enables artists to		performances and exhibitions and			
communicate more		use them to formulate objective			
effectively.		assessments of artworks in dance,			

	music, theatre, and visual art.		
Contextual clues are embedded in	Apply the principles of positive		
works of art and	critique in giving and receiving		
provide insight into	responses to performances.		
artistic intent.			
	Recognize the making subject or		
	theme in works of dance, music,		
	theatre, and visual art.		

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
	Health literacy			
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration			
	Information Literacy Media LiteracyLife and Career Skills			
Interdisciplinary Connections	6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time			
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12prof.Cr1a			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now			
Integrated Accommodations	Modifications for Special Ed./504 students : Have students understand importance of audience behavior			
and Modifications	Modifications for EL students: Model behavior and have students model behavior			
	Modifications for Gifted students: Record performances and then listen to recording and have students analyze.			

	Subject Area:Music
Grade Level: Kindergarten	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Ear training and	1.3A.2.Cr1a	Explore the elements of music	Have students do the following:	Counting and clapping	8-10 periods
listening skill are		through verbal and written responses		assessment.	
prerequisites for	1.3A.2.Cr2a	to diverse aural prompts and printed	Use proper solfege syllables		
musical literacy.		scores.		Working to the best of one's	
	1.3A.2.Cr3a	(Global Awareness)	Vocalize the home tone of familiar	ability, cooperation with the	
The elements of			and unfamiliar songs, and	teacher's efforts.	
music are		Identify musical elements in response	demonstrate appropriate posture		
foundational to		to diverse aural prompts, such as	and breathing technique while	Show singing voice, talking	
basic music		rhythm, timbre, dynamics, form, and	performing songs	voice, yelling voice,	
literacy.		melody.		whispering voice.	
		(Life and Career Skills)	Use rhythm instruments to		
Music is often			maintain steady tempo	Perform rhythm patterns on	
defined as		Identify and categorize sound	accompaniment to music	drums in front of class.	
organized sound		sources by common traits (e.g.,	selections		
that is dependent		scales, rhythmic patterns, and/or			
on predictable		other musical elements), and identify	Develop song repertoire.		
properties of tone		rhythmic notation up to eighth notes	Incorporate movement, rhythm		
and pitch. Musical		and rests.	and clapping. Perform in solo and		
notation captures			in groups, sing in echo		
tonality, dynamic		Categorize families of instruments	(Communication and		
range, and rhythm.		and identify their associated musical properties.	Collaboration)		
Musical		F F	Listen to instruments and identify		
instruments have			them by sound and sight		
unique qualities of			(Critical Thinking and Problem		
tonality and			Solving)		
resonance.			Soluting,		
Conventional					
instruments are					
divided into musical					
families according					
to shared					
properties.					

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
	Health literacy			
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem SolvingX Communication and Collaboration			
	Information Literacy Media LiteracyX Life and Career Skills			
Interdisciplinary Connections	Math K.CC.A / B.4 Counting number of beats			
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works			
Integrated Accommodations	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns.			
and Modifications	Modifications for EL students: Pair with another student who is fluent with the language, use pictures.			
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.			

	Subject Area:Music
Grade Level: Kindergarten	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.3A.2.Cn10a 1.3A.2.Cn11a	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. <i>(Global Awareness)</i> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. <i>(Global Awareness)</i>	Have students do the following: Use proper solfege syllables Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs Use rhythm instruments to maintain steady tempo accompaniment to music selections Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo Listen to instruments and identify them by sound and sight	Naming all of the solfege notes in order. Working to the best of one's ability, cooperation with the teacher's efforts. Singing with proper technique; using solfege hand signals (Critical Thinking & Problem Solving)	About 5 periods

21 st Century Themes	_X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy				
	Health literacy				
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration				
	Information Literacy Media Literacy Life and Career Skills				
Interdisciplinary Connections	6.1.2.HistorySE.1 : Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have				
	contributed to the development of a culture's history.				
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a				
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog				
Integrated Accommodations	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own				
and Modifications	interpretation)				
	Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures.				
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar dances.				

	Subject Area:Music
Grade Level: Kindergarten	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting
	works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Creating and performing music	1.3A.2.Cr1a	Sing a variety of songs with expression, independently and with	Have students do the following:	Naming of instruments upon hearing.	About 4 periods
provides a means	1.3A.2.Pr6a	others. (Financial, Economic,	Use proper solfege syllables	5	perious
of self-expression		Business, and Entrepreneurial		Working to the best of one's	
for very young learners.		Literacy)	Vocalize the home tone of familiar and unfamiliar songs, and	ability, cooperation with the teacher's efforts.	
		Use a variety of musical instruments	demonstrate appropriate posture		
		to create music, alone and/or with others, using different beats, tempos, dynamics, and	and breathing technique while performing songs	Students compose song using pictures, lines, shapes, string, sticks, etc.	
		interpretations.	Use rhythm instruments to maintain steady tempo		
		Clap or sing songs with repetitive phrases and rhythmic patterns.	accompaniment to music selections		
		Listen to, imitate, and improvise sounds, patterns, or songs. <i>(Creativity and Innovation)</i>	Develop song repertoire. Incorporate movement, rhythm and clapping. Perform in solo and in groups, sing in echo <i>(Creativity and Innovation)</i>		
			Listen to instruments and identify them by sound and sight (Critical Thinking & Problem Solving)		

21 st Century Themes	Global AwarenessX Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy				
21 st Century Skills	X Creativity and Innovation X Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills				
Interdisciplinary Connections	6.1.2.HistorySE.3 : Use historical data from a variety of sources to investigate the development of a local community				
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology				
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song				
Integrated Accommodations	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes)				
and Modifications	Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language				
	Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves				

	Subject Area: <u>Music</u>
Grade Level: Kindergarten	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Each arts discipline	1.3A.2.Cr2a	Describe feelings and reactions in	Have students do the following:	Naming of instruments upon	10-12 periods
offers distinct		response to a creative		hearing.	
opportunities to	1.3A.2.Re7a	movement/dance performance.	Use proper solfege syllables		
observe,				Working to the best of one's	
experience,	1.3A.2.Re7b	Describe feelings and reactions in	Vocalize the home tone of familiar	ability, cooperation with the	
interpret,		response to diverse musical genres	and unfamiliar songs, and	teacher's efforts.	
appreciate, and		and styles.	demonstrate appropriate posture		
respond to works of			and breathing technique while	Listen to music and use	
art and beauty in		Describe feelings and reactions and	performing songs	describing words to tell	
the everyday world.		respond in an increasingly informed		emotion.	
		manner to stories and dramatic	Use rhythm instruments to		
Active listening with		performances.	maintain steady tempo	Dance to music in style of	
focus, intent, and			accompaniment to music	song	
understanding is an		Describe feelings and reactions and	selections		
important		make increasingly thoughtful			
component of full		observations in response to a variety	Develop song repertoire.		
appreciation of the		of culturally diverse works of art and	Incorporate movement, rhythm		
performing arts and		objects in the everyday world.	and clapping. Perform in solo and		
the foundation for			in groups, sing in echo		
language		Begin to demonstrate appropriate			
development.		audience skills during creative	Listen to instruments and identify		
		movement and dance performances.	them by sound and sight		
Relative merits of		(Global Awareness)	(Critical Thinking and Problem		
works of art can be			Solving)		
qualitatively and		Begin to demonstrate appropriate			
quantitatively		audience skills during recordings and			
assessed using		music performances.			
observable criteria.		(Life and Career Skills)			
Constructive		Begin to demonstrate appropriate			
criticism is an		audience skills during storytelling and			
important		performances.			
evaluative tool that		(Life and Career Skills)			
enables artists to					
communicate more		Observe the basic arts elements in			
effectively.					

Contextual clues are embedded in works of art and provide insight into	performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
artistic intent.	Apply the principles of positive critique in giving and receiving responses to performances.		
	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media Literacy X Life and Career Skills		
Interdisciplinary Connections	6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time		
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12prof.Cr1a		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students understand importance of audience behavior		
and Modifications	Modifications for EL students: Model behavior and have students model behavior		
	Modifications for Gifted students: Record performances and then listen to recording and have students analyze.		

	Subject Area:Music
Grade Level: 1 st Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Ear training and	1.3A.2.Cr1a	Explore the elements of music	Have students do the following:	Counting and clapping	4-6 periods
listening skill are		through verbal and written		assessment.	
prerequisites for	1.3A.2.Cr2a	responses to diverse aural prompts	Identify tempo as gradually		
musical literacy.		and printed scores.	speeding up or slowing down,	Working to the best of one's	
	1.3A.2.Cr3a	(Global Awareness)	steady or unsteady beat	ability, cooperation with the	
The elements of				teacher's efforts.	
music are	1.3A.21.Pr5b	Identify musical elements in	Identify female voice/child's voice,		
foundational to		response to diverse aural prompts,	identify various instruments of like	Matching pitch; reading	
basic music	1.3A.2.Pr.6b	such as rhythm, timbre, dynamics,	register, and describe the	notation pattern and sing	
literacy.		form, and melody.	differences in metal barred/wood		
			bared instruments.	Using 4 voices	
Music is often		Identify and categorize sound	(Critical Thinking and Problem	(speaking,singing,	
defined as		sources by common traits (e.g.,	Solving)	whispering,yelling)	
organized sound		scales, rhythmic patterns, and/or			
that is dependent		other musical elements), and	Identify dynamics as loud, soft,	To decipher the difference	
on predictable		identify rhythmic notation up to	medium, and loud. Use dynamics	between beat and rhythm	
properties of tone		eighth notes and rests.	appropriate to the style of the		
and pitch. Musical			music.		
notation captures		Categorize families of instruments			
tonality, dynamic		and identify their associated musical	Identify the forms of call and		
range, and rhythm.		properties.	response, verse and refrain, ABA.		
Musical		(Life and Career Skills)	(Critical Thinking and Problem		
Musical instruments have			Solving)		
			Identify aton/loop & come/different		
unique qualities of tonality and			Identify step/leap & same/different patterns in the melody, and		
resonance.			identify tonal center and melodic		
Conventional			patterns using basic solfeggio.		
instruments are					
divided into musical			Identify strong beat, short and		
families according			long notes/rests.		
to shared					
properties.					

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem SolvingX Communication and Collaboration		
	Information Literacy Media Literacy X Life and Career Skills		
Interdisciplinary Connections	Math 1.OA.C5 Counting number of beats		
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a NJSLS 8.1 Educational		
	Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog		
Integrated Accommodations	Modifications for Special Ed./504 students : Modify seating & keeping steady beat instead of rhythmic patterns.		
and Modifications	Modifications for EL students: Pair with another student who is fluent with the language, use pictures.		
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.		

	Subject Area: <u>Music</u>
Grade Level: 1 st Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Dance, music, theatre, and visual	1.3A.2.Cn10a	Identify the common theme of children's songs from different	Have students do the following:	Written assessment of notation discussed during the	About 5 periods
artwork from diverse cultures	1.3A.2.Cn11a	countries (e.g., songs about learning the alphabet/ how to count/ naming	Use proper solfege syllables	quarter.	perious
and historical eras		colors, animals, singing games).	Vocalize the home tone of familiar	Dhuthm distation and notation	
have distinct characteristics and common themes		(Critical Thinking and Problem Solving)	and unfamiliar songs, and demonstrate appropriate posture and breathing technique while	Rhythm dictation and notation test.	
that are revealed		Identify the characteristics of	performing songs		
by contextual clues within the works of		patriotic music from different countries (e.g. This is my Country,	Use rhythm instruments to	Preparedness, quality and quantity of work, working to	
art.		Something to Sing About-Canada). Listen to recordings/sing the pieces.	maintain steady tempo accompaniment to music	the best of one's ability, cooperation with the teacher's	
The function and purpose of		Compare/Contrast musical elements, the purpose of the	selections	efforts	
art-making across cultures is a		selections and why the songs can be considered patriotic.	Develop song repertoire. Incorporate movement, rhythm		
reflection of societal values and		(Global Awareness)	and clapping. Perform in solo and in groups, sing in echo		
beliefs.			(Communication and Collaboration)		
			Listen to instruments and identify them by sound and sight		

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
21 st Century Skills	Creativity and Innovation X_ Critical Thinking and Problem Solving X_ Communication and Collaboration Information Literacy Media LiteracyLife and Career Skills		
Interdisciplinary Connections	6.1.2.CivicsPD.1 : Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12prof.Cr1a		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own		
and Modifications	interpretation)		
	Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures.		
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar		
	dances.		

	Subject Area:Music
Grade Level: 1 st Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
The ability to read	1.3A.2.Cr2b	Read and perform combinations of	Have students do the following:	Naming of instruments upon	12-16 periods
music notation		quarter notes, two eighths notes and		hearing.	
correlates with	1.3A.2.Pr5c	quarter rests by clapping and	Increase and strengthen notation,		
musical fluency		counting aloud.	instrument, and singing skills.	Working to the best of one's	
and literacy.	1.3A.2.Pr6a	(Creativity and Innovation)		ability, cooperation with the	
Notation systems			Continue song repertoire	teacher's efforts.	
are complex	1.3A.2.Pr6b	Read, sing or play various	development. Discuss basic		
symbolic		combinations of do-mi-sol-la from a	singing technique. Solfege	Perform rhythmic patterns to	
languages that	1.3A.2.Re8a	two to five line staff using quarter	practice. Vocalize the home tone	songs with steady beat	
indicate pitch,		note and/or eighth notes rhythms.	of familiar and unfamiliar songs.		
rhythm, dynamics,				sing melodic patterns using	
and tempo.		Using do-sol, read and perform an ostinato on a pitched barred	Continue to utilize dance, rhythm and movement. Perform using	So-La-Mi- Do syllables	
Proper vocal		instrument using quarter notes and/or	rhythm instruments. Develop	Tell the difference between	
production/vocal		two eighth notes and/or quarter	counting, stepping/tempo skills.	different musical elements	
placement requires		notes.	Identify basic music symbols.	(loud/soft, fast/slow, high/low)	
an understanding			Sing in groups and solo.		
of basic anatomy		Clap or play on an unpitched			
and the physical		percussion instrument a steady beat	Include drawing of treble and		
properties of		at various tempi as indicated on a	bass clef signs, counting,		
sound.		two to five line staff or in response to	clapping and note-naming on		
		images that indicate a particular	treble-clef staff.		
Playing techniques		speed (e.g., rabbit/tortoise).	(Critical Thinking and Problem		
for Orff instruments			Solving)		
develop		Read and perform dynamics of <i>f</i> and			
foundational skills		<i>p</i> (forte and piano) through singing	Singing technique, note-reading,		
used for hand		and playing of various rhythm	rhythm, music theory, group		
percussion and		instruments.	presentation.		
melodic percussion		(Global Awareness)			
instruments.			Use rhythm instruments to		
			maintain steady tempo		
Proper breathing			accompaniment to music		
technique and			selections		
correct posture					
improve the timbre			Listen to instruments and identify		
of the voice and			them by sound and sight		

protect the voice when singing.			
Improvisation is a foundational skill for music composition			
Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.			
Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.			

21 st Century Themes	X Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy		
	Health literacy		
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	6.1.2.CivicsPD.2 : Establish a process for how individuals can effectively work together to make decisions		
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song		
Integrated Accommodations	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes)		
and Modifications	Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language		
	Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves		

	Subject Area:Music
Grade Level: 1 st Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	Standards 1.3A.2.Cn10a 1.3A.2.Cn 11a 1A.2.Re8a	Demonstrate an understanding of the similarities and differences of children's singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music. (Global Awareness) Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo,	Have students do the following: Increase and strengthen notation, instrument, and singing skills. Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs. (Critical Thinking and Problem Solving) Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop	Written assessment of notation discussed during the quarter. Rhythm dictation and notation test. Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts Sing song in different	Pacing Guide 10-12 periods
assessed using observable criteria.		which include the elements of	Continue to utilize dance, rhythm and movement. Perform using	cooperation with the teacher's efforts	
		Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the	maintain steady tempo accompaniment to music selections Listen to instruments and identify		

singer. Discuss the application and appropriateness of the musical elements employed in the song	them by sound and sight	
Describe two musical elements (e.g., tempo, rhythm, dynamics, etc) that correspond to the theme of a selected piece of music.		

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving <u>Communication and Collaboration</u>		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals		
	collaborate and solve problems		
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12prof.Cr1a		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students understand importance of audience behavior		
and Modifications	Modifications for EL students: Model behavior and have students model behavior		
	Modifications for Gifted students: Record performances and then listen to recording and have students analyze.		

	Subject Area: <u>Music</u>
Grade Level: 2 nd Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Ear training and	1.3A.2.Cr1a	Explore the elements of music	Have students do the following:	Cumulative written	4-5 periods
listening skill are		through verbal and written	5	assessment of notation	
prerequisites for	1.3A.2.Cr2a	responses to diverse aural prompts	Demonstrate a syncopated	discussed during the year.	
musical literacy.		and printed scores.	pattern, meter of 2 & 3, tied notes,		
	1.3A.2.Cr3a	(Global Awareness)	fermata, and strong/weak beat.	Instrument performance	
The elements of				assessment.	
music are	1.3A.21.Pr5b	Identify musical elements in	Identify the four musical families		
foundational to		response to diverse aural prompts,	and describe the characteristics	Essay writing assignment.	
basic music	1.3A.2.Pr.6b	such as rhythm, timbre, dynamics,	of each family.		
literacy.		form, and melody.	(Global Awareness)	Preparedness, quantity and	
				quality of work, working to the	
Music is often		Identify and categorize sound	Demonstrate terms: piano, forte,	best of one's ability,	
defined as		sources by common traits (e.g.,	and crescendo, decrescendo.	cooperation with the teacher's	
organized sound		scales, rhythmic patterns, and/or		efforts.	
that is dependent		other musical elements), and identify	Identify forms: AABA, AABB,		
on predictable		rhythmic notation up to eighth notes	solo/chorus.	Explain the form of the song	
properties of tone		and rests.	(Critical Thinking and Problem	(section ABA, etc)	
and pitch. Musical			Solving)		
notation captures		Categorize families of instruments	57		
tonality, dynamic		and identify their associated musical	Demonstrate pitch patterns using		
range, and rhythm.		properties.	expanded solfeggio vocabulary.		
		(Life and Career Skills)			
Musical					
instruments have					
unique qualities of					
tonality and					
resonance.					
Conventional					
instruments are					
divided into musical					
families according					
to shared					
properties.					

21 st Century Themes	XGlobal Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media LiteracyX Life and Career Skills		
Interdisciplinary Connections	Math 2.OA.A.1 Counting number of beats		
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; vocal lines for singing 1.3E.12prof.Cr1a		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog		
Integrated Accommodations	Modifications for Special Ed./504 students: Modify seating & keeping steady beat instead of rhythmic patterns.		
and Modifications	Modifications for EL students: Pair with another student who is fluent with the language, use pictures.		
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar songs.		

	Subject Area:Music
Grade Level: 2 nd Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.3A.2.Cn10a 1.3A.2.Cn11a	Identify the similarities and differences in celebratory music from different world cultures (e.g., holidays, birthdays, victories, coronations etc.) Listen to 2 or more pieces and describe what elements are used to create the air of celebration. <i>(Global Awareness)</i> Identify how dance music was influenced by the time period (e.g., Minute from Don Giovanni by Mozart, The Twist by Chubby Checker). Listen to the pieces and discuss the instrumentation, the style of clothing, standard of living and other cultural influences of the time in which the pieces were written. <i>(Global Awareness)</i>	 Have students do the following: Increase and strengthen notation, instrument, and singing skills. Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs. Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo. Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff. Singing technique, note-reading, rhythm, music theory, group presentation. (Communication and Collaboration) Use rhythm instruments to maintain steady tempo accompaniment to music selections 	Written assessment of notation discussed during the quarter. Rhythm dictation and notation test. Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts Perform song in a different language Dance to a song from a different country	About 8 periods

	Listen to instruments and identify them by sound and sight			
Integrated Components				
21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Health literacy Health literacy			
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem SolvingX Communication and Collaboration Information Literacy Media LiteracyLife and Career Skills			
Interdisciplinary Connections	6.1.2.CivicsPD.1 : Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world.1.3E.12prof.Cr1a			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Freddie the Frog			
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students dance in a way that goes with the music (their own interpretation) Modifications for EL students: Model lesson, pair with another student who is fluent with the language, use pictures.			
	Modifications for Gifted students: More of a leadership role or class helper, have them model lessons or lead familiar dances			

	Subject Area:Music
Grade Level: 2 nd Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Content/Objective The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound. Playing techniques	Standards 1.3A.2.Cr2b 1.3A.2.Pr5c 1.3A.2.Pr6a 1.3A.2.Pr6b 1.3A.2.Re8a	Perform combinations of quarter, 2 eighth notes, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud. Read/sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff using quarter, 2 eighth notes, half, tied, dotted half, whole notes, quarter rests. On pitched barred instruments or boomwhackers, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la. (Creativity and Innovation)	Suggested ActivitiesHave students do the following:Increase and strengthen notation, instrument, and singing skills.Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs.Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo.Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff. (Critical Thinking and Problem	Suggested AssessmentsCumulative written assessment of notation discussed during the year.Instrument performance assessment.Essay writing assignment.Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's 	Pacing Guide 10-12 periods
Playing techniques for Orff instruments develop foundational skills used for hand percussion and		Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo.	treble-clef staff.		
melodic percussion instruments. Proper breathing technique and correct posture improve the timbre of the voice and		<i>(Creativity and Innovation)</i> Sight read a rhythmic ostinato using combinations of quarter, 2 eighth notes, half notes, quarter rests and syncopated rhythms, on percussion instruments or with	Use rhythm instruments to maintain steady tempo accompaniment to music selections Listen to instruments and identify them by sound and sight		

protect the voice when singing.	a counting system. (Global Awareness)		
Improvisation is a foundational skill for music composition			
Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.			
Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.			

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media LiteracyLife and Career Skills		
Interdisciplinary Connections	6.1.2.CivicsPD.2 : Establish a process for how individuals can effectively work together to make decisions		
Integration of Technology	IPAD: Garage Band, Magic Piano 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Music Paint, Sketch a Song		
Integrated Accommodations	Modifications for Special Ed./504 students : Students compose in any notation they find assessable (pictures, lines, shapes)		
and Modifications	Modifications for EL students: Show example using pictures & pair with another student who is fluent with the language		
	Modifications for Gifted students: Students compose and/or perform a song they wrote by themselves		

	Subject Area:Music
Grade Level: 2 nd Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. Contextual clues are embedded in works of art and provide insight into artistic intent.	1.3A.2.Cn10a 1.3A.2.Cn 11a 1A.2.Re8a	Listen to instrumental pieces that are based on familiar melodies (e.g., Mahler Symphony #1, Movement 3; Mozart Variations on "Ah, vous dirais-je Maman"). Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions. Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse del la Fee Dragee from the Nutcracker, versions by Tchaikovsky & Ellington). Post a list comparing the two versions. <i>(Global Awareness)</i> Create a story to a piece of music that has contrasting dynamics or heavy accents (e.g., Hayden's Surprise Symphony, Russian Sailor's Dance by Gliere). Use movement with the story to reflect the dynamics and accents as well as other musical elements.	 Have students do the following: Increase and strengthen notation, instrument, and singing skills. Continue song repertoire development. Discuss basic singing technique. Solfege practice. Vocalize the home tone of familiar and unfamiliar songs. (Critical Thinking and Problem Solving) Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo. Include drawing of treble and bass clef signs, counting, clapping and note-naming on treble-clef staff. Singing technique, note-reading, rhythm, music theory, group presentation. Use rhythm instruments to music selections Listen to instruments and identify 	Cumulative written assessment of notation discussed during the year. Instrument performance assessment. Essay writing assignment. Preparedness, quantity and quality of work, working to the best of one's ability, cooperation with the teacher's efforts. Listen to songs and find the melody line & sing it using a fix syllable Describe different musical concepts being using in songs (dynamics, tempo, timbre)	12-14 periods

(Civic Literacy)	them by sound and sight	
Choose elements found in		
nature (e.g., snow, rain and		
thunder, wind). List the		
characteristics of the elements		
and how music can reflect the		
sound and/or feelings produced		
by these elements. Create and		
perform a short piece of music		
using metal and or wood barred		
instruments, non-pitched		
percussion instruments, or		
homemade instruments to		
musically depict the chosen		
element.		
(Creativity and Innovation)		
Describe the difference		
between two contrasting		
articulations (e.g. plucked vs.		
bowed, tongued vs. slurred)		
and discuss how they affect the		
theme of the music (e.g., Winter		
by Vivaldi)		
Critique an audio recording of a		
performance by the		
class/school performing a song.		
Listen for all areas of		
performance (e.g., pitch,		
diction, breath support, proper		
vocal placement, following the		
director) and identify which		
areas were successful, which		
were in need of improvement.		
Use the principles of positive		
critique to improve subsequent		
performance.		

(Communication and Collaboration)		
Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music (e.g., Mozart – Musical Sleigh Ride etc.)		

21 st Century Themes	<u>X</u> Global AwarenessFinancial, Economic, Business, and Entrepreneurial Literacy <u>X</u> Civic Literacy		
	Health literacy		
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving <u>X</u> Communication and Collaboration		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	6.1.2.CivicsCM.2 : Use examples from a variety of sources to describe how certain characteristics can help individuals		
	collaborate and solve problems		
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students understand importance of audience behavior		
and Modifications	Modifications for EL students: Model behavior and have students model behavior		
	Modifications for Gifted students: Record performances and then listen to recording and have students analyze.		

	Subject Area: <u>Music</u>
Grade Level: 3 rd Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Reading basic	1.3A.5.Cr2b	Perform melodies on recorder in	Have students do the following:	Cumulative written	10-12
music notation		duple and triple meter, notated in		assessment of notation	periods
contributes to	1.3A.5.Pr5d	treble clef, using note values from	Increase and strengthen notation,	discussed during the year.	-
musical fluency		8 th - notes to whole note/rest, pitches	instrument, and		
and literacy.	1.3A.5.Re8a	in pentatonic and diatonic scales,	singing/performing skills.	Instrument performance	
Musical intelligence		and dynamic changes.		assessment.	
is related to ear			Play music from complex		
training and		Read and sing melodies using note	notation, using notation system in	Student composition &	
listening skill, and		values from 8 th notes to whole	treble clef.	improvise melodies.	
temporal spatial		notes/rests, and pitches in and			
reasoning ability is		pitches in pentatonic and diatonic	Improvise simple melodies over a	Preparedness, quantity and	
connected to		scales.	given harmonic structure using	quality of work, working to the	
listening skill.			traditional instruments.	best of one's ability,	
		Sing rounds/canons, partner songs,		cooperation with the teacher's	
The elements of		and call and responses, using	Decode how the elements of	efforts.	
music are building		correct posture, vocal placement,	music are used to achieve unity		
blocks denoting		and breathing technique.	and variety, tension and release,	Play benchmark songs on	
meter, rhythmic		(Global awareness)	and balance in musical	recorder to earn "karate belts"	
concepts, tonality,			compositions.		
intervals, chords,		Improvise melodies in	(Critical Thinking and Problem	Play songs using proper	
and melodic and		call-and-response form to a given	Solving)	breathing, tonguing, finger	
harmonic		prompt; compose and perform an 8		technique	
progressions, all of		bar melody for recorder, using a	Listen to instruments and identify		
which contribute to		variety of note values and	them by sound and sight.		
musical literacy.		pentatonic pitches.	(Global awareness)		

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	Math <u>3.OA.D</u> Creating rhythms that fit with meter structure		
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational		
	Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: InterACTIVE NOW, Music Works, Freddie the Frog		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students demonstrate proper air technique & starting and stopping at		
and Modifications	correct points		
	Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model.		
	Modifications for Gifted students: Students can lead warm up, introduce songs		
	Subject Area: <u>Music</u>		
------------------------------------	---		
Grade Level: 3 rd Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.		

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Art and culture reflect and affect each other. Characteristic approaches to content, form, style, and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	1.3A.5.Cn10a 1.3A.5.Cn11a	Research a significant musician from each of the following genres; classical, jazz, popular. (Global Awareness) Analyze the importance of the musicians above, using appropriate terminology. (Critical Thinking and Problem Solving)	 Have students do the following: Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols. Sing in groups and solo. Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. Singing technique, note-reading, rhythm, music theory, group presentation. (Communication and Collaboration) Listen to different styles and cultural music and identify them by sound (Global Awareness) 	 Written assessment of notation discussed during the quarter. Rhythm dictation and notation test. Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts Perform a song from different genres: (Jazz, Rock, Classical, Blues, etc) 	About 10 periods

Integrated	Components	

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
	Health literacy			
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem SolvingX Communication and Collaboration			
	Information Literacy Media Literacy Life and Career Skills			
Interdisciplinary Connections	6.1.5.CivicsPI.1 : Describe ways in which people benefit from and are challenged by working together, including through			
	government, workplaces, voluntary organizations, and families.			
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a			
Resources	For Teachers:MusicK8, Recorder StarFor Students:Recorder Karate			
Integrated Accommodations	Modifications for Special Ed./504 students : Identifying different musical concept but using any description words they are			
and Modifications	capable			
	Modifications for EL students: Model lesson/example, Perform song and show them the patterns. Pair with another student			
	who is fluent with the language, use pictures to introduce new notes.			
	Modifications for Gifted students: Have students move ahead of class learning more difficult songs or learning new notes.			
	Lead class or teach class a new song			

	Subject Area: <u>Music</u>
Grade Level: 3 rd Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting
	works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Complex scores	1.3A.5.Cr2b	Perform songs, rounds, and partner	Have students do the following:	Cumulative written	10-12 periods
may include		songs alone and with others, using		assessment of notation	-
compound meters	1.3A.5.Pr4a	proper playing technique, posture,	Perform melodic and harmonic	discussed during the year.	
and the grand staff.		and breathing.	parts, independently and in		
	1.3A.5.Pr5a		groups.	Instrument performance	
Proper vocal		Improvise a melody on a pentatonic		assessment.	
production and	1.3A.5.Pr5b	scale over an ostinato, ending on the	Improvise and score simple		
vocal placement		home tone.	melodies over a given harmonic	Preparedness, quantity and	
improve vocal	1.3A.5.Pr5c	(Global Awareness)	structure using traditional	quality of work, working to the	
quality.			instruments and/or computer	best of one's ability,	
Harmonizing	1.3A.5.Pr5d	Compose and score a 4 bar melody	programs.	cooperation with the teacher's	
requires singing		in C major, 4/4 time, resolving to the	(Critical Thinking and Problem	efforts.	
ability and active	1.3A.5.Pr6a	home tone while using note values	Solving)		
listening skills.		as small as the 1/8 note.		Perform a song using solo,	
Individual voice	1.3A.5.Pr6b			duet, trio, quartet ensembles.	
ranges change with					
time.				Improvise a melodic line while	
				a beat is in the background	
Music composition				keeping a steady beat	
is governed by					
prescribed rules				Compose a song and perform	
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.					

Integrated Components				
21 st Century Themes	X Global AwarenessFinancial, Economic, Business, and Entrep	X_ Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy			
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem So	olving Communication and Collaboration		
	Information Literacy Media Literacy Life and Career S	Skills		
Interdisciplinary Connections	6.1.5.CivicsPI.9 : Research and compare the differences and similarities between the United States and other nations'			
	governments, customs, and laws.			
Integration of Technology	IPAD: Garage Band, Magic Piano, Recorder Karate, MusicK8. 1.3E.12Prof.Cr	1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Recorder Karate, MusicK8	For Students: Be a Star Recorder, MusicK8		
Integrated Accommodations	Modifications for Special Ed./504 students : Compose song using any type	of notation they are comfortable using (pictures,		
and Modifications	lines, shapes).			
	Modifications for EL students: Compose song using simplified notation and can write letter under notes or use helpful hints.			
	Modifications for Gifted students: Students compose an original song and perform it in front of class			

	Subject Area: <u>Music</u>
Grade Level: 3 rd Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Works of art may	1.3A.5.Re8a	Demonstrate how art	Have students do the following:	Written assessment of	12-14 periods
be organized		communicates personal and social		notation discussed during the	
according to their	1.3A.5.Cn10a	values and is inspired by	Increase and strengthen notation,	quarter.	
functions and		imagination and frame of reference	instrument, and singing skills.		
artistic purposes	1.3A.5.Cn11a	by titling an original scored or		Preparedness, quality and	
(e.g., genres,		improvised piece of music and	Continue song repertoire	quantity of work, working to	
mediums,		explaining its relevance.	development. Discuss basic	the best of one's ability,	
messages,		(Life & Career Skills)	playing technique.	cooperation with the teacher's	
themes).			(Critical Thinking and Problem	efforts.	
		Demonstrate ways art	Solving)		
Formalism in		communicates ideas about		Cumulative written	
dance, music,		personal and social values, and is	Continue to utilize dance, rhythm	assessment of notation	
theatre, and visual		inspired by imagination and frame	and movement. Perform using	discussed during the year.	
art varies according		of reference through discussion in	rhythm instruments. Develop		
to personal,		response to 3 music compositions	counting, stepping/tempo skills.	Instrument performance	
cultural, and		with common musical themes.	Identify basic music symbols.	(Recorder) assessment.	
historical contexts.		Discuss how the composer's	Play in groups and solo.		
		personal lives and historical	(Communication and	Essay writing assignment.	
Criteria for		contexts are reflected in the music.	Collaboration)		
determining the		(Global Awareness)	,		
aesthetic merits of			Include drawing of treble and		
artwork vary			bass clef signs, counting,		
according to			clapping and note-naming on		
context.			treble-clef staff.		
Understanding the					
relationship			Playing technique, note-reading,		
between			rhythm, music theory, group		
compositional			presentation.		
design and genre					
provides the			Use rhythm instruments to		
foundation for			maintain steady tempo		
making value			accompaniment to music		
judgments about			selections		
the arts.					
			Listen to instruments and identify		
Identifying criteria					

for evaluating		them by sound and sight	
performances			
results in deeper			
understanding of			
art and art-making.			
Decoding simple			
contextual clues			
requires evaluation			
mechanisms, such			
as rubrics, to sort			
fact from opinion.			
While there is			
shared vocabulary			
among the four arts			
disciplines of			
dance, music,			
theatre, and visual			
art, each also has			
its own			
discipline-specific			
arts terminology.			
Levels of			
proficiency can be			
assessed through			
analyses of how			
artists apply the			
elements of art and			
principles of			
design.			
Artists and			
audiences can and			
do disagree about			
the relative merits			
of artwork. When			
assessing works of			
dance, music,			
theatre and visual			
art, it is important			
to consider the			
context for the			

creation and performance of the			
work (e.g., Who			
was the creator?			
What purpose does			
the artwork serve?			
Who is the			
intended			
audience?).			

21 st Century Themes	<u>X</u> Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyX Civic Literacy Health literacy		
21 st Century Skills	X Creativity and Innovation X Critical Thinking and Problem Solving X Communication and Collaboration Information Literacy Media Literacy X Life and Career Skills		
Interdisciplinary Connections	6.1.5.CivicsPD.3 : Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now		
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students using simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)		

	Subject Area:Music
Grade Level: 4 th Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Complex scores	1.3A.5.Cr2b	On pitched barred instruments or	Have students do the following:	Written assessment of	4-6 periods
may include		boomwhackers, play 2-part pieces in		notation discussed during the	
compound meters	1.3A.5.Pr4a	duple and triple meter, notate in	Increase and strengthen notation,	quarter.	
and the grand staff.		treble clef, using note values from	instrument, and singing skills,		
	1.3A.5.Pr5a	16 th note to whole note/rest, including	Reintroduce music vocabulary	Preparedness, quality and	
Proper vocal		dotted rhythms, and pitches in	and aural recognition of	quantity of work, working to	
production and	1.3A.5.Pr5b	diatonic scales, and dynamic	fundamental music elements:	the best of one's ability,	
vocal placement		changes.	melody, harmony,	cooperation with the teacher's	
improve vocal	1.3A.5.Pr5c		accompaniment, rhythm,	efforts.	
quality.		Sing /perform rounds, partner songs,	dynamics, pitch, tempo		
Harmonizing	1.3A.5.Pr5d	and 2 part songs, using correct		Cumulative written	
requires singing		posture, cocal placement, and	Continue song repertoire	assessment of notation	
ability and active	1.3A.5.Pr6a	breathing technique.	development. Discuss basic	discussed during the year.	
listening skills.		(Global Awareness)	singing technique. Solfege		
Individual voice	1.3A.5.Pr6b		practice. Sing in groups and solo.	Instrument performance	
ranges change with		Improvise a vocal melody in		assessment.	
time.		call-and-response form to a given	Continue to utilize dance, rhythm		
		instrument prompt; compose, notate,	and movement. Perform using	Essay writing assignment.	
Music composition		and perform an 8 bar melody for	rhythm instruments. Develop		
is governed by		barred instrument or boomwhackers,	counting, stepping/tempo skills.	Perform partner songs,	
prescribed rules		using a variety of note values and	Identify basic music symbols,	rounds, 2 partner songs.	
and forms that		pentatonic pitches, over an ostinato.	Conducting,		
apply to both		(Critical Thinking and Problem		Improvise melodic patterns on	
improvised and		Solving)	Include drawing of treble and	mallet instruments	
scored music.			bass clef signs, use ledger lines,		
.		Perform unison songs, rounds,	counting, clapping and		
Decoding musical		partner songs, and descants, along	note-naming on treble-clef staff.		
scores requires		and with others, using proper			
understanding of		technique.	Singing technique, note-reading,		
notation systems,			rhythm, music theory, group		
the elements of		Improvise a melody on a diatonic	presentation.		
music, and basic		scale over a given harmonic			
compositional		progression.	Use rhythm instruments to		
concepts.					

Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8 th note in 3/4 and 4/4 time, and resolving to the home tone.	maintain steady tempo accompaniment to music selections Listen to instruments and identify them by sound and sight
--	--

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy
	Health literacy
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration
	Information Literacy Media Literacy Life and Career Skills
Interdisciplinary Connections	Math <u>4.OA.C.5</u> Creating rhythms that fit with meter structure
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational
	Technology
Resources	For Teachers: InterACTIVE NOW, Music Works, Music Express For Students: InterACTIVE NOW, Music Works, Music Express
Integrated Accommodations	Modifications for Special Ed./504 students : Have students demonstrate proper technique & starting and stopping at correct
and Modifications	points
	Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model.
	Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed

	Subject Area: <u>Music</u>
Grade Level: 4 th Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Art and culture	1.3A.5.Cn10a	Identify musical works that have	Have students do the following:	Written assessment of	About 8
reflect and affect		relevance to a particular historical		notation discussed during the	periods
each other.	1.3A.5.Cn11a	social movement.	Recognize works of dance, music, theatre, and visual art as a	quarter.	
Characteristic		Analyze how different instruments	reflection of societal values and	Preparedness, quality and	
approaches to		are used in various musical styles	beliefs.	quantity of work, working to	
content, form, style,		and cultures.		the best of one's ability,	
and design define		(Global Awareness)	Relate common artistic elements	cooperation with the teacher's	
art genres.			that define distinctive art genres	efforts.	
		Create a timeline of important	in dance, music, theatre, and		
Sometimes the		musicians in a variety of musical	visual art.	Cumulative written	
contributions of an		styles; include biographical		assessment of notation	
individual artist can		information, representative works,	Determine the impact of	discussed during the year.	
influence a		and important historical events	significant contributions of		
generation of		occurring in the lives of the	individual artists in dance, music,	Instrument performance	
artists and signal		musicians.	theatre, and visual art from	assessment.	
the beginning of a			diverse cultures throughout		
new art genre.			history.	Essay writing assignment.	
			(Critical Thinking and Problem		
			Solving)		

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	6.1.5.CivicsPI.1 : Describe ways in which people benefit from and are challenged by working together, including through		
	government, workplaces, voluntary organizations, and families.		
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a		
Resources	For Teachers:MusicK8, Recorder StarFor Students:Recorder Karate		
Integrated Accommodations	Modifications for Special Ed./504 students : Students identify the instruments being used in song		
and Modifications	Modifications for EL students: Students can use pictures to describe to music and its emotional importance		
	Modifications for Gifted students: Students can create a biography of an important musician and present it to class		

	Subject Area:Music
Grade Level: 4 th Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Complex scores	1.3A.5.Cr2b	Play 2 part pieces in duple and triple	Have students do the following:	Written assessment of	8-10 periods
may include		meter, notated in treble clef, using		notation discussed during the	
compound meters	1.3A.5.Pr4a	note values from 16 th notes to whole	Increase and strengthen notation,	quarter.	
and the grand staff.		notes/rest, including dotted rhythms,	instrument, and singing skills,		
	1.3A.5.Pr5a	and pitches in diatonic scales, and	Reintroduce music vocabulary	Preparedness, quality and	
Proper vocal		dynamic changes.	and aural recognition of	quantity of work, working to	
production and	1.3A.5.Pr5b		fundamental music elements:	the best of one's ability,	
vocal placement		Sing rounds/canons, partner songs,	melody, harmony,	cooperation with the teacher's	
improve vocal	1.3A.5.Pr5c	and 2 part songs, using correct	accompaniment, rhythm,	efforts.	
quality.		technique.	dynamics, pitch, tempo		
Harmonizing	1.3A.5.Pr5d			Cumulative written	
requires singing		Improvise a melody in	Continue song repertoire	assessment of notation	
ability and active	1.3A.5.Pr6a	call-and-response form to a given	development. Discuss basic	discussed during the year.	
listening skills.		instrumental prompt; compose,	singing technique. Solfege		
Individual voice	1.3A.5.Pr6b	notate, and perform an 8 bar melody	practice. Sing in groups and solo.	Instrument performance	
ranges change with		for barred instruments or		assessment.	
time.		boomwhackers, using a variety of	Continue to utilize dance, rhythm		
		note values.	and movement. Perform using	Essay writing assignment.	
Music composition		(Critical Thinking and Problem	rhythm instruments. Develop		
is governed by		Solving)	counting, stepping/tempo skills.		
prescribed rules			Identify basic music symbols,	Perform partner songs,	
and forms that		Improvise a melody over a given	Conducting	rounds, partner songs, call &	
apply to both		harmonic progression ending on the	(Global Awareness)	response songs.	
improvised and		home tone.			
scored music.			Include drawing of treble and	Compose a song using	
		Compose and score two 4 bar	bass clef signs, use ledger lines,	proper music notation for a	
Decoding musical		melodies in F major and G major,	counting, clapping and	wind/brass instruments	
scores requires		using note values as small as the	note-naming on treble-clef staff.		
understanding of		8thh note in 3/4 and 4/4 resolving to			
notation systems,		the home tone.	Singing technique, note-reading,		
the elements of		(Creativity and Innovation)	rhythm, music theory, group		
music, and basic			presentation.		
compositional					
concepts			Use rhythm instruments to		
			maintain steady tempo		

		accompaniment to music selections	

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy	
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills	
Interdisciplinary Connections	6.1.5.CivicsPI.9 : Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	
Integration of Technology	IPAD: Garage Band, Magic Piano, Recorder Karate, MusicK8 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology	
Resources	For Teachers: InterACTIVE NOW, Recorder Karate, MusicK8 For Students: Be a Star Recorder, MusicK8	
Integrated Accommodations and Modifications	s Modifications for Special Ed./504 students : Have students demonstrate proper air technique & starting and stopping at correct points	
	Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed	

	Subject Area:Music
Grade Level: 4 th Grade	Brief Summary of Unit: 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.

	1	l de la constante de		
for evaluating				
performances				
results in deeper				
understanding of				
art and art-making.				
and and and manning.				
Decoding simple				
contextual clues				
requires evaluation				
mechanisms, such				
as rubrics, to sort				
fact from opinion.				
While there is				
shared vocabulary				
among the four arts				
disciplines of				
dance, music,				
theatre, and visual				
art, each also has				
its own				
discipline-specific				
arts terminology.				
Levels of				
proficiency can be				
assessed through				
analyses of how				
artists apply the				
elements of art and				
principles of				
design.				
debign.				
Artists and				
audiences can and				
do disagree about				
the relative merits				
of artwork. When				
assessing works of				
dance, music,				
theatre and visual				
art, it is important				
to consider the				
context for the				

creation and performance of the work (e.g., Who			
was the creator? What purpose does			
the artwork serve?			
Who is the intended			
audience?).			

21 st Century Themes	<u>X</u> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem SolvingX Communication and Collaboration		
	Information Literacy Media LiteracyX Life and Career Skills		
Interdisciplinary Connections	6.1.5.CivicsPD.3 : Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now		
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Have students using simply describing words to express the music (happy, sad, etc)		
	Modifications for EL students: Have students use pictures to describe the emotion of music.		
	Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)		

	Subject Area: <u>Music</u>
Grade Level: 5 th Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Complex scores	1.3A.5.Cr2b	On pitched barred instruments or	Have students do the following:	Written assessment of	10-15 periods
may include		boomwhackers, play 2-part pieces in		notation discussed during the	
compound meters	1.3A.5.Pr4a	duple and triple meter, notated in	Increase and strengthen notation,	quarter.	
and the grand staff.		treble clef, using note values from	instrument, and singing skills,		
	1.3A.5.Pr5a	16 th note to whole note/rest, including	Reintroduce music vocabulary	Preparedness, quality and	
Proper vocal		dotted rhythms, and pitches in	and aural recognition of	quantity of work, working to	
production and	1.3A.5.Pr5b	diatonic scales, and dynamic	fundamental music elements:	the best of one's ability,	
vocal placement		changes.	melody, harmony,	cooperation with the teacher's	
improve vocal	1.3A.5.Pr5c		accompaniment, rhythm,	efforts.	
quality.		Sing /perform rounds, partner songs,	dynamics, pitch, tempo		
Harmonizing	1.3A.5.Pr5d	and 2 part songs, using correct		Cumulative written	
requires singing		posture, cocal placement, and	Continue song repertoire	assessment of notation	
ability and active	1.3A.5.Pr6a	breathing technique.	development. Discuss basic	discussed during the year.	
listening skills.		(Global Awareness)	singing technique. Solfege		
Individual voice	1.3A.5.Pr6b		practice. Sing in groups and solo.	Instrument performance	
ranges change with		Improvise a vocal melody in		assessment.	
time.		call-and-response form to a given	Continue to utilize dance, rhythm		
		instrument prompt; compose, notate,	and movement. Perform using	Essay writing assignment.	
Music composition		and perform an 8 bar melody for	rhythm instruments. Develop		
is governed by		barred instrument or boomwhackers,	counting, stepping/tempo skills.	Perform partner songs,	
prescribed rules		using a variety of note values and	Identify basic music symbols,	rounds, 2 partner songs.	
and forms that		pentatonic pitches, over an ostinato.	Conducting,		
apply to both		(Critical Thinking and Problem		Improvise melodic patterns on	
improvised and		Solving)	Include drawing of treble and	mallet instruments	
scored music.			bass clef signs, use ledger lines,		
		Perform unison songs, rounds,	counting, clapping and		
Decoding musical		partner songs, and descants, along	note-naming on treble-clef staff.		
scores requires		and with others, using proper			
understanding of		technique.	Singing technique, note-reading,		
notation systems,			rhythm, music theory, group		
the elements of		Improvise a melody on a diatonic	presentation.		
music, and basic		scale over a given harmonic			
compositional		progression.	Use rhythm instruments to		
concepts.					

m u	nelodies in F major and G major,	maintain steady tempo accompaniment to music selections	
re	esolving to the home tone.	Listen to instruments and identify them by sound and sight	

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Entrepreneurial Literacy Entrepreneurial Literacy
21 st Century Skills	Creativity and Innovation X_ Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media LiteracyLife and Career Skills
Interdisciplinary Connections	Math <u>5.OA.B.3</u> Creating rhythms that fit with meter structure/patterns
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology
Resources	For Teachers: InterACTIVE NOW, Music Works , Music Express For Students: InterACTIVE NOW, Music Works, Music Express
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students demonstrate proper technique & starting and stopping at correct points
	Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model. Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed

	Subject Area: <u>Music</u>
Grade Level: 5 th Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Art and culture	1.3A.5.Cn10a	Identify musical works that have	Have students do the following:	Written assessment of	About 8
reflect and affect		relevance to a particular historical		notation discussed during the	periods
each other.	1.3A.5.Cn11a	social movement.	Recognize works of dance,	quarter.	•
		(Life & Career Skills)	music, theatre, and visual art as a		
Characteristic			reflection of societal values and	Preparedness, quality and	
approaches to		Analyze how different instruments	beliefs.	quantity of work, working to	
content, form, style,		are used in various musical styles		the best of one's ability,	
and design define		and cultures.	Relate common artistic elements	cooperation with the teacher's	
art genres.		(Global Awareness)	that define distinctive art genres	efforts.	
-			in dance, music, theatre, and		
Sometimes the		Create a timeline of important	visual art.	Explain the importance of	
contributions of an		musicians in a variety of musical		music during certain historical	
individual artist can		styles; include biographical	Determine the impact of	events.	
influence a		information, representative works,	significant contributions of		
generation of		and important historical events	individual artists in dance, music,	Instrument performance	
artists and signal		occurring in the lives of the	theatre, and visual art from	assessment.	
the beginning of a		musicians.	diverse cultures throughout		
new art genre.			history.	Essay writing assignment.	
, i i i i i i i i i i i i i i i i i i i			(Critical Thinking and Problem		
			Solving)		

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy		
21 st Century Skills	Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy <u>X</u> Life and Career Skills		
Interdisciplinary Connections	6.1.5.CivicsPI.1 : Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.		
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: 21 songs in 6 days ukulele; FUN for Ukulele For Students: 21 songs in 6 days ukulele		
Integrated Accommodations	Modifications for Special Ed./504 students : Students identify the instruments being used in song		
and Modifications	Modifications for EL students: Students can use pictures to describe to music and its emotional importance		
	Modifications for Gifted students: Students can create a biography of an important musician and present it to class		

	Subject Area: <u>Music</u>
Grade Level: 5 th Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	Standards	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Complex scores	1.3A.5.Cr2b	Play 2 part pieces in duple and triple	Have students do the following:	Written assessment of	10-13 periods
may include		meter, notated in treble clef, using		notation discussed during the	
compound meters	1.3A.5.Pr4a	note values from 16 th notes to whole	Increase and strengthen notation,	quarter.	
and the grand staff.		notes/rest, including dotted rhythms,	instrument, and singing skills,		
	1.3A.5.Pr5a	and pitches in diatonic scales, and	Reintroduce music vocabulary	Preparedness, quality and	
Proper vocal		dynamic changes.	and aural recognition of	quantity of work, working to	
production and	1.3A.5.Pr5b		fundamental music elements:	the best of one's ability,	
vocal placement		Sing rounds/canons, partner songs,	melody, harmony,	cooperation with the teacher's	
improve vocal	1.3A.5.Pr5c	and 2 part songs, using correct	accompaniment, rhythm,	efforts.	
quality.		technique.	dynamics, pitch, tempo		
Harmonizing	1.3A.5.Pr5d			Cumulative written	
requires singing		Improvise a melody in	Continue song repertoire	assessment of notation	
ability and active	1.3A.5.Pr6a	call-and-response form to a given	development. Discuss basic	discussed during the year.	
listening skills.		instrumental prompt; compose,	singing technique. Solfege		
Individual voice	1.3A.5.Pr6b	notate, and perform an 8 bar melody	practice. Sing in groups and solo.	Instrument performance	
ranges change with		for barred instruments or		assessment.	
time.		boomwhackers, using a variety of	Continue to utilize dance, rhythm		
		note values.	and movement. Perform using	Essay writing assignment.	
Music composition		(Critical Thinking and Problem	rhythm instruments. Develop		
is governed by		Solving)	counting, stepping/tempo skills.	Perform songs in different	
prescribed rules			Identify basic music symbols,	keys on ukulele	
and forms that		Improvise a melody over a given	Conducting		
apply to both		harmonic progression ending on the	(Global Awareness)	Compose a song using	
improvised and		home tone.		proper music notation for a	
scored music.			Include drawing of treble and	ukulele	
		Compose and score two 4 bar	bass clef signs, use ledger lines,		
Decoding musical		melodies in F major and G major,	counting, clapping and		
scores requires		using note values as small as the	note-naming on treble-clef staff.		
understanding of		8thh note in 3/4 and 4/4 resolving to			
notation systems,		the home tone.	Singing technique, note-reading,		
the elements of		(Creativity and Innovation)	rhythm, music theory, group		
music, and basic compositional			presentation.		
concepts.			Use rhythm instruments to		
			maintain steady tempo		

	accompaniment to music selections	

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
21 st Century Skills	X Creativity and Innovation X Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	6.1.5.CivicsPI.9 : Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.		
Integration of Technology	IPAD: Garage Band, Magic Piano, 21 songs in 6 days, MusicK8 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology		
Resources	For Teachers: InterACTIVE NOW, FUN For Ukulele, MusicK8 For Students: 21 songs in 6 days, MusicK8		
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Students demonstrate proper strumming technique & starting and stopping at correct points		
	Modifications for EL students: Give students chord charts & diagrams to use; demonstrate/model.		
	Modifications for Gifted students: Students can lead warm up, pluck melody lines, explain how song should be performed		

	Subject Area: <u>Music</u>
Grade Level: 5 th Grade	Brief Summary of Unit: 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.

for evaluating			
performances			
results in deeper			
understanding of			
art and art-making.			
art and art-making.			
Deservices			
Decoding simple			
contextual clues			
requires evaluation			
mechanisms, such			
as rubrics, to sort			
fact from opinion.			
While there is			
shared vocabulary			
among the four arts			
disciplines of			
dance, music,			
theatre, and visual			
art, each also has			
its own			
discipline-specific			
arts terminology.			
Levels of			
proficiency can be			
assessed through			
analyses of how			
artists apply the			
elements of art and			
principles of			
design.			
Artists and			
audiences can and			
do disagree about			
the relative merits			
of artwork. When			
assessing works of			
dance, music,			
theatre and visual			
art, it is important			
to consider the			
context for the			

creation and			
performance of the			
work (e.g., Who			
was the creator?			
What purpose does			
the artwork serve?			
Who is the			
intended			
audience?).			

21 st Century Themes	<u>X</u> Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy	
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem SolvingX Communication and Collaboration Information Literacy Media LiteracyLife and Career Skills	
Interdisciplinary Connections	6.1.5.CivicsPD.3 : Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology	
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now	
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students : Have students using simply describing words to express the music (happy, sad, etc) Modifications for EL students: Have students use pictures to describe the emotion of music. Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)	

	Subject Area: <u>Music</u>
Grade Level: 6 th Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	1.3A.8.Cr2a 1.3A.8.Cr2b 1.3A.8.Pr4b 1.3A.8.Pr5a	 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. Sing folk songs from various Western cultures with and without endemic instrumentation using appropriate expressive elements (e.g. dynamics, vocal quality) (Global Awareness) Sing a variety of cultural and genre-specific vocally appropriate 1, 2, or 3 parts using appropriate expressive elements. Improvise on a rhythmic and/or melodic motif for 8 counts with the voice or instrumenta. 	 Have students do the following: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre. Continue song repertoire development. Discuss basic singing technique. Solfege practice. Sing in groups and solo. (<i>Communication and</i> <i>Collaboration</i>) Continue to utilize dance, rhythm and movement. Perform using rhythm instruments. Develop counting, stepping/tempo skills. Identify basic music symbols, Conducting. 	 Written assessment of notation discussed during the quarter. Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts. Cumulative written assessment of notation discussed during the year. Instrument performance assessment. Essay writing assignment. Perform partner songs, rounds, 2 partner songs. Improvise melodic patterns on mallet instruments 	10-12 periods

21 st Century Themes	X Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy		
**	Health literacy		
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration		
	Information Literacy Media Literacy Life and Career Skills		
Interdisciplinary Connections	Math <u>6.SP.B.5</u> Creating rhythms that fit with meter structure		
Integration of Technology	Smartboard: Presentation of rhythms & Instruments; Melody lines for playing 1.3E.12Prof.Cr1a NJSLS 8.1 Educational		
	Technology		
Resources	For Teachers: InterACTIVE NOW, Music Works, Music Express For Students: InterACTIVE NOW, Music Works, Music Express		
Integrated Accommodations	Modifications for Special Ed./504 students : Have students demonstrate proper technique & starting and stopping at correct		
and Modifications	points		
	Modifications for EL students: Pair with another student who is fluent with the language, use pictures, demonstrate/model.		
	Modifications for Gifted students: Students can lead warm up, introduce songs, explain how song should be performed		

	Subject Area:Music
Grade Level: 6 th Grade	Brief Summary of Unit: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Technological	1.3A.8.Re8a	Map historical innovations in dance,	Have students do the following:	Written assessment of	About 15
changes have and		music, theatre, and visual art that		notation discussed during the	periods
will continue to	1.3A.8.Cn10a	were caused by the creation of new	Analyze how Elvis Presley	quarter.	
substantially		technologies.	impacted the societal norms and		
influence the	1.3A.8.Cn11a	(Life & Career Skills)	popular music of the 1950s.	Preparedness, quality and	
development and				quantity of work, working to	
nature of the arts.		Differentiate past and contemporary	Identify the cultural components	the best of one's ability,	
-		works of dance, music, theatre, and	of selected repertoire in concerts,	cooperation with the teacher's	
Tracing the		visual art that represent important	recordings, and performance	efforts.	
histories of dance,		ideas, issues, and events that are	music of diverse cultures and		
music, theatre, and		chronicled in the histories of diverse	historical eras.	Cumulative written	
visual art in world cultures provides		cultures.	(Critical Thinking and Problem Solving)	assessment of notation discussed during the year.	
insight into the lives		Analyze the social, historical, and	Solving		
of people and their		political impact of artists on culture		Instrument performance	
values.		and the impact of culture on the arts.		assessment.	
Valaco.					
The arts reflect		(Global Awareness)		Analyze music from certain	
cultural morays and		· · · · · · · · · · · · · · · · · · ·		historical events and explain	
personal aesthetics				the importance	
throughout the					
ages.					

21 st Century Themes	<u>X</u> Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
	Health literacy		

21 st Century Skills	Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving Communication and Collaboration				
	Information Literacy Media Literacy X Life and Career Skills				
Interdisciplinary Connections	6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of				
	people and explain the outcomes that resulted.				
Integration of Technology	Smartboard: Presenting different songs/games/dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational				
	Technology				
Resources	For Teachers: 21 songs in 6 days ukulele; FUN for Ukulele For Students: 21 songs in 6 days ukulele				
Integrated Accommodations	Modifications for Special Ed./504 students : Students identify the instruments being used in song				
and Modifications	Modifications for EL students: Students can use pictures to describe to music and its emotional importance				
	Modifications for Gifted students: Students can create a biography of an important musician and present it to class				

	Subject Area:Music
Grade Level: 6 th Grade	Brief Summary of Unit: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Western,	1.3A.8.Pr4a	Analyze the application of the	Have students do the following:	Written assessment of	8-10 periods
non-Western, and		elements of music in diverse Western		notation discussed during the	
avant-garde	1.3A.8.Pr4b	and non-Western musical works from	Increase and strengthen notation,	quarter.	
notation systems		different historical eras using active	instrument, and singing skills,		
have distinctly	1.3A.8.Pr4c	listening and by reading and	Reintroduce music vocabulary	Preparedness, quality and	
different		interpreting written scores.	and aural recognition of	quantity of work, working to	
characteristics.	1.3A.8.Pr4d		fundamental music elements:	the best of one's ability,	
		Compare and contrast the use of	melody, harmony,	cooperation with the teacher's	
Stylistic		structural forms and the manipulation	accompaniment, rhythm,	efforts.	
considerations vary		of the elements of music in diverse	dynamics, pitch, tempo		
across genres,		styles and genres of musical		Cumulative written	
cultures, and		compositions.	Continue song repertoire	assessment of notation	
historical eras.			development. Discuss basic	discussed during the year.	
		Sing folk songs from various Western	singing technique. Solfege		
Understanding of		cultures with and without endemic	practice. Sing in groups and solo.	Instrument performance	
discipline-specific		instrumentation using appropriate		assessment.	
arts terminology		expressive elements (e.g. dynamics,	Continue to utilize dance, rhythm		
(e.g., crescendo,		vocal quality)	and movement. Perform using	Improvise a melodic line on	
diminuendo,		(Global Awareness)	rhythm instruments. Develop	ukulele	
pianissimo, forte,			counting, stepping/tempo skills.		
etc.) is a		Sing a variety of cultural and	Identify basic music symbols,		
component of		genre-specific vocally appropriate 1,	Conducting		
music literacy.		2, or 3 parts using appropriate expressive elements.	(Global Awareness)		
Improvisation is a			Include drawing of treble and		
compositional skill		Improvise on a rhythmic and/or	bass clef signs, use ledger lines,		
that is dependent		melodic motif for 8 counts with the	counting, clapping and		
on understanding		voice or instrument.	note-naming on treble-clef staff.		
the elements of			_		
music as well as			Singing technique, note-reading,		
stylistic nuances of			rhythm, music theory, group		
historical eras and genres of music.			presentation.		
yernes of music.			Use rhythm instruments to		
			maintain steady tempo		

	accompaniment to music selections	

21 st Century Themes	XGlobal Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy			
21 st Century Skills	X Creativity and Innovation X Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills			
Interdisciplinary Connections	6.1.8.HistoryCC.4.d : Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.			
Integration of Technology	IPAD: Garage Band, Magic Piano, 21 songs in 6 days, MusicK8 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology			
Resources	For Teachers: InterACTIVE NOW, FUN For Ukulele, MusicK8 For Students: 21 songs in 6 days, MusicK8			
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students Students demonstrate proper strumming technique & starting and stopping at correct points Modifications for EL students: Give students chord charts & diagrams to use; demonstrate/model. Modifications for Gifted students: Students can lead warm up, pluck melody lines, explain how song should be performed			

	Subject Area:Music
Grade Level: 6 th Grade	Brief Summary of Unit: 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.

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. Art may be used for utilitarian and non-utilitarian purposes. Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits. Symbolism and	1.3A.8.Cr3b 1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3A.8.Cn10a 1.3A.8.Cn11a	Differentiate how "traditional" and non-traditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music such as <i>An</i> <i>American Elegy</i> by Frank Ticheli and Penderecki's <i>Auschwitz Oratorium</i> , and generate an emotional and observational response to the music. Differentiate ways "traditional" and non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance. Analyze the basic formal structures and technical proficiency of master artists of a particular instrument in various styles with a given genre such as jazz or swing. <i>(Global Awareness)</i>	 Have students do the following: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual arts. Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. (Critical Thinking and Problem Solving) Differentiate among basic formal structure and technical proficiency of artists in works of dance, music, theatre, and visual art. 	Written assessment of notation discussed during the quarter. Preparedness, quality and quantity of work, working to the best of one's ability, cooperation with the teacher's efforts. Cumulative written assessment of notation discussed during the year. Instrument performance assessment. Analyze song and breakdown structure Compare different song structures and explain differences	10-12 periods
metaphor are					

	1		
characteristics of			
art and art-making.			
art and art making.			
Awareness of basic			
elements of style			
and design in			
dance, music,			
theatre, and visual			
art inform the			
creation of criteria			
for judging			
originality.			
originality.			
Artwork may be			
both utilitarian and			
non-utilitarian.			
Relative merits of			
works of art can be			
assessed through			
analysis of form,			
function,			
craftsmanship, and			
originality.			
onginanty.			
Assessing a work			
of art without			
critiquing the artist			
requires objectivity			
and an			
understanding of			
the work's content			
and form.			
Visual fluency is			
the ability to			
differentiate formal			
and informal			
structures and			
objectively apply			
observable criteria			
to the assessment			
of artworks, without			
consideration of the			
artist.			

Universal elements			
of art and principles			
of design apply			
equally to artwork			
across cultures and			
historical eras.			

21 st Century Themes	<u>X</u> Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy			
	Health literacy			
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration			
	Information Literacy Media Literacy Life and Career Skills			
Interdisciplinary Connections	6.1.8.CivicsHR.3.b : Evaluate the impact of the institution of slavery on the political and economic expansion of the			
	United States. (Amistad)			
Integration of Technology	Youtube: Watch videos of dances from around the world. 1.3E.12Prof.Cr1a NJSLS 8.1 Educational Technology			
Resources	For Teachers: InterACTIVE NOW, Music Works For Students: Interactive Now			
Integrated Accommodations	Modifications for Special Ed./504 students : Have students using simply describing words to express the music (happy, sad,			
and Modifications	etc)			
	Modifications for EL students: Have students use pictures to describe the emotion of music.			
	Modifications for Gifted students: Have students write essay on piece describing emotion, musical concepts, etc)			