

## Ocean County Vocal Music

<b>Content Area</b>	General Music	<b>Grade Level</b>	3-5
<b>Subject</b>	Music	<b>Time Frame</b>	One school year
Board Approved on:	9/14/15		

### Unit Overview

#### Broad Areas of Learning -

Rhythm  
 Melody  
 Expression  
 Multicultural/Interdisciplinary  
 Form/Style  
 Audience/Performance Etiquette  
 Texture/Harmony

#### Pacing guide - September - June

<p><b>Rhythm</b>                  Steady Beat                  (same/different)                  Duration: Short vs. Long                  Beat vs. Rhythm                  Time/Meter Signature                  Tie                  Ta - (quarter note &amp; rest)                  Ti-ti - (eighth note in pairs - beam and flags)                  Ta-a - (half note &amp; rest)                  Ta-a-a (dotted half note)                  Ta-a-a-a (whole note &amp; rest)                  Ti-ka-ti-ka (sixteenth notes)                  Ti-ta-ti (syncopation)</p> <p><b>Multi- Cultural/Interdisciplinary</b>                  Composers, culture &amp; historical connections                  Music is connected to disciplines outside of the arts</p> <p><b>Harmony/Texture</b></p>	<p><b>Melody</b>                  Singing vs. speaking voice</p> <p>Match pitch/sing tunefully                  Discerning High- Low                  Melodic Notes mi and sol                  Melodic notes mi, sol &amp; la                  Treble or G clef                  Treble Staff - lines spaces                  Pentatonic Scale (d r m s l d')                  Diatonic Scale (d r m f s l t d')                  Discernment of major/minor tonality                  Absolute Pitch Names</p> <p><b>Form/Style</b>                  Structures of composition                  Varying styles of music</p>	<p><b>Expression</b>                  Timbre/Tone quality</p> <p>Classroom Instruments                  Instrument Families                  Dynamics - Aural recognition                  Dynamics - vocabulary                  Dynamics - symbols                  Phrasing                  Affect/emotion                  Fast/ Slow (Tempo)                  Tempo - vocabulary</p> <p><b>Audience/Performance Etiquette</b>                  Behavior and presentation</p>
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# National Core Arts Standards- Creating, Performing, Responding, Connecting

## Creating

MU:Cr 1.1.2a - Improvise rhythmic and melodic patterns and musical ideas for a specific purpose

MU: Cr 1.1.25b - Generate musical patterns and ideas within the context of a given tonality  
(major or minor) and meter (duple or triple)

MU:Cr2.1.2a - Demonstrate and explain personal reasons for selecting patterns and ideas for music  
that represent expressive intent

MU:Cr 2.1.2b - Use iconic or standard notation and or recording technology to combine,  
sequence and document personal musical ideas

MU:Cr3.1.2a - Interpret and apply personal peer, and teacher feedback to revise personal music

MU:Cr3.2.2b - Convey expressive intent for a specific purpose by presenting a final version of personal music ideas  
to peers or informal audience

## Performing

MU:Pr 4.1.2a - Demonstrate and explain personal interest in and knowledge about, and purpose of varied musical selections

MU:Pr4.3.2a - Demonstrate understanding of expressive qualities (dynamics and tempo)  
and how creators use them to convey expressive intent

MU:Pr 5.1.2a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances

MU:Pr5.1.2b - Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music

MU:Pr6.1.2a - Perform music for a specific purpose with expression and technical accuracy

MU:Pr6.1.2b - Perform appropriately for the audience and purpose

## Responding

MU:Re7.1.2a - Explain and demonstrate how personal interests and experiences influence musical selection for specific purpose

MU:Re7.2.2a - Describe how specific music concepts are used to support a specific purpose in music

MU:Re8.1.2a - Demonstrate knowledge of music concepts and how they support creators/performers expressive intent

MU:Re9.1.2a - Apply personal and expressive preferences in the Evaluation criteria of music for specific purposes

# Visual and Performing Core Content Standards of NJ

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

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

1.3 Performance 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

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art

# Comprehensive Health and Physical Education

2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

# Technology

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

# 21st Century Life and Career Standards

Career Awareness, Exploration and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>Enduring Understandings</b> What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now) What misunderstandings are predictable?	<b>Essential Questions</b> What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)
<p><i>Students will understand that...</i></p> <p>The creative ideas, concepts, and feelings that influence musicians work emerge from a variety of sources</p> <p>Musicians creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians presentation of creative work is the culmination of a process of creation and communication</p> <p>Performers interest in and knowledge of musical works, understanding of their own technical skills, and the context of a performance influence the selection of repertoire</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.</p> <p>Individuals selection of musical works is influenced by their interests, experiences, and understandings and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.</p> <p>The personal Evaluation Criteria of musical works and performances if informed by analysis, interpretation, and established criteria</p>	<p><i>Content specific...</i></p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers select repertoire?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical works and performances?</p>

<p><b>Knowledge:</b> What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p><b>Skills</b> What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <p>strategies for selecting work(s) to perform based on interest, knowledge, own and others' performance abilities, and context.(select)</p> <p>the structure and the elements of music (analyze)</p> <p>understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent (analyze)</p> <p>personal performance strengths and weaknesses (analyze)</p> <p>strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context (analyze)</p> <p>characteristics of music from various cultures, styles, genres and composers (interpret)</p> <p>appropriate techniques specific to the instrument or voice used in a quality performance (rehearse, evaluate, refine and present)</p>	<p><i>Students will be able to...</i></p> <p><i>Creating</i>  <i>Generate musical ideas for various purposes and contexts.</i>  <i>Select and develop musical ideas for defined purposes and contexts</i>  <i>Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria</i></p> <p><i>Performing</i>  <i>Select varies musical works to present based on interest, knowledge, technical skill, and context</i>  <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others</i>  <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</i></p> <p><i>Responding</i>  <i>Choose music appropriate for a specific purpose or context</i>  <i>Analyze how the structure and context of varied musical works inform the response</i></p>

strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine and perform)	<i>Support interpretations of musical works that reflect creators'/performers' expressive intent</i> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria</i>
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<b>Cumulative Progress Indicators</b>	
<b>Primary Interdisciplinary connections: Mathematics, Language Arts Literacy, Science, Social Studies, Physical Education, Technology</b>	
<b>21st Century Themes:</b> Global awareness, health literacy, creativity and innovation, communication and collaboration, critical thinking and problem solving, teamwork, leadership, interpersonal communication, media fluency, accountability, productivity, ethics.	
Math	CCSS.Math.Content.3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
Next Generation Science	4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
Social Studies	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
World Language	7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Technology	8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue 8.1.5D.1 Understand the need for and use of copyrights 8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used
Physical Education	2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
English Language Arts	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
	1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.  1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Visual and Performing Arts

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<p>Small group Instruction  Listening Charts (Graphic Organizer)  Open ended questions  Do Now Song Questions  Small Group Collaboration  Individual Practice  Class Participation  Exit Slips</p>	<p>Weekly quizzes  Exit Slips  Listening Assignments  Student-taught lessons  Group Performance  Journal/Portfolio</p>

<b>Learning Plan</b>
<p><b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?  <b>What</b> experiences do the learners bring to the unit? <b>How</b> have the interests of the learners been ascertained? <b>Have</b> the learners been part of the pre-planning in any way? <b>What</b> individual needs do you anticipate will need to be addressed?  <b>Learning environment:</b> <b>Where</b> can this learning best occur? <b>How</b> can the physical environment be arranged to enhance learning?</p>
<p>Suggested Modifications (ELLs Special Education, Gifted and Talented)  Follow all IEP modifications/504 plan  ELL: Variation in song choice and music selection  ELL: Varied length and requirements of written assignments  ELL: Extended time element for all work  ELL: Buddy/partner system to reinforce content comprehension  SPED: Varied length and requirements of written assignments  SPED: Choice of activities  SPED: Hands-on differentiated instruction  SPED: Extended time element for all work  GT: Further research and extended listening</p>

GT: Extra time to practice more advanced music concepts.

GT: Increased responsibility and elevated expectations

GT: Students to provide tutoring for other students

## Suggested Lesson Activities

**What events will help students *experience and explore* the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?**

	Lesson Title	Lesson Activities	CCCs	Resources
1	3rd grade	For recorders, xylophones, boomwackers, or voice. Discuss music staff, start with B quarter notes, tapping foot to beat and reading from board or book while fingering or playing in instrument or singing pitch. Follow with the same for A. And then use simple 4-8 note phrases of B and A alternating. Perform with solo's, groups, and full group. Emphasize beat and appropriate tone quality.	1.3.5.B.1 1.3.5.B.2 1.1.5.B.1	white board, recorder book
2	4th grade	Using a recording of Mozart's "Turkish Rondo" listen for the three major repeating themes. Determine a movement to perform with each of the three sections and practice the motions. In scatter position have students perform motions to the recording. Have students guess what a rondo is and define. As time allows watch a performance of a pianist playing the "Turkish Rondo" on YouTube.	1.2.5.A.2 1.2.5.A.3	
3	5th grade	Sing as a group sea chanteys: "Haul Away Joe" and "Going to Boston." Discuss differences in form (Call and response vs. A & B); difference in tempo in reference to actual physical labor done on a ship (utilitarian vs. entertainment purpose); and vocal specific techniques to adjust to the songs range.	1.2.5.A.1 1.3.5.B.2 1.3.5.B.4 6.1.4.D.13	piano/guitar /CD's Grade 5 (older book)
4	4th or 5th grade	As a lesson in honor of African American history month ask students to reflect on what it would be like to be a slave. Using the song "Follow the Drinking Gourd" discuss the code words that would have given the slaves directions for escape to the North. Sing the song adding a rhythmic ostinato that mimics the words "drinkin' gourd". As a follow-up activity watch a reading by Morgan Freeman "of the book "Follow the Drinking Gourd: by Jeanette Winter.		
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## Resources to Support Implementation

Considerations	Comments
<p><b>Required Areas of Study:</b> Is there alignment between outcomes, performance assessment and learning experiences?</p>	<p>See Attached: Scope and Sequence K-5 The Scope and Sequence identifies the specific areas of study and three levels of instruction (Introduce; Develop; &amp; Apply)</p>
<p><b>Areas to consider when adapting this curriculum to your specific needs:</b></p> <p>Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?</p>	
<p><b>Instructional Approaches:</b> Do I use a variety of teacher directed and student centered instructional approaches?</p>	

<p><b>Suggested Resources</b></p>	<p>Resources for teachers:</p> <ul style="list-style-type: none"> <li>● musical selections (scores of varied difficulty levels for differentiated choices, recordings, YouTube clips of amateur and professional performers)</li> <li>● scoring devices such as rubric, checklist, exit slip, etc.</li> </ul> <p>Resources for students:</p> <ul style="list-style-type: none"> <li>● digital audio or video recording device</li> <li>● musical selections at a variety of difficulty levels</li> <li>● mallet instruments or recorders</li> <li>● scoring devices such as rubric, checklist, exit slip, etc.</li> </ul>
<p>Curriculum Development Resources</p>	<p>National Core Arts Standards.org  NJDOE - New Jersey Department of Education  NAFME -<a href="http://www.nafme.org/my-classroom/standards/knowledge-skills-and-dispositions/">http://www.nafme.org/my-classroom/standards/knowledge-skills-and-dispositions/</a></p>

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