

Long Beach Island Consolidated School District Vocal Music

Content Area	General Music	Grade Level	K-2
Subject	Music	Time Frame	One school year
BOE Approved	August 18, 2015		

Unit Overview

Broad Areas of Learning -

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

Pacing guide - September - June

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

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.

Enduring Understandings

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?

Essential Questions

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>Knowledge: 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>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours 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>strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine and perform)</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> <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></p>
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Cumulative Progress Indicators

Primary Interdisciplinary connections: Mathematics, Language Arts Literacy, Science, Social Studies, Physical Education, Technology

21st Century Themes: 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.KCC.B.4 Understand the relationship between the qualities; connecting counting to cardinality
Next Generation Science	K-2 ETS1-2 The shape and stability of structures of natural and designed objects are related to their functions
Social Studies	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others
World Language	7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Technology	8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.2.2.B.1 Identify how technology impacts or improves life.
Physical Education	2.5.P.A.1 Develop and refine gross motor skills (eg. hopping, galloping, jumping, running, and marching) 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style
English Language Arts	SL.K. 6 Speak audibly and express thoughts, feelings, and ideas clearly. SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
Visual and Performing Arts	1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

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

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

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	Rhythm	Go Around the Corn Sally - Identify quarter and eighth note rhythms	1.1.2.B.2 1.1.2.B.3	Making Music Grade 2 p 12
2	Melody	My Father's House - Identify steps and skips in music; identify style in music		Making Music Grade 2 p 25
3	Form	Valentines--Sing a song in AB form and identify each section by creating a different movement for each	1.3.2.A.1 1.3.2.A.3	Making Music Grade 2 p 382
4	String Family	Identify the qualities of instruments in the string family; Look at pictures of each instrument and listen to examples of the violin, viola, cello, and string bass	1.1.2.B.4	Instrument family cards Sound bank
5	Peter and the Wolf	Instrument identification	1.1.2.B.4	Video Coloring worksheets
6	Ways to Use your Voice	Sing, Speak, Whisper, Shout - Identify 4 different ways to use your voice	1.1.2.B.3 SI.k.6	Making Music Kindergarten
7				
8				
9				
10				
11				

Resources to Support Implementation

Considerations	Comments
<p>Required Areas of Study: 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; & Apply)</p>
<p>Areas to consider when adapting this curriculum to your specific needs:</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>Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?</p>	
<p>Suggested Resources</p>	<p>Resources for teachers:</p> <ul style="list-style-type: none"> • musical selections (scores of varied difficulty levels for differentiated choices, recordings, YouTube clips of amateur and professional performers) • scoring devices such as rubric, checklist, exit slip, etc. <p>Resources for students:</p> <ul style="list-style-type: none"> • digital audio or video recording device • musical selections at a variety of difficulty levels • mallet instruments or recorders • scoring devices such as rubric, checklist, exit slip, etc.
<p>Curriculum Development Resources</p>	<p>National Core Arts Standards.org NJDOE - New Jersey Department of Education NAFME -http://www.nafme.org/my-classroom/standards/knowledge-skills-and-dispositions/</p>

Created by - Stephanie Higham Toms River Schools; & Jennifer Brennan Barnegat Schools