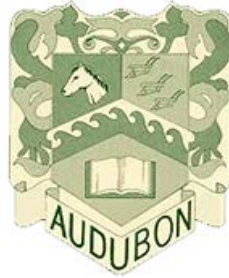


Audubon Public School District



Grades 3-6: General Music

Curriculum Guide

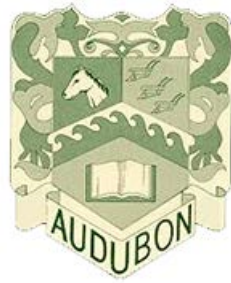
Developed by:

Mr. Carl Ellinwood

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Course Description

Grades 3- 6: General Music

Students in Grades 3-6 receive General Music for 40 minutes once a week during a 6 day period cycle. During class students will explore and perform music through singing, playing musical instruments, composition, and movement. Concepts that students will learn include: steady beat, sight singing, rhythm, dance, and composition.

Each December, all students participate in the annual “Mansion Holiday Sing-A-Long” where they all sing songs and perform dances in the All-Purpose Room. This includes students performing a song specifically assigned to their grade level.

Students in Grades 3-4 have the opportunity to join the 3rd & 4th Grade Chorus where they rehearse once a week after school. 3rd & 4th Grade Chorus performs during the annual Spring Concert.

Students in Grades 5-6 have the opportunity to join the 5th & 6th Grade Chorus where they rehearse once a week before school during the 6 day cycle. 5th & 6th Grade Chorus performs during both the Winter & Spring Concerts. Students in Grades 5-6 also may audition for Select Choir, where students perform more advanced repertoire. Rehearsals take place once a week after school.

Overview / Progressions

Grades 3-6: General Music

Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 1	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none">● 1.3A.2.Pr4a● 1.3A.2.Pr5a● 1.3A.2.Pr5b● 1.3A.2.Pr5c● 1.3A.2.Pr5d● 1.3A.2.Pr5e● 1.3A.2.Pr6a● 1.3A.2.Pr6b● 1.3A.2.Re7a● 1.3A.2.Re7b● 1.3A.2.Re8a● 1.3A.2.Re9a● 1.3A.2.Cn10a● 1.3A.2.Cn11a

Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 2	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none"> ● 1.3A.2.Cr1a ● 1.3A.2.Cr2a ● 1.3A.2.Cr2b ● 1.3A.2Cr3a ● 1.3A.2.Cr3b ● 1.3A.2.Pr4a ● 1.3A.2.Pr5a ● 1.3A.2.Pr5b ● 1.3A.2.Pr5c ● 1.3A.2.Pr5d ● 1.3A.2.Pr5e ● 1.3A.2.Pr6a ● 1.3A.2.Pr6b ● 1.3A.2.Re7a ● 1.3A.2.Re7b ● 1.3A.2.Re8a ● 1.3A.2.Re9a ● 1.3A.2.Cn10a ● 1.3A.2.Cn11a

Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 3	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none"> ● 1.3A.2.Cr1a ● 1.3A.2.Cr2a ● 1.3A.2.Cr3a ● 1.3A.2.Pr4a ● 1.2A.2Pr5a ● 1.2A.2Pr5b ● 1.2A.2Pr5c ● 1.2A.2Pr5d ● 1.2A.2Pr6a ● 1.2A.2Pr6b ● 1.3A.2Re7a ● 1.3A.2Re7b ● 1.3A.2Re8a ● 1.3A.2Re9a ● 1.3A.2.Cn10a ● 1.3A.2.Cn11a

General Music	3rd Grade-6th Grade	Trimester 1	Singing Rhythm Expression Form Notation
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General Music - Trimester 1
 Students in 3rd Grade will review concepts they have learned in the K-2 Music Curriculum as well as learn about the Lines/Spaces

of the Treble Clef. They will also begin learning the recorder as well as singing in Rounds/Canons. Students in 4th Grade will begin learning sixteenth note rhythms as well as continuing their sight reading skills with solfege syllable La,. They will also practice Ritardando/Accelerando tempos. 4th Grade will review rounds/canons & begin working on Partner Songs. 5th Grade students will learn an eighth note connected to two sixteenth note rhythms, as well as sight reading with solfege syllable Fa. They will also review singing rounds/canons & Partner Songs. 6th Grade students will review all concepts covered during their four years at MAS. They will also begin practicing singing 2 Part music. Students in 5th & 6th Grade have the opportunity to join the 5th/6th Grade Chorus as well as audition for Select Choir. 5th & 6th Grade Choir rehearses once a week during the 6 day period schedule. Select Choir rehearses once a week after school. All students will begin learning music for the MAS Holiday Sing-A-Long.

Student Learning Objectives

	Performing	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
1.3A.2.Pr4a	Demonstrate & explain personal interest in, knowledge about, & purpose of varied musical selections.	<ul style="list-style-type: none"> ● SWBAT sing using proper breathing & using their diaphragm. ● SWBAT practice & perform proper with 	<ul style="list-style-type: none"> ● Practice standing tall with knees slightly bent, & balancing weight on both feet. ● Practice using the diaphragm through 	<ul style="list-style-type: none"> ● All Grade Levels: explain rules & procedures during first day of class. ● Show students location of rest room

		<p>vocal technique & posture.</p> <ul style="list-style-type: none"> ● SWBAT sing with proper diction, enunciation, & expression. ● SWBAT identify & practice solfege syllables La, So, Ti, & Do-Do' through songs, games, & activities. ● SWBAT practice singing through echoing, alternating parts, Call & Response, Rounds, Partner Songs & 2 Part Songs ● SWBAT practice concert etiquette for assemblies, concerts, & shows. ● SWBAT read & interpret lyrics to songs based on interests, experiences, & ideas. ● SWBAT identify & practice quarter note, quarter rest, eighth notes, half notes, sixteenth notes, & 	<p>breathing exercises by sitting on knee caps & using visuals such as the hoberman sphere.</p> <ul style="list-style-type: none"> ● Identifying & practicing solfege syllables through singing, listening, visual, & kinesthetic activities. ● Practice musical rhythm through kinesthetic, aural, & visual activities. ● Read & perform musical rhythm through display charts, flash cards, & worksheets of rhythm syllables using body percussion & instruments. ● Listening & interpreting meaning/messages of songs & how they relate to students' lives. ● Compose & perform their own, & other students' rhythmic compositions. 	<p>& practice a fire drill & lockdown drill.</p> <ul style="list-style-type: none"> ● Practice proper singing & posture. ● Practice how to use & perform using instruments. ● Prepare for MAS Holiday Sing-A-Long ● Define moods/meanings of songs (Major/Minor) ● Compose solfege/rhythm compositions <p>-----</p> <ul style="list-style-type: none"> ● 3rd Grade ● Review Quarter Note, Eighth Note, Quarter Rest, & Half Note Rhythms. ● Begin practicing the Lines & Spaces of the Treble Clef ● Distribute & practice notes from the Lines & Spaces of the Treble Clef on the recorder. ● Review solfege syllables Do-La ● Compose songs based on rhythm & the
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		<p>eighth note connected to two sixteenth notes through kinesthetic, aural, & visual activities.</p> <ul style="list-style-type: none"> ● SWBAT compose and perform their own 1-2 measure rhythm compositions. ● SWBAT identify, practice, & perform music based on tempo markings Adagio/Allegro, Ritardando/ Accelerando, & Presto/Largo ● SWBAT identify & practice music based on expressive markings Forte/Piano & Crescendo/ Decrescendo ● SWBAT begin practicing the Lines & Spaces of the Treble & Bass Clefs 	<ul style="list-style-type: none"> ● Identify Major and Minor songs (happy, sad, frightening, exciting). 	<p>Lines & Spaces of the Treble Clef to play on the recorder.</p> <ul style="list-style-type: none"> ● Compose songs based on solfege syllables Do-La. ● Identify & practice music with Forms ABC ● Begin learning songs in Rounds/Canons <hr/> <p>4th Grade</p> <ul style="list-style-type: none"> ● Begin practicing Sixteenth Note Patterns. ● Add solfege syllable La, ● Identify & practice music in the Rondo Form ● Identify tempos Ritardando/ Accelerando ● Review practicing Rounds ● Begin learning Partner Songs <hr/> <p>5th Grade:</p> <ul style="list-style-type: none"> ● Audition for Select Choir
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				<ul style="list-style-type: none"> ● Sign up for 5th/6th Grade Choir ● Begin practicing Eighth Note Connected to Sixteenth Note Patterns ● Practice Solfege Syllable Fa ● Review Tempo Markings Ritardando/ Accelerando ● Review Piano/Forte & Crescendo/ Decrescendo ● Review Rounds & Partner Songs <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ● 6th Grade ● Begin practicing Presto/Largo tempo markings. ● Begin learning about the Lines & Spaces of the Bass Clef ● Review Solfege Syllables So,-Do' through songs, games, & other activities. ● Review Rounds, Partner Songs, & 2 Part Songs
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<i>Anchor Standard 5</i>	<i>Developing & refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive, performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in music from a variety of cultures selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns			

	using iconic or standard notation.			
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) & how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression & technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Responding			
<i>Anchor Standard 7</i>	<i>Perceiving & analyzing products</i>			
1.3A.2.Re7a	Demonstrate & explain how personal interests & experiences influence musical selection for			

	specific purposes.			
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.			
<i>Anchor Standard 8</i>	<i>Interpreting intent & meaning</i>			
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts & how they support creators'/performers' expressive intent.			
<i>Anchor Standard 9</i>	<i>Applying criteria to evaluate products</i>			
1.3A.2.Re9a	Apply personal & expressive preferences in the evaluation of music.			
	Connecting			
<i>Anchor Standard 10</i>	<i>Synthesizing & relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10	Demonstrate how			

a	interests, knowledge, & skills relate to personal choices & intent when creating, performing, & responding to music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11 a	Demonstrate understanding of relationships between music & the other arts, other disciplines, varied contexts, & daily life.			

Essential Questions	Practices	Enduring Understandings
<i>Creating</i>		
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians generate creative decisions? ● How do musicians improve the quality of 	<ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	<ul style="list-style-type: none"> ● The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, & expressive intent. ● Musicians evaluate & evaluate their work through openness to new ideas, persistence, & the

their creative work?		application of appropriate criteria.
<i>Performing</i>		
<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context & the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<ul style="list-style-type: none"> ● Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<i>Responding</i>		
<ul style="list-style-type: none"> ● How do individuals choose music to experience? How does understanding the structure & context of music inform a response? ● How do we discern the musical creators' & performers' expressive intent? ● How do we judge the quality of musical work(s) 	<ul style="list-style-type: none"> ● Select, Analyze ● Interpret ● Evaluate 	<ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, & purposes. Response to music is informed by analyzing context (e.g social, cultural, historical) & how creator(s) or performer(s) manipulate the elements of music. ● Through their use of elements & structures of music, creators & performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) & performance(s) is informed by analysis, interpretation, & established criteria.

& performances?		
<i>Connecting</i>		
<ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, & responding? ● How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 	<ul style="list-style-type: none"> ● Interconnection 	<ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, & responding.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Echo singing/chanting rhythms on whiteboard/SMARTBoard ● Observing beat, beat divisions, & rhythm through kinesthetic, aural, & visual activities ● Student Led Activities (worksheets, flashcards) ● Rhythm Games ● Practice Worksheets ● Practice Flashcards ● Rhythm Compositions ● Use of Instruments/Body Percussion ● Folk Dances ● Movement Activities 	<ul style="list-style-type: none"> ● Rhythm Assessment ● Performance Assessment ● Proper instrumental use/demonstration (if applicable)
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> ● <i>150 American Folk Songs to Sing, Read, & Play</i> ● <i>An American Methodology 2nd edition</i> 	<ul style="list-style-type: none"> ● Bethsnotes.com ● Classicsforkids.com

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| <ul style="list-style-type: none"> ● Body Percussion ● <i>The Book of Call & Response</i> ● <i>The Book of Children's Song Tales</i> ● <i>The Book of Echo Songs</i> ● <i>The Book of Movement & Exploration</i> ● <i>The Book of Pitch & Exploration</i> ● <i>Bought Me a Cat</i> ● <i>First Steps in Music for Preschool & Beyond</i> ● <i>Folk Songs North America Sings</i> ● Guitar ● <i>Had a Little Rooster</i> ● <i>Handy Play Party Book</i> ● <i>The Heritage Songster</i> ● <i>John The Rabbit</i> ● <i>Kodaly in Kindergarten</i> ● <i>The Kodaly Method I</i> ● <i>Listen to the Mockingbird</i> ● <i>The Little Black Bull</i> ● Metronome ● <i>Move It! Expressive Movements with Classical Movement DVD & CD</i> ● Non-Pitched Instruments ● Piano ● Pitched Instruments ● <i>Rockin Rhythm Raps</i> ● <i>Roots & Branches: A legacy of Multicultural Music for Children</i> ● <i>Sail Away: 155 American Folk Songs to Sing, Read & Play</i> ● <i>Sashay the Donut</i> ● <i>My Singing Bird: 150 Folksongs</i> ● SMARTBoard ● <i>Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage</i> | <ul style="list-style-type: none"> ● Google Classroom ● Google Meet ● MakingMusicFun.net ● Music K-8 ● Musicplayonline.com ● YouTube |
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<ul style="list-style-type: none"> ● Whiteboard 	
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Art - use of writing & illustration of objects/patterns/pictures/symbols ● ELA - use of communication of words ● ELA - use of objects/patterns/pictures/symbols ● Math - use of basic addition, counting, & organizational skills ● Math - use of patterns ● Reading - reading words to a song telling a story ● Reading - use of communication & sentence structure (visual) ● Speech - pronunciation of words 	

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

General Music	3rd Grade-6th Grade	Trimester 2	Singing Rhythm Expression Form Notation
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General Music - Trimester 2

Student Learning Objectives

	Creating	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
<i>Anchor Standard 1</i>	<i>Generating & conceptualizing ideas</i>	<ul style="list-style-type: none"> ● SWBAT identify & practice the solfege syllables So, La, Ti, & Do-Do' through songs & other activities. ● SWBAT identify & practice quarter note, quarter rests, eighth notes, half notes, anacrusis, sixteenth notes, eighth note connected to two sixteenth notes, & two sixteenth notes connected to an eighth note rhythms ● SWBAT compose and perform their own 1-4 measure rhythm compositions. ● SWBAT identify, practice, & perform music based on tempo markings Adagio/Allegro, Ritardando/ 	<ul style="list-style-type: none"> ● Identify, practice, & perform musical rhythm through songs, chants, movement, & games. ● Read & perform musical rhythm through display charts, flash cards, & worksheets of rhythm syllables using body percussion & instruments. ● Compose & perform 1-4 measure rhythm & solfege patterns ● Performing songs based on dynamic markings indicated during an assignment &/or on a musical score. ● Performing songs & engaging in discussion on how the piece relates to 	<ul style="list-style-type: none"> ● All Grade Levels: ● Practice proper singing & posture. ● Practice how to use & perform using instruments. ● Practice & Perform the MAS Holiday Sing-A-Long ● Define moods/meanings of songs (Major/Minor) ● Compose solfege/rhythm compositions <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ● 3rd Grade ● Continue practicing the recorder ● Continue learning & practicing the Lines & Spaces of the Treble Clef ● Sign up for 3rd/4th Grade Chorus ● Continue practicing musical rhythm

		<p>Accelerando, & Presto/Largo</p> <ul style="list-style-type: none"> ● SWBAT identify, practice, & perform music based on various dynamic markings Forte/Piano, Moderato, Crescendo/Decrescendo ● SWBAT learn & practice the Lines & Spaces of the Treble & Bass Clefs ● SWBAT develop a proper embouchure & playing technique in learning the recorder. ● SWBAT identify & label patterns based on musical form including: Verse & Refrain, Phrases, AB, ABA, Forms with ABC, Rondo, Coda, & 1st & 2nd Endings 	<p>students based on a theme &/or message.</p> <ul style="list-style-type: none"> ● Creating movement to songs based on tempo & dynamic markings with instruments, musical scarves & games. ● Identify & practice Time Signatures ● Identifying & labeling Musical Form/Patterns ● Continue practicing proper playing techniques & music of the recorder ● Continue identifying/practicing the Lines & Spaces of the Treble/Bass Clef 	<ul style="list-style-type: none"> ● Begin learning anacrusis (pick up notes) <hr/> <ul style="list-style-type: none"> ● 4th Grade ● Sign up for 3rd/4th Grade Chorus ● Continue working on Sixteenth Note Patterns ● Identify & practice Solfege Syllable So, ● Review Ritardando/ Accelerando Tempos ● Continue working on the Rondo Form ● Begin working on Coda <hr/> <ul style="list-style-type: none"> ● 5th Grade: ● Rehearse & Perform 5th/6th Grade/ Select Choir Winter Concert ● Continue working on solfege syllable Fa ● Continue working on an eighth note connected to two sixteenth notes ● Begin working on two sixteenth notes
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				<p>connected to an eighth note</p> <ul style="list-style-type: none"> ● Begin working on 1st & 2nd Endings <p>-----</p> <ul style="list-style-type: none"> ● 6th Grade ● Continue working on the Lines/Spaces of the Bass Clef ● Review Rhythm/Solfege patterns through songs, games, & other activities ● Rehearse & Perform 5th/6th Grade/ Select Choir Winter Concert ● Review Rounds, Partner Songs, & 2 Part ● Begin practicing 3 Part
1.3A.2.Cr1a	Explore, create, & improvise musical ideas using rhythmic & melodic patterns in various meters & tonalities.			
<i>Anchor Standard 2</i>	<i>Organizing & developing ideas</i>			

1.3A.2.Cr2a	Demonstrate & explain personal reasons for selecting patterns & ideas for music that represent expressive intent.			
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize & document personal musical ideas.			
<i>Anchor Standard 3</i>	<i>Refining and completing products</i>			
1.3A.2.Cr3a	Interpret & apply personal, peer & teacher feedback to revise personal music.			
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.			
	Performing			

<i>Anchor Standard 4</i>	<i>Selecting, analyzing, & interpreting work</i>			
1.3A.2.Pr4a	Demonstrate & explain personal interest in, knowledge about, & purpose of varied musical selections.			
<i>Anchor Standard 5</i>	<i>Developing & refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive, performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in			

	music from a variety of cultures selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns using iconic or standard notation.			
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) & how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression & technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Connecting			

<i>Anchor Standard 10</i>	<i>Synthesizing & relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10a	Demonstrate how interests, knowledge, & skills relate to personal choices & intent when creating, performing, & responding to music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11a	Demonstrate understanding of relationships between music & the other arts, other disciplines, varied contexts, & daily life.			

Essential Questions	Practices	Enduring Understandings
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<i>Creating</i>		
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians generate creative decisions? ● How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	<ul style="list-style-type: none"> ● The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, & expressive intent. ● Musicians evaluate & evaluate their work through openness to new ideas, persistence, & the application of appropriate criteria.
<i>Performing</i>		
<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context & the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<ul style="list-style-type: none"> ● Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<i>Connecting</i>		
<ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, & responding? 	<ul style="list-style-type: none"> ● Interconnection 	<ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, & responding.

<ul style="list-style-type: none"> ● How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 		
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Alternating & Call & Response with Teacher/Students ● Echo singing songs/solfege on whiteboard/SMARTBoard ● Observing proper breathing & posture while sitting/standing tall ● Student Led Activities (solfege worksheets/flashcards) ● Singing Games ● Group/Solo Singing ● Listening Exercises to identify speaking/singing & male/female timbre ● Listening Exercises to identify high & low pitches ● Song Composition ● Use of Pitched Instruments ● Folk Dances ● Movement Activities 	<ul style="list-style-type: none"> ● Performance Assessment ● Assembly/Concert
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> ● <i>150 American Folk Songs to Sing, Read, & Play</i> ● <i>An American Methodology 2nd edition</i> ● <i>The Book of Call & Response</i> ● <i>The Book of Children's Song Tales</i> ● <i>The Book of Echo Songs</i> ● <i>The Book of Movement & Exploration</i> ● <i>The Book of Pitch & Exploration</i> ● <i>Bought Me a Cat</i> 	<ul style="list-style-type: none"> ● Bethsnotes.com ● Classicsforkids.com ● Google Classroom ● Google Meet ● MakingMusicFun.net ● Music K-8 ● Musicplayonline.com ● YouTube

- *First Steps in Music for Preschool & Beyond*
- *Folk Songs North America Sings*
- *Guitar*
- *Had a Little Rooster*
- *Handy Play Party Book*
- *The Heritage Songster*
- *John The Rabbit*
- *Kodaly in Kindergarten*
- *The Kodaly Method I*
- *Listen to the Mockingbird*
- *The Little Black Bull*
- *Metronome*
- *Move It! Expressive Movements with Classical Movement DVD & CD*
- *Piano*
- *Pitched Instruments*
- *Rockin Rhythm Raps*
- *Roots & Branches: A legacy of Multicultural Music for Children*
- *Sail Away: 155 American Folk Songs to Sing, Read & Play*
- *Sashay the Donut*
- *My Singing Bird: 150 Folksongs*
- *SMARTBoard*
- *Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage*
- *Whiteboard*

Cross-Curricular Connections

- Art - use of writing & illustration of objects/patterns/pictures/symbols
- ELA - use of communication of words
- ELA - use of objects/patterns/pictures/symbols
- Math - use of basic addition, counting, & organizational skills
- Math - use of patterns/memorization
- Reading - reading words to a song telling a story

- Reading - use of communication & sentence structure (visual)
- Speech - pronunciation of words

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

General Music	3rd Grade-6th Grade	Trimester 3	Singing Rhythm Expression Form Notation
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General Music - Trimester 3

Student Learning Objectives

	Performing	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
<i>Anchor Standard 4</i>	<i>Selecting, analyzing, & interpreting work</i>	<ul style="list-style-type: none"> ● SWBAT identify & practice solfege syllables So, La, Ti, & Do-Do' through songs ● SWBAT identify & practice the solfege syllables So, La, Ti, & Do-Do' through songs & other activities. 	<ul style="list-style-type: none"> ● Identify, practice, & perform musical rhythm through songs, chants, movement, & games. ● Read & perform musical rhythm through display charts, flash cards, & worksheets of rhythm syllables using body 	<ul style="list-style-type: none"> ● All Grade Levels ● Practice proper singing & posture. ● Practice how to use & perform using instruments. ● Define moods/meanings of songs (Major/Minor) ● Compose solfege/rhythm compositions

		<ul style="list-style-type: none"> ● SWBAT identify & practice quarter note, quarter rests, half notes, eighth notes, anacrusis, sixteenth notes, eighth note connected to two sixteenth notes, two sixteenth notes connected to an eighth note, & syncopated rhythms. ● SWBAT compose and perform their own 1-4 measure rhythm compositions. ● SWBAT identify, practice, & perform music based on tempo markings Adagio/Allegro, Ritardando/ Accelerando, & Presto/Largo ● SWBAT identify, practice, & perform music based on various dynamic markings Forte/Piano, Moderato, Crescendo/ Decrescendo 	<p>percussion & instruments.</p> <ul style="list-style-type: none"> ● Compose & perform 1-4 measure rhythm & solfege patterns ● Performing songs based on dynamic markings indicated during an assignment &/or on a musical score. ● Performing songs & engaging in discussion on how the piece relates to students based on a theme &/or message. ● Creating movement to songs based on tempo & dynamic markings with instruments, musical scarves & games. ● Identify & practice Time Signatures ● Identifying & labeling Musical Form/Patterns ● Continue practicing proper playing techniques & music of the recorder 	<p>-----</p> <ul style="list-style-type: none"> ● 3rd Grade ● Continue practicing & perform the recorder ● Review Solfege Syllables So, La, & Do-La ● Begin practicing Do' ● Perform in the 3rd/4th Grade Spring Concert <p>-----</p> <ul style="list-style-type: none"> ● 4th Grade ● Review sixteenth note patterns & solfege syllables So, La, & Do-La through songs, games, & other activities ● Perform in the 3rd/4th Grade Spring Concert <p>-----</p> <ul style="list-style-type: none"> ● 5th Grade ● Review all rhythm/solfege patterns through songs, games, & other activities ● Perform in the 5th/6th Grade/Select Choir Spring Concert
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		<ul style="list-style-type: none"> ● SWBAT learn & practice the Lines & Spaces of the Treble & Bass Clefs ● SWBAT develop a proper embouchure & playing technique in learning the recorder. ● SWBAT identify & label patterns based on musical form including: Verse & Refrain, Phrases, AB, ABA, Forms with ABC, Rondo, Coda, & 1st & 2nd Endings 	<ul style="list-style-type: none"> ● Continue identifying/practicing the Lines & Spaces of the Treble/Bass Clef 	<p>-----</p> <ul style="list-style-type: none"> ● 6th Grade ● Continue practicing the Lines/Spaces of the Bass Clef ● Continue working on songs in 3 Part ● Review all solfege/rhythm syllables through songs, games, & other activities ● Perform in the 5th/6th Grade/Select Choir Spring Concert
1.3A.2.Pr4a	Demonstrate & explain personal interest in, knowledge about, & purpose of varied musical selections.			
<i>Anchor Standard 5</i>	<i>Developing & refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy,			

	expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive, performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in music from a variety of cultures selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns using iconic or standard notation.			
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) &			

	how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression & technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Responding			
<i>Anchor Standard 7</i>	<i>Perceiving & analyzing products</i>			
1.3A.2.Re7a	Demonstrate & explain how personal interests & experiences influence musical selection for specific purposes.			
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.			

<i>Anchor Standard 8</i>	<i>Interpreting intent & meaning</i>			
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts & how they support creators'/performers' expressive intent.			
<i>Anchor Standard 9</i>	<i>Applying criteria to evaluate products</i>			
1.3A.2.Re9a	Apply personal & expressive preferences in the evaluation of music.			
	Connecting			
<i>Anchor Standard 10</i>	<i>Synthesizing & relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10a	Demonstrate how interests, knowledge, & skills relate to personal choices & intent when creating, performing, & responding to			

	music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11a	Demonstrate understanding of relationships between music & the other arts, other disciplines, varied contexts, & daily life.			

Essential Questions	Practices	Enduring Understandings
<i>Creating</i>		
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians generate creative decisions? ● How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	<ul style="list-style-type: none"> ● The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, & expressive intent. ● Musicians evaluate & evaluate their work through openness to new ideas, persistence, & the application of appropriate criteria.

<i>Performing</i>		
<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context & the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<ul style="list-style-type: none"> ● Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<i>Responding</i>		
<ul style="list-style-type: none"> ● How do individuals choose music to experience? How does understanding the structure & context of music inform a response? ● How do we discern the musical creators' & performers' expressive intent? ● How do we judge the quality of musical work(s) & performances? 	<ul style="list-style-type: none"> ● Select, Analyze ● Interpret ● Evaluate 	<ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, & purposes. Response to music is informed by analyzing context (e.g social, cultural, historical) & how creator(s) or performer(s) manipulate the elements of music. ● Through their use of elements & structures of music, creators & performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) & performance(s) is informed by analysis, interpretation, & established criteria.
<i>Connecting</i>		

<ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, & responding? ● How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 	<ul style="list-style-type: none"> ● Interconnection 	<ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, & responding.
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Echo singing/chanting rhythms on whiteboard/SMARTBoard ● Observing beat, beat divisions, & rhythm through kinesthetic, aural, & visual activities ● Student Led Activities (worksheets, flashcards) ● Rhythm Games ● Practice Worksheets ● Practice Flashcards ● Rhythm Compositions ● Use of Instruments/Body Percussion ● Folk Dances ● Movement Activities 	<ul style="list-style-type: none"> ● Rhythm Assessment ● Performance Assessment ● Proper instrumental use/demonstration (if applicable)
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> ● <i>150 American Folk Songs to Sing, Read, & Play</i> ● <i>An American Methodology 2nd edition</i> ● Body Percussion ● <i>The Book of Call & Response</i> ● <i>The Book of Children's Song Tales</i> 	<ul style="list-style-type: none"> ● Bethsnotes.com ● Classicsforkids.com ● Google Classroom ● Google Meet ● MakingMusicFun.net

- *The Book of Echo Songs*
- *The Book of Movement & Exploration*
- *The Book of Pitch & Exploration*
- *Bought Me a Cat*
- *First Steps in Music for Preschool & Beyond*
- *Folk Songs North America Sings*
- Guitar
- *Had a Little Rooster*
- *Handy Play Party Book*
- *The Heritage Songster*
- *John The Rabbit*
- *Kodaly in Kindergarten*
- *The Kodaly Method I*
- *Listen to the Mockingbird*
- *The Little Black Bull*
- Metronome
- *Move It! Expressive Movements with Classical Movement DVD & CD*
- Non-Pitched Instruments
- Piano
- Pitched Instruments
- *Rockin Rhythm Raps*
- *Roots & Branches: A legacy of Multicultural Music for Children*
- *Sail Away: 155 American Folk Songs to Sing, Read & Play*
- *Sashay the Donut*
- *My Singing Bird: 150 Folksongs*
- SMARTBoard
- *Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage*
- Whiteboard

- Music K-8
- Musicplayonline.com
- YouTube

Cross-Curricular Connections

- Art - use of writing & illustration of objects/patterns/pictures/symbols

- ELA - use of communication of words
- ELA - use of objects/patterns/pictures/symbols
- Math - use of basic addition, counting, & organizational skills
- Math - use of patterns
- Reading - reading words to a song telling a story
- Reading - use of communication & sentence structure (visual)
- Speech - pronunciation of words

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Kate Hayden

Approved: June, 2017

Course Title: General Music

Unit Name: Music Appreciation, History and Culture, and Classroom Performance Skills

Grade Level: 3-6

<p>Content Statements By preparing for and presenting musical performances, students will gain an understanding of concert etiquette, and the music of various cultures and historical times.</p>	<p>NJSLSs: 1.1.5.B.1-2 1.3.5.B.1-4 1.4.5.B.1</p> <p>Companion Standards: RST 6-8.5</p>
<p>Overarching Essential Questions What is the importance of music? Why is important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions How can music cross cultural borders? Why is it important to learn to be a polite audience member? Why is music important in so many different cultures and time periods?</p>	<p>Unit Enduring Understandings Music is a universal language. It is important to respect music and those performing, as all music has value even if it doesn't suit our own tastes. Music is embedded in many different cultures and time periods as a way to perform, create and respond to music for all.</p>

<p>Unit Rationale Through preparing for and presenting musical performance, students will gain an understanding of performance skills and audience etiquette, while also developing a foundation for understanding music of the past, as well as music of other cultures.</p>	<p>Unit Overview Students will have opportunities to perform music as well learn to be a respectful audience member throughout their 3-6 experience including the annual holiday sing-along, informal and formal performances for parents, various assemblies, and the optional participation in performance groups. Through performance and classroom experiences, students will be exposed to the music, artists, and composers of other time periods, as well as the music of other cultures.</p>
<p>Authentic Learning Experiences Participation in annual school holiday sing-along, informal and formal presentations for parents, assemblies and in-class performances as a means of developing performance and audience skills Moving to, playing, and singing music of other cultures Moving to, playing, and singing music of other time periods</p>	
<p>21st Century Skills and Themes Curiosity and Imagination</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students have developed some basic performing skills through K-2 and continue to scaffold performance skills throughout their elementary music education.</p>	
<p>Key Terms Concert etiquette- expected behaviors of those performing in and attending musical performances</p>	
<p>Instructional Strategies Lecture Model Facilitate Monitor</p>	
<p>Customizing Learning/ Differentiation Special Needs Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs. ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.</p>	

<p>Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments Continuous ongoing assessment by monitoring performance in class at individual, small group and whole class level. Correction, demonstration and paired performance to enhance mastery. Classroom discussion, questioning techniques on performances and listening examples.</p>
<p>Interdisciplinary Connections Theatre, dance, and visual arts may be utilized in some performance</p>
<p>Resources Teachers' manuals Various resources for music of other cultures Various resources for music of historical time periods</p>
<p>Suggested Activities for Inclusion in Lesson Planning Preparing for various performance throughout the year Including songs, dances from historical time periods including Baroque, Classical, Romantic, and 20th Century Studying jazz music as an American art form, focusing on Charlie Parker (grade 3), Louis Armstrong (grade 4-5), and providing opportunities to jazz improvisation Study music of other cultures, including games and songs from various countries and continents including but not limited to Japan (grade 3), China (grade 4), England (Grade 5) and Africa (grade 6)</p>
<p>Unit Timeline Ongoing</p>

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Kate Hayden
Approved June, 2017

Course Title: General Music

Unit Name: Rhythm Skills

Grade Level: 3-6

<p>Content Statements Students will develop their ability to read and write basic rhythm in simple and compound duple meters and simple triple meter.</p>	<p>NJSLS: 1.1.5.B.1-2 1.3.5.B.1-4 1.4.5.B.1</p> <p>Companion Standards: RST 6-8.5</p>
<p>Overarching Essential Questions What is the importance of music? Why is it important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions How can I read and write musical rhythms? What is tempo?</p>	<p>Unit Enduring Understandings Rhythm patterns are found in music and can be written down so that others can read and perform it. Tempo is how slow or fast music is played.</p>
<p>Unit Rationale Students will develop their understanding of music literacy through reading, writing, performing and improvising rhythm patterns in simple and compound duple meters and simple triple meter. These skills will enable students to decode a musical score, develop their musical intelligence, and provide them with further understanding of the elements of music.</p>	<p>Unit Overview Students will develop their ability to read, write, perform and improvise rhythm patterns in simple and compound meters through experiencing moving to music; echo rhythm patterns with predetermined rhythm syllables; read and write rhythmic notation; and perform rhythmic patterns and ostinati on various musical instruments.</p>
<p>Authentic Learning Experiences</p>	

Keeping steady beat to music, echoing rhythmic patterns, creating rhythm patterns, reading and writing rhythmic notation

21st Century Skills and Themes

Curiosity and imagination: through improvising and composing rhythm patterns
Accessing and analyzing information: through reading music notation

Unit Learning Targets/Scaffolding to CPIs

Students have developed a foundation of the verbal association of rhythmic syllables and reading basic music notation through their K-2 music instruction.
In grades 3-6, students will scaffold this learning, with the rhythm instruction becoming increasingly more complex each year.

Key Terms

Compound Meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8
Music composition: Prescribed rules and forms used to create music, such as melodic line and basic chordal structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvised and scored music.
Orff Instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metallophones, wood blocks, triangles, and others.
Ostinato: A short melodic phrase persistently repeated by the same voice or instrument
Verbal Association: level of echoing patterns in which rhythmic syllables (such as du, du-de) or tonal syllables (such as do, re, mi, etc.) are used

Instructional Strategies

Lecture
Model
Facilitate
Monitor

Customizing Learning/ Differentiation

Special Needs
Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.
ELL

Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.

Gifted Learners

Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.

Mainstream Learners

Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Echoing rhythm patterns

Creating rhythm patterns

Reading and writing rhythm patterns

Playing instruments with others in a group

Interdisciplinary Connections

Mathematics based on necessity of counting, and use of fractions to compare length of sound

Physical Education based on movement and dancing

Resources

Developing Music Literacy Using Conversational Solfege- John Feierabend

Suggested Activities for Inclusion in Lesson Planning

Moving to music

Individually keeping beat on an instrument while others are singing

Echoing rhythm patterns at aural/oral level

Echoing rhythm patterns at verbal association level

Performing rhythmic ostinati on various percussion instruments, including Orff instruments

Creating 4 beat rhythmic patterns on instruments

Creating 4 beat rhythmic patterns using rhythm syllables

Improvising patterns, developing ostinati in small groups

Reading standard rhythm notation

Writing and organizing rhythm notation

Unit Timeline Ongoing

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Kate Hayden

Approved, June, 2017

Course Title: General Music

Unit Name: Melodic and Harmonic Skills

Grade Level: 3-6

<p>Content Statements Students will develop their singing voices and perform various melodic patterns and songs in various tonalities through singing and playing pitched instruments.</p>	<p>NJSLS: 1.1.5.B.1,2 1.3.5.B.1-4 1.3.8.B.2-4 1.4.5.A.1,2</p> <p>Companion Standards: RST 6-8.4</p>
<p>Overarching Essential Questions What is the importance of music? Why is it important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions What is the difference between melody and harmony? How can I read and write the pitch of music?</p>	<p>Unit Enduring Understandings Melody is a string of pitches that makes musical sense, and harmony is a musical line or structure that adds depth and interest to music. Notes can be placed on the staff to communicate with a performer. Where the notes are placed tell which notes to sing or play.</p>

<p>Unit Rationale Students will develop their skills in reading and writing music, sing and play melodic and harmonizing parts, and decode how the elements of music are used to achieve unity and variety and balance in musical compositions.</p>	<p>Unit Overview Students will continue to develop their singing voices and learn to use proper vocal placement through various breathing and vocal production exercises. Students will experience singing harmony through partner songs, rounds, and simple 2 part divisi. Students will sing and play ostinati, and play chords on various pitched instruments.</p>
<p>Authentic Learning Experiences Singing songs in various tonalities, singing tonal patterns, playing pitched instruments, vocalizing home tone, creating and improvising simple melodies</p>	
<p>21st Century Skills and Themes Curiosity and Imagination</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students have developed a foundation of proper singing technique and basic harmonic principles through their K-2 music instruction. In grades 3-6, students will scaffold these skills by reading and writing melodic patterns that increase in complexity. Their harmonic experiences will also increase in complexity.</p>	
<p>Key Terms Verbal association: level of echoing patterns in which rhythmic syllables (such as du, du-de) or tonal syllables (such as do, re, mi, etc.) are used Divisi: directive in ensemble music that instructs one section to divide into two or more separate sections, each playing or singing a separate part Home tone: Sometimes referred to as “resting tone”. The first or key tone of any scale, same as the tonic. Ostinato: short melodic phrase persistently repeated by the same voice or instrument. Vocal placement: the physical properties and basic anatomy of sound generated by placing the voice in different parts of the body, such as a head voice and chest voice Partner songs: 2 songs that can be sung independently, but have the same harmonic structure, so that when sung together, harmony is created Round: musical composition in which two or more voices sing exactly the same melody (and may continue repeating it indefinitely), but with each voice beginning at different times so that different parts of the melody coincide in the different voices, creating harmony</p>	
<p>Instructional Strategies Lecture</p>	

<p>Model Facilitate Monitor</p>
<p>Customizing Learning/ Differentiation Special Needs Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs. ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work. Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources. Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments Echoing tonal patterns Creating tonal patterns and simple melodies Reading and writing tonal patterns Singing a melody alone and in groups Singing harmony in small and large groups</p>
<p>Interdisciplinary Connections Science: because of content of this unit includes pitch, vibration and sound production can be studied.</p>
<p>Resources First Steps in Music- John Feierabend Jump Right In! Silver Burdett textbooks Various teacher resources</p>

Suggested Activities for Inclusion in Lesson Planning

Breathing and vocal production exercises

Singing songs in various tonalities

Playing melodies on pitched instruments

Echoing tonal patterns at aural/oral level

Echoing tonal patterns at verbal association level

Creating tonal patterns with a pitch set

Creating vocal and instrumental ostinati

Singing partner songs, rounds, and divisi parts

Playing chords on boomwhackers, tone chimes, Orff instruments, and guitar

Unit Timeline

Ongoing