

Prospect Park School District

Music Curriculum

Grades K-8

Date Completed: 2018/19 School Year		Date of Board Approval: 3-20-19	
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Music Curriculum

The Prospect Park School District believes that a sequential and compressive music education is essential for each student's perception and understanding the world in which we live in. An education in performing arts provides students with the intellectual, creative, and aesthetic experiences that connect them to other disciplines as well as to complex technological work of the twenty-first-century. Experiences in the performing arts provides students with valuable opportunities to use their imagination, self-expression and creativity to solve problems, encourages teamwork and fosters leadership skills, enhances a sense of poise and self-esteem and develops their sensitivity and approbation for music created by people from other cultures and times.

As required by the New Jersey Core Curriculum Content Standards, the Music Curriculum provides students with music instruction which is regular and sequential while taking into account students interest, skill development and choice. Through active participation in various forms of music performance and listening, the students are continuously challenged to develop a deeper understanding of how musicians and composers develop their music, as well as how they impact history, technology and culture.

Students in K-4 are given a broad exposure to all the New Jersey Core Curriculum Content Standards in music including linking the arts to other disciplines. At grades 5-8, students gain a deeper understanding and more in-depth involvement of the music standards. Music is an essential part of the students' lives.

Music Curriculum

Pacing Guide

Content Area: Music

Grade Level: Kindergarten

Unit 1: Creative Process
• Vocal Techniques • Dynamics • Melody • AB and ABA Form

4 weeks

Unit 2: History of the Arts and Culture
• Mood in Music • Musical Story • Instruments • Seasonal Songs

4 weeks

Unit 3: Performance- Rhythm
• Vocals • Dynamics • Instruments • Pitch • Tempo • Rhythm

4 weeks



Unit 4: Performance -Singing
• Vocal Techniques • Phrasing • Pitch • Posture • Seasonal Songs

4 weeks

Unit 5: Aesthetic Responses
• Cultural Music • Singing Games/Dances • Seasonal Songs

4 weeks



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Content Area: Music	Grade Level : Kindergarten
Unit Title: Unit 1: Creative Process	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations</p> <p>SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem</p>	
<p>21st Century Themes:  Global Awareness 21st Century Skills:</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u>  • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation ○ Flexibility and Adaptability ▪ Think critically ▪ Adapt to Change ▪ Work Creatively with Others ▪ Be Flexible ▪ Implement Innovations ○ Initiative and Self-Direction ○ Critical Thinking and Problem Solving ▪ Manage Goals and Time ▪ Reason Effectively ▪ Work Independently ▪ Use Systems Thinking ▪ Be Self-directed Learners ▪ Make Judgments and Decisions ○ Social and Cross Cultural Skills ▪ Solve Problems ▪ Interact with others 	

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<ul style="list-style-type: none"> ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Work Effectively in Diverse Teams • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ▪ Apply Technology Effectively ▪ Produce Results ○ Information Literacy ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others ○ ICT Literacy 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Kindergarten	Time Frame: 4 weeks
<p>Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 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.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement. <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music has value and is organized sound • It is important to understand the elements of music • Musical performance is significant and meaningful • Music is organized sound • Producing a series of sounds of repeated or varied duration creates rhythm • When to use certain voice depending on surrounding and situation 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • Why is it important to understand the elements of music? (i.e. beat, rhythm, melody) • How and when should our tone or voice change? • When is it appropriate to use each voice?

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<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Identify fast and slow tempi. Keep a steady beat, echo, clap and/or play various rhythms Identify various non-pitched percussion instruments (timbre)  Identify loud and soft dynamics. Identify melodic direction as up or down Distinguish between various vocal timbres Practice moving with the tempo 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will use body percussion to perform a steady beat while singing or listening to music Students will perform rhythmic patterns using various non-pitched percussion instruments, demonstrating different timbres Students will perform a nursery rhyme using various vocal timbres (speak, whisper, call, sing) <p>Students will perform diverse repertoire using varied dynamic and tempo contrasts</p> <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Echo rhythm patterns Speak nursery rhymes in rhythm with various vocal timbres Listen to music and differentiate loud and soft/ fast and slow  Echo songs Follow music with high and low/ loud and soft hand gestures 	<p>Tech Integration:</p> <ul style="list-style-type: none"> Listen to music using iPods or stereo system Play or listen to musical patterns on the electric keyboard
<p>Resources: Stereo, iPod, electric keyboard/piano, visual aids, children books, non-pitched percussion instruments</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Kindergarten
Unit Title: Unit 2: History of the Arts and Culture	

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Interdisciplinary Connections:

Math Connections:

K.CC.2.: Count forward beginning from a given number within the known sequence

English Language Arts Connections:

SLK.1: Participate in collaborative conversations

SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.

Science Connections:

1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem



21st Century Themes:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

-  Global Awareness 21st Century Skills:
- Learning and Innovation Skills  Life and Career Skills ○ Creativity and Innovation ○ Flexibility and Adaptability

- Think critically ▪ Adapt to Change
- Work Creatively with Others ▪ Be Flexible
- Implement Innovations ○ Initiative and Self-Direction ○ Critical Thinking and Problem Solving ▪ Manage Goals and Time
- Reason Effectively ▪ Work Independently
- Use Systems Thinking ▪ Be Self-directed Learners
- Make Judgments and Decisions ○ Social and Cross Cultural Skills
- Solve Problems ▪ Interact with others


○ Communication and Collaboration

▪ Work Effectively in Diverse Teams

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<ul style="list-style-type: none"> ▪ Communicate Clearly ○ Productivity and Accountability ▪ Collaborate with Others ▪ Manage Projects • <u>Information, Media and Technology Skills</u> ▪ Produce Results ○ Information Literacy ○ Leadership and Responsibility ▪ Access and Evaluate Information ▪ Guide and Lead Others ▪ Use and Manage Information ▪ Be Responsible to Others ○ ICT Literacy ▪ Apply Technology Effectively 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 2: History of the Arts and Culture	Grade Level: Kindergarten	Time Frame: October – December
<p>Standard: 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.</p> <p>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.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 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.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. <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music is a universal language • Music expresses human experience and values • Music expands understanding of the world, its people, and one's self • History and culture influence music 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does music help us to communicate with each other? • How can we use music to express what we are feeling and thinking? • Can music sound sad or happy? Can it show emotion? • Why do we listen to music in different languages? • In what ways have people used music to express their values and describe their experiences?

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<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Listen to musical examples of various composers and understand their historical contribution • Perform singing games from cultures and understand how the song relates to the history of that culture • Identify emotional responses to music from various cultures 	<p>Demonstration of Learning/Assessment</p> <ul style="list-style-type: none"> • Students will identify famous composers • Students will perform songs from various cultures • Students will identify a song as either happy or sad • Students will sing songs in foreign languages • Students will sing patriotic songs and identify the values of American heritage <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to the music of 10 famous composers through the year (one per month) • Sing various patriotic songs (i.e. Yankee Doodle, Star Spangled Banner, God Bless America, America the Beautiful, My Country 'Tis' of Thee) • Listen to and sing music from other cultures and languages • Perform on percussion instruments from other cultures 	<p>Tech Integration:</p> <p> Listen to music from other cultures using iPod or stereo system</p>
<p>Resources: Stereo, iPod, cultural percussion instruments, posters of famous composers</p>	
<p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Kindergarten
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Unit Title: Unit 3: Performance- Rhythm

Interdisciplinary Connections:

Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence

English Language Arts Connections: SLK.1: Participate in collaborative conversations

SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.

Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem

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21st Century Themes: Global Awareness 21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.



CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- Learning and Innovation Skills  Life and Career Skills
 - Creativity and Innovation
 - Flexibility and Adaptability
 - Think critically
 - Adapt to Change
 - Work Creatively with Others
 - Be Flexible
 - Implement Innovations
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
 - Manage Goals and Time
 - Reason Effectively
 - Work Independently
 - Use Systems Thinking
 - Be Self-directed Learners
 - Make Judgments and Decisions
 - Social and Cross Cultural Skills
 - Solve Problems
 - Interact with others
 - Communication and Collaboration
 - Work Effectively in Diverse Teams
 - Communicate Clearly
 - Productivity and Accountability
 - Collaborate with Others
 - Manage Projects
- Information, Media and Technology Skills
 - Produce Results
 - Information Literacy
 - Leadership and Responsibility
 - Access and Evaluate Information
 - Guide and Lead Others
 - Use and Manage Information
 - Be Responsible to Others
 - ICT Literacy

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<ul style="list-style-type: none"> ▪ Apply Technology Effectively 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 3 : Performance – Rhythm	Grade Level: Kindergarten	Time Frame: January - April
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Cumulative Progress Indicators:</p> <p> 1.3.2.B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo</p> <p>1.3.2.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.</p> <p>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.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Rhythm is a pattern of movement in time • Rhythm and beat are not the same • Everyone can perform, create, and respond to music in meaningful ways • Each music performance is unique • Creating and performing music are forms of self-expression 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does rhythm make you feel? • Does a performance have to be public to be meaningful? • What makes a meaningful performance? • How are two performances of the same work of music different? • What does it mean to be a polite audience member?  Where else can you find rhythm?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Play a steady beat with dynamics on body, drum or percussion instruments • Perform on a single percussion instrument using proper playing techniques to create dynamics • Demonstrate the proper way to play unpitched percussion instruments • Move body with dance to the beat/tempo of the music 		<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • Students will be able to play a steady beat on a drum • Students will be able to perform an ostinato, and use the proper playing techniques to create different dynamics. <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •

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<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Perform rhythms at varied tempi • Speak nursery rhymes, chants, and finger plays in rhythm • Body percussion • Play and create rhythms on unpitched percussion instruments • Echo rhythms 	<p>Tech Integration:</p> <p> Perform rhythms to music played on stereo or iPod</p>
<p>Resources: Stereo, iPod, cultural percussion instruments: drums, tambourines, maracas, shakers, triangle, bells, tick tock blocks, sand blocks, guiro</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Kindergarten
Unit Title: Unit 4: Performance- Singing	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the know sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations</p> <p style="padding-left: 40px;">SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p style="padding-left: 40px;">SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p style="padding-left: 40px;">SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p style="padding-left: 40px;">1-PS4-4:Use tools and materials to design and build a device that uses light or sound to solve the problem</p>	

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.


CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation** ○
 - Flexibility and Adaptability**
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ○ **Initiative and Self-Direction** ○ **Critical Thinking and Problem Solving** ▪
 - Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ○ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**
 - **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ○ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ○ **Information Literacy** ○
 - Leadership and Responsibility**
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ○ **ICT Literacy**

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<p>▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
Unit Title: Unit 4: Performance – Singing	Grade Level: Kindergarten	Time Frame: 4 weeks
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Cumulative Progress Indicators:</p> <p> 1.3.2.B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique</p> <p>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.</p> <p>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.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The human voice is melodic • Pitches are the high and low sounds of music • Melody has shape • Communication has natural melodic contour • Each voice has its own unique qualities 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • What is the melody? • How does melody make you feel? • What is the relationship between melody and speech? • Where else can you find melody?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Sing simple songs with pitch accuracy • Begin internalizing Mi and Sol by singing songs based around those pitches • Distinguish singing voice from other voices (i.e. speaking, calling, whispering) • Distinguish high and low pitches vocally • Perform songs with movement changing for tempo, beat, or style 		<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • Students will match pitch on Mi and Sol. • Students will demonstrate correct vocal placement by using singing, speaking, calling, and whispering voices • Students will perform songs in a limited range with vocal accuracy • Perform songs in proper head voice, using proper posture <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>

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<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo • Roller coaster voices • Star and starfish voices • Singing songs • Echo slide whistle sounds with voice 	<p>Tech Integration:</p> <ul style="list-style-type: none"> 🎧 Sing along with music played on stereo or iPod
<p>Resources: Stereo, iPod, voices, slide whistle</p>	

Content Area: Music	Grade Level: Kindergarten
Unit Title: Unit 5: Aesthetic Responses	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the know sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations</p> <p>SLK. 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SLK.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem</p>	

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation** ◦
 - Flexibility and Adaptability**
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ◦ **Initiative and Self-Direction** ◦ **Critical Thinking and Problem Solving** ▪
 - Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ◦ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**
 - **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ◦ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ◦ **Information Literacy** ◦
- Leadership and Responsibility**
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ◦ **ICT Literacy**

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<p>▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
<p>Unit Title: Unit 5 : Aesthetic Responses</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: May- June</p>
<p>Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art. Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theater, and visual art) 1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music likes and dislikes are individual Music can be made from anything Music builds a sense of community Music is everywhere Music is a universal language Music tells a story through time Different styles of music are all art forms 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Why do we like the music we like? How does music impact our lives? Is all sound music? Why do we listen to music? How does music make you feel? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Describe how a piece of music elicits emotion Explain why a musical selection is disliked/disliked Describe how music can tell a story 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will act out a story based on a musical selection Students will draw a picture depicting a piece of music Students will explain why they like or dislike a music selection <p>Demonstrate musical expression through dance</p> <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to a selection of music • Draw a picture while listening to music • Share opinions after listening to or singing music 🎬 <p>Dance to music</p>	<p>Tech Integration:</p> <p>🎬 Listen to music played on stereo or iPod</p>
<p>Resources: Stereo, iPod, paper, pencil, crayons</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Pacing Guide		
Content Area: Music		
Grade Level: First		
	<p>Unit 1: Creative Process</p> <p>• Vocal Techniques • Dynamics • Melody • AB Form</p>	4 weeks
	<p>Unit 2: History of the Arts and Culture</p> <p>Cultural Music • Singing Games and Dances • Seasonal Songs</p>	4 weeks

Music Curriculum

<p style="text-align: center;">Unit 3: Performance- Rhythm</p> <p style="text-align: center;">• Dynamics • Pitch • Tempo • Rhythm • Instruments</p>	<p style="text-align: center;">4 weeks</p>
<p style="text-align: center;">Unit 4: Performance –Singing</p> <p style="text-align: center;">• Vocal Techniques • Pitch • Phrases • Posture • Note Values</p> <p style="text-align: center;">• Concert Songs</p>	<p style="text-align: center;">4 weeks</p>
<p style="text-align: center;">Unit 5: Aesthetic Responses</p> <p style="text-align: center;">• Musical Story • Melody • Rhythm • Tempo • Dynamics • Seasonal Songs</p>	<p style="text-align: center;">4 weeks</p>

Content Area: Music	Grade Level : First
Unit Title: Unit 1: Creative Process	
Interdisciplinary Connections:	
Math Connections:	1.O.A.5.: Relate counting to addition and subtraction
English Language Arts Connections:	SL1.1: Participate in collaborative conversations
media	SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other
	SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL1.6: Produce complete sentences when appropriate to task and situation.
Science Connections:	1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can
make materials vibrate.	1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation**
 - **Flexibility and Adaptability**
 - **Think critically**
 - **Work Creatively with Others**
 - **Implement Innovations**
 - **Manage Goals and Time**
 - **Reason Effectively**
 - **Use Systems Thinking**
 - **Make Judgments and Decisions**
 - **Solve Problems**
 - **Adapt to Change**
 - **Be Flexible**
 - **Initiative and Self-Direction**
 - **Critical Thinking and Problem Solving**
 - **Communication and Collaboration**
 - **Communicate Clearly**
 - **Collaborate with Others**
 - **Productivity and Accountability**
 - **Manage Projects**
 - **Work Effectively in Diverse Teams**
- **Information, Media and Technology Skills**
 - **Produce Results**
 - **Information Literacy**
 - **Leadership and Responsibility**
 - **Access and Evaluate Information**
 - **Use and Manage Information**
 - **Guide and Lead Others**
 - **Be Responsible to Others**
 - **ICT Literacy**


Music Curriculum

▪ Apply Technology Effectively

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 1: Creative Process	Grade Level: First	Time Frame: 4 weeks
<p>Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 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 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music is made up of multiple elements Musical performance is significant and meaningful Produce a series of sounds of repeated or varied duration creates rhythm 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Can you have rhythm without a beat? How do rhythm and melody combine to create music? How do dynamics, pitch, and tempi affect the sound of music? What does notated music look like? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Identify fast and slow tempi. Keep a steady beat, echo, clap and/or play various rhythms Identify various non-pitched percussion instruments (timbre)  Identify loud and soft dynamics. Identify melodic direction as up or down Identify rhythmic patterns within a melody 	<p>Demonstration of Learning/Assessment</p> <ul style="list-style-type: none"> Students will correctly perform an ostinato while singing or listening to music Students will visually identify quarter notes, eighth notes, and quarter rests Students will aurally identify dynamics, tempi, and pitch within a piece of music <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> 	

Music Curriculum

Suggested Tasks and Activities: <ul style="list-style-type: none"> Echo and read rhythm patterns while singing or listening to a musical selection Speak/perform rhymes and chants Listen to music and differentiate loud and soft/ fast and slow  Echo songs/ sing songs Follow music with high and low, loud and soft, and fast and slow movement activities 	Tech Integration: <ul style="list-style-type: none"> Listen to music using iPod or stereo system Play or listen to musical patterns on the electric keyboard
Resources: Stereo, iPod, electric keyboard/piano, rhythm cards, children books, non-pitched percussion instruments Online Resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/	

Content Area: Music	Grade Level : First
Unit Title: Unit 2: History of the Arts and Culture	
Interdisciplinary Connections: Math Connections: 1.O.A.5.: Relate counting to addition and subtraction English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation. Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem	

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation**
 - **Flexibility and Adaptability**
 - **Think critically**
 - **Work Creatively with Others**
 - **Implement Innovations**
 - **Manage Goals and Time**
 - **Reason Effectively**
 - **Use Systems Thinking**
 - **Make Judgments and Decisions**
 - **Solve Problems**
 - **Adapt to Change**
 - **Be Flexible**
 - **Initiative and Self-Direction**
 - **Critical Thinking and Problem Solving**
 - **Communication and Collaboration**
 - **Communicate Clearly**
 - **Collaborate with Others**
 - **Productivity and Accountability**
 - **Manage Projects**
- **Information, Media and Technology Skills**
 - **Produce Results**
 - **Information Literacy**
 - **Leadership and Responsibility**
 - **Access and Evaluate Information**
 - **Use and Manage Information**
 - **Guide and Lead Others**
 - **Be Responsible to Others**
 - **ICT Literacy**
- **Work Effectively in Diverse Teams**

Music Curriculum

<ul style="list-style-type: none"> ▪ Apply Technology Effectively 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 2: History of the Arts and Culture	Grade Level: First	Time Frame: October- December
Standard: 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 Cumulative Progress Indicators: <ul style="list-style-type: none"> • 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. 		
Enduring Understanding: <ul style="list-style-type: none"> • Music is its own language spoken across the world • Music helps us express our experiences and values • Music expands understanding of the world, its people, and one's self • The trends of the past and present influence the sound of music 	Essentials Questions: <ul style="list-style-type: none"> • How does music communicate? • In what ways have people used music to express their values and describe their experiences? • What makes a song patriotic? • How has music evolved and changed over time? 	
Knowledge and Skills: <ul style="list-style-type: none"> • Listen to musical examples of various composers and understand their historical contribution • Perform singing games from cultures and understand how the song relates to that culture • Identify emotional responses to music from various cultures • Understand how a holiday song relates to its holiday 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> • Students will identify 10 famous composers and one aspect of each composer's life • Students will sing five patriotic songs with correct lyrics • Students will sing songs accurately in foreign languages Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.	

Music Curriculum

Suggested Tasks and Activities: <ul style="list-style-type: none"> • Listen to the music of 10 famous composers through the year (one per month), learn a few facts about that composers' history • Sing various patriotic songs • Sing various holiday songs • Listen to and sing music from other cultures and time periods • Listen to and sing music form other languages • Sing various folk songs • Perform on percussion instruments from other cultures 	Tech Integration: <ul style="list-style-type: none"> 🎧 Listen to music from other cultures using iPod or stereo system
Resources: Stereo, iPod, cultural percussion instruments, posters of famous composers Online Resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/ ,	

Content Area: Music	Grade Level : First
Unit Title: Unit 3: Performance- Rhythm	
Interdisciplinary Connections:	
Math Connections:	1.O.A.5.: Relate counting to addition and subtraction
English Language Arts Connections:	SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.
Science Connections:	1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation** ◦
 - Flexibility and Adaptability**
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ◦ **Initiative and Self-Direction** ◦ **Critical Thinking and Problem Solving** ▪
 - Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ◦ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**
 - **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ◦ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ◦ **Information Literacy** ◦
 - Leadership and Responsibility**
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ◦ **ICT Literacy**

Music Curriculum

<p>▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
<p>Unit Title: Unit 3: Performance – Rhythm</p>	<p>Grade Level: First</p>	<p>Time Frame: January- April</p>
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.3.2.B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.5: Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Rhythm is a pattern of movement in time Differentiate between rhythm and beat Everyone can perform, create, and respond to music in meaningful ways Creating and performing music are forms of self-expression 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> Why is it important to learn about rhythm? How does the duration of quarter notes differ from eighth notes? Why are some notes different from others? What is the difference between notes and rests? What rhythmical elements make a meaning performance? How are two performances of the same work of music rhythmically different? Where else can you find rhythm?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Explore rhythmic patterns with quarter notes, eighth notes and rest Visually identify quarter notes, eighth notes and quarter rests Demonstrate ability to speak rhythmic patterns using quarter notes eighth notes, and quarter rests Perform rhythmic patterns on percussion instruments, sing proper playing techniques Play a steady beat with dynamics on body, drum or percussion instruments Perform on a single percussion instrument using proper playing techniques to create dynamics 		<p>Demonstration of Learning/Assessment</p> <ul style="list-style-type: none"> Students will visually identify ta, ti-ti and rest (quarter notes, eighth notes and quarter rests) Students will perform short rhythmic patterns using ta, ti-ti, and rest from rhythm cards Students will aurally perform short rhythm patters using ta, ti-ti and rest Students will demonstrated the correct playing technique on a variety of percussion instruments <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Read rhythm cards • Echo speak and clap rhythm patterns using ta, ti-ti, and rest • Perform rhymes and chants in rhythm • Sing songs in correct rhythm • Play and create rhythm on various percussion instruments 	<p style="text-align: center;">•</p> <p>Tech Integration:</p> <p> Perform rhythms to music played on stereo or iPod</p>
<p>Resources: Stereo, iPod, cultural percussion instruments: drums, tambourines, maracas, shakers, triangle, bells, tick tock blocks, sand blocks, guiro</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : First
Unit Title: Unit 4: Performance- Singing	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p> <p>Science Connections: 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem</p>	

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation** ○
 - Flexibility and Adaptability**
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ○ **Initiative and Self-Direction** ○ **Critical Thinking and Problem Solving** ▪
 - Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ○ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**
 - **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ○ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ○ **Information Literacy** ○
 - Leadership and Responsibility**
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ○ **ICT Literacy**

Music Curriculum

<ul style="list-style-type: none"> ▪ Apply Technology Effectively 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 4: Performance – Singing	Grade Level: First	Time Frame: April-May
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 1.3.2.B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique • 1.3.2.B.4: Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The human voice is melodic • Pitches are the high and low sounds of music • Melody has shape • Communication has natural melodic contour • Each voice has its own unique qualities 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • What is melody? • Why is melody important in music? • How does melody make you feel? • How are the pitches Mi, Sol and La different? • Where else can you find melody?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Sing simple songs with pitch accuracy • Identify and internalize Mi, Sol, and La • Identify Mi, Sol, and La within a song • Demonstrate appropriate posture and breathing technique • Use Kodaly hand signs to represent Mi, Sol, and La • Identify and understand the difference between rounds and partner songs 		<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate singing and signing Mi, Sol, and La • Students will perform songs with vocal accuracy • Students will perform songs in proper head voice, using proper posture and breathing technique • Students will accurately perform partner songs and rounds in groups <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •

Music Curriculum

Suggested Tasks and Activities: <ul style="list-style-type: none"> • Sing songs in unisons • Sing partner songs and rounds • Echo songs with the teacher as the leader and the class/soloist as the echo • Echo sing Mi, Sol, and La patterns • Read and sing Mi, Sol and La pattern cards 	Tech Integration: <ul style="list-style-type: none"> ■ Sing along with music played on stereo or iPod
Resources: Stereo, iPod, voices, slide whistle, voices, <i>mi, sol, la</i> music cards Online resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/ ,	

Content Area: Music	Grade Level : First
Unit Title: Unit 5: Aesthetic Response	
Interdisciplinary Connections:	
Math Connections:	1.O.A.5.: Relate counting to addition and subtraction
English Language Arts Connections:	SL1.1: Participate in collaborative conversations
media	SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other
	SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.1.6: Produce complete sentences when appropriate to task and situation.
Science Connections:	1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can
make materials vibrate.	1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem

21st Century Themes: 🏠 Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.


CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills** 🏠 **Life and Career Skills**
 - **Creativity and Innovation** ◦
 - Flexibility and Adaptability**
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ◦ **Initiative and Self-Direction** ◦ **Critical Thinking and Problem Solving** ▪
 - Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ◦ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**
 - **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ◦ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ◦ **Information Literacy** ◦
 - Leadership and Responsibility**
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ◦ **ICT Literacy**

Music Curriculum

<p>▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
Unit Title: Unit 5: Aesthetic Responses	Grade Level: First	Time Frame: 4 weeks
<p>Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art. Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theater, 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 subject or theme in works of dance, music, theater, and visual art. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music likes and dislikes are individual • Music can be made from anything • Music builds a sense of community • Music is everywhere • Music is a universal language • Music tells a story through time • Different styles of music are all art forms 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> • Why do we like the music we like? • How does music impact our lives? • Why do we listen to music? • How does music make you feel? • Why do people feel the need to create music? • Where do you hear music besides music class?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Describe how a piece of music elicits emotion • Explain why a musical selection is disliked/disliked • Describe how music can tell a story • Identify the subject/theme of a song or listening selection?  • Create a story or picture based on a musical selection 		<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will depict the subject or emotion in a piece of music • Students will explain why they like or dislike a music selection • Demonstrate musical expression through dance and movement <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •

Music Curriculum

Suggested Tasks and Activities: <ul style="list-style-type: none"> • Listen to a selection of music • Draw a picture while listening to music • Act out a story based on a musical selection • Create lyrics to a song with no words • Listen to “Carnival of the Animals” and act out various animals • Share opinions after listening to or singing music • Dance to music of different tempos/emotions 	Tech Integration: <ul style="list-style-type: none"> •  Listen to music played on stereo or iPod
Resources: Stereo, iPod, paper, pencil, crayons Online resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/ ,	

Pacing Guide		
Content Area: Music		
Grade Level: Second		
Unit 1: Creative Process • Vocal Techniques • Dynamics • Melody • AB and ABA Form • Instrument Families		4 weeks
Unit 2: History of the Arts and Culture Cultural Music • Singing Games and Dances • Seasonal Songs		4 weeks

Music Curriculum

Unit 3: Performance- Rhythm Vocal Techniques • Pitch • Tempo • Phrases • Posture • Note Values • Concert Songs	4 weeks
Unit 4: Performance –Singing • Vocal Techniques • Pitch • Phrases • Posture • Note Values • Concert Songs	4 weeks
Unit 5: Aesthetic Responses • Musical Story • Melody • Rhythm • Dynamics • Instruments • Seasonal Songs	4 weeks

Content Area: Music	Grade Level : Second
Unit Title: Unit 1: Creative Process	
Interdisciplinary Connections: Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings Science Connections: 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills**
 - Flexibility and Adaptability**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
 - Manage Goals and Time**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Life and Career Skills**
 - Creativity and Innovation
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
 - Social and Cross Cultural Skills
 - Work Effectively in Diverse Teams
- **Information, Media and Technology Skills**
 - Leadership and Responsibility**
 - Access and Evaluate Information
 - Use and Manage Information
 - Produce Results**
 - Information Literacy
 - ICT Literacy

Music Curriculum

▪ Apply Technology Effectively

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 1: Creative Process	Grade Level: Second	Time Frame:
<p>Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 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 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music has value It is important to understand the elements of music Musical performance is significant and meaningful Music is organized sound Producing a series of sounds of repeated or varied duration creates rhythm 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Why is it important to understand the elements of music? (i.e. beat, rhythm, melody) Can you have rhythm without a beat? How do rhythm and melody combine to create music? How do dynamics, pitch, and tempi affect the sound of music? What does notated music look like? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Identify fast and slow tempi  Identify loud and soft dynamics. Identify melodic direction as up or down Identify orchestral families and their characteristics Connect individual instruments to their families Identify the role of harmony within a piece of music Understand the role of a staff in musical notation 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will categorize orchestral instruments into their appropriate family Students will identify at least characteristics of each orchestral family Students will visually identify quarter notes, eighth notes, and quarter rests Students will visually identify the music staff and its lines and spaces <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Echo and read rhythm patterns while singing or listening to a musical selection • Listen to individual orchestral instruments • Listen to “Young person’s guide to the Orchestra” by Benjamin Britten • Listen to orchestral selections • Listen to “Peter and the Wolf” by Prokofiev and identify instruments and their characters • Sing while following musical notation 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music using iPods or stereo system • Play or listen to musical patterns on the electric keyboard
<p>Resources: Stereo, iPod, electric keyboard/piano, rhythm cards, children books, non-pitched percussion instruments, instruments, posters, books, recording of instruments</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Second
Unit Title: Unit 2: History of the Arts and Culture	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p> <p>Science Connections: 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object</p>	

21st Century Themes: Global Awareness


21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills**  **Life and Career Skills**
 - Creativity and Innovation
 - Flexibility
- and Adaptability**
 - Think critically
 - Adapt to Change
 - Work Creatively with Others
 - Be Flexible
 - Implement Innovations
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
 - Manage Goals and Time**
 - Reason Effectively
 - Work Independently
 - Use Systems Thinking
 - Be Self-directed Learners
 - Make Judgments and Decisions
 - Social and Cross Cultural Skills
 - Solve Problems
 - Interact with others
 - Communication and Collaboration
 - Work Effectively in Diverse Teams
 - Communicate Clearly
 - Productivity and Accountability
 - Collaborate with Others
 - Manage Projects
- **Information, Media and Technology Skills**
 - Produce Results
 - Information Literacy
 -
- Leadership and Responsibility**
 - Access and Evaluate Information
 - Guide and Lead Others
 - Use and Manage Information
 - Be Responsible to Others
 - ICT Literacy

Music Curriculum

<p style="text-align: center;">▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
<p>Unit Title: Unit 2: History of the Arts and Culture</p>	<p>Grade Level: Second</p>	<p>Time Frame: October - December</p>
<p>Standard: 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.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.2.2.A.1: Identify characteristic theme-based works of dance, music, theater, 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, theater, and visual art reflect, and are affected by, past and present cultures. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music is a universal language Music expresses human experience and values Music expands understanding of the world, its people, and one's self History and culture influence music 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How has music evolved and changed over time? How do the events of a composer's life affect their music? Why is it important to respect the music of other cultures? Why is it important to understand the history of music? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Listen to musical examples of various composers and understand their historical contribution Recognize one specific work from each composer Perform singing games from cultures and understand how the song relates to that culture Identify emotional responses to music from various cultures Understand how a holiday song relates to its holiday 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will identify one famous work by five different composers Students will identify ten famous composers Students will sing songs accurately in foreign languages <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> 	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to the music of 10 famous composers through the year (one per month), learn a few facts about that composers' history • Aurally identify the major works of various composers • Sing various patriotic songs • Sing various holiday songs • Listen to and sing music from other cultures and time periods • Listen to and sing music form other languages • Sing various folk songs • Perform on percussion instruments from other cultures 	<p>Tech Integration:</p> <p> Listen to music from other cultures using iPod or stereo system</p>
<p>Resources: Stereo, iPod, cultural percussion instruments, posters of famous composers</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Second
Unit Title: Unit 3: Performance- Rhythm	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p> <p>Science Connections: 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills**
 - Flexibility and Adaptability**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
 - Manage Goals and Time**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Life and Career Skills**
 - Creativity and Innovation
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
 - Social and Cross Cultural Skills
 - Work Effectively in Diverse Teams
- **Information, Media and Technology Skills**
 - Leadership and Responsibility**
 - Access and Evaluate Information
 - Use and Manage Information
 - Produce Results**
 - Information Literacy
 - ICT Literacy


Music Curriculum

▪ Apply Technology Effectively

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 3: Performance – Rhythm	Grade Level: Second	Time Frame: January - April
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.3.2.B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.5: Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas 1.3.2.B.6: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Rhythm is a pattern of movement in time Rhythm and beat are not the same Everyone can perform, create, and respond to music in meaningful ways Each music performance is unique Creating and performing music are forms of self-expression 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Wh multiple rhythmic patterns simultaneously? Why is it important to understand note values? How does the duration of half notes differ from quarter and eighth notes? Why is rhythm notated? How do you read rhythmic notation? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Explore rhythmic patterns with half notes, quarter notes, eighth notes and quarter rests Visually identify half notes, quarter notes, eighth notes and quarter rests Demonstrate ability to speak rhythmic patterns using half notes, quarter notes eighth notes, and quarter rests Perform rhythmic patterns on percussion instruments, sing proper playing techniques Play a steady beat with dynamics on body, drum or percussion instruments Perform on a single percussion instrument using proper playing techniques to create dynamics 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will visually identify <i>ta</i>, <i>two</i>, <i>ti-ti</i>, and <i>rest</i>(quarter note, half note, eighth notes, and quarter rests) Students will perform short rhythmic patterns <i>using ta, two, ti-ti, and rest</i> from rhythm cards Students will aurally perform short rhythm patters using <i>ta, two, ti-ti, and rest</i> Students will demonstrated the correct playing technique on a variety of percussion instruments <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p>	

Music Curriculum

	Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Read rhythm from rhythm cards • Echo speak and clap rhythm patterns using ta, two, ti-ti, and rest • Perform rhymes, chants, and poems in rhythm • Notate <i>ta</i> & <i>ti-ti</i> rhythms with popsicle sticks • Sing songs in correct rhythm • Play and create rhythms on various percussion instruments 	Tech Integration:  Perform rhythms to music played on stereo or iPod
Resources: Stereo, iPod, cultural percussion instruments: drums, tambourines, maracas, shakers, triangle, bells, tick tock blocks, sand blocks, guiro, popsicle sticks Online resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/ ,	

Content Area: Music	Grade Level : Second
Unit Title: Unit 4: Performance- Singing	
Interdisciplinary Connections: Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings Science Connections: 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills**
 - Flexibility and Adaptability**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
 - Manage Goals and Time**
 - Reason Effectively
 - Use Systems Thinking
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 - Solve Problems
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 - Creativity and Innovation
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
 - Social and Cross Cultural Skills
 - Work Effectively in Diverse Teams
- **Information, Media and Technology Skills**
 - Leadership and Responsibility**
 - Access and Evaluate Information
 - Use and Manage Information
 - Produce Results**
 - Information Literacy
 - ICT Literacy

Music Curriculum

▪ Apply Technology Effectively		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 4: Performance – Singing	Grade Level: Second	Time Frame: April - May
Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.3.2.B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique 1.3.2.B.4: Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner 1.3.2.B.5: Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas 1.3.2.B.6: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale 1.3.2.B.7: Blend unison and harmonic parts and vocal or instrumental timbers while matching dynamic levels in response to a conductor's cues. 		
Enduring Understanding: <ul style="list-style-type: none"> The human voice is melodic Pitches are the high and low sounds of music Melody has shape Communication has natural melodic contour Each voice has its own unique qualities 		Essentials Questions: <ul style="list-style-type: none"> How does melody differ from harmony? Why is melody important in music? Why do we name the pitches? (e.g. Do, Mi, So) How are the pitches Do, Re, Mi, Sol, and La different? Why is it important to sing in tune? How do you find the home tone/tonic in a song? Where else can you find melody?
Knowledge and Skills: <ul style="list-style-type: none"> Sing songs with pitch accurately Sing and perform partner songs and rounds accurately Reinforce appropriate posture and breathing technique Identify and internalize <i>Do, Re, Mi, Sol, and La</i> Identify <i>Do, Re, Mi, Sol, and La</i> within a song Use Kodaly hand signs to represent <i>Do, Re, Mi, Sol, and La</i> Understand the difference between a Capella and accompanied singing Improvise short melodies using combinations of <i>Do, Re, Mi, Sol, and La</i> 		Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Students will demonstrate singing and signing Kodaly pitches <i>Do, Re, Mi, Sol, and La</i> Students will read basic notation on a music staff Students will perform songs with vocal accuracy Students will perform songs in proper head voice, using proper posture and breathing technique Students will accurately perform partner songs and rounds in groups Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio

Music Curriculum

	Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Sing songs in unison • Sing partner songs and rounds • Echo sing Do, Re, Mi, Sol, and La patterns • Read and sing Do, Re, Mi, Sol and La from notation 	Tech Integration: <ul style="list-style-type: none"> ■ Sing along with music played on stereo or iPod
Resources: Stereo, iPod, voices, slide whistle, voices, <i>mi, sol, la</i> music cards, notated copies of music cards Online resources: www.brainpopjr.com , https://pbskids.org/games/music/ , https://www.classicsforkids.com/ ,	

Content Area: Music	Grade Level : Second
Unit Title: Unit 5: Aesthetic Response	
Interdisciplinary Connections: Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings Science Connections: 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object	

21st Century Themes: Global Awareness


21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.


8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Learning and Innovation Skills**  **Life and Career Skills**
 - Creativity and Innovation
 - Flexibility
- and Adaptability**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
 - Manage Goals and Time**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
 - Life and Career Skills**
 - Adapt to Change
 - Be Flexible
 - Initiative and Self-Direction
 - Critical Thinking and Problem Solving
- Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others
 - Productivity and Accountability**
 - Manage Projects
 - Work Effectively in Diverse Teams**
- **Information, Media and Technology Skills**
 - Produce Results
 - Information Literacy
- Leadership and Responsibility**
 - Access and Evaluate Information
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 - Be Responsible to Others
 - ICT Literacy

Music Curriculum

<p style="text-align: center;">▪ Apply Technology Effectively</p>		
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>		
Unit Title: Unit 5: Aesthetic Responses	Grade Level: Second	Time Frame: May - June
<p>Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art) 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 subject or theme in works of dance, music, theatre, and visual art. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music likes and dislikes are individual Music can be made from anything Music builds a sense of community Music is everywhere Music is a universal language Music tells a story through time Different styles of music are all art forms 		<p>Essentials Questions:</p> <ul style="list-style-type: none"> How does music complement scenes in various movies or television shows? What kind of music do you like to listen to for pleasure? Why do we like the music we like? Why do people feel the need to create and perform music? Where do you hear music besides music class?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Describe how a piece of music elicits emotion Explain why a musical selection is disliked/disliked Describe how music can tell a story Identify the subject/theme of a song or listening selection? Create a story or picture based on a musical selection Learn specific dances to various music selections 		<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will depict the subject or emotion in a piece of music Students will explain what musical elements they like or dislike in a musical selection Students will demonstrate musical expression through dance and movement <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to a selection of music • Critique a listening selection or musical performance • Draw a picture while listening to music • Act out a story based on a musical selection • Create lyrics to a song with no words • Share opinions after listening to or singing music • Dance to music of different tempos/emotions 	<p>Tech Integration:</p> <p> Listen to music played on stereo or iPod</p>
<p>Resources: Stereo, iPod, paper, pencil, crayons</p> <p>Online Resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Pacing Guide		
Content Area: Music		
Grade Level: Third		
<p>Unit 1: Creative Process</p> <ul style="list-style-type: none"> • Vocal Techniques • Dynamics • Melody • AB and ABA Form • Instrument Families 		4 weeks
<p>Unit 2: History of the Arts and Culture</p> <p>Cultural Music • Singing Games and Dances • Seasonal Songs</p>		4 weeks
<p>Unit 3: Performance- Rhythm</p> <p>Vocal Techniques • Pitch • Tempo • Phrases • Posture • Note Values • Concert Songs</p>		4 weeks

Music Curriculum

<p style="text-align: center;">Unit 4: Performance –Singing</p> <ul style="list-style-type: none"> • Vocal Techniques • Pitch • Phrases • Posture • Note Values • Concert Songs 	<p style="text-align: center;">4 weeks</p>
<p style="text-align: center;">Unit 5: Aesthetic Responses</p> <ul style="list-style-type: none"> • Musical Story • Melody • Rhythm • Dynamics • Instruments • Seasonal Songs 	<p style="text-align: center;">4 weeks</p>

Content Area: Music	Grade Level : Third
Unit Title: Unit 1: Creative Process	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 100px;">SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p style="padding-left: 100px;">SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p style="padding-left: 100px;">SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections:</p> <p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.


CRP4. Communicate clearly and effectively and with reason.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems


- **Learning and Innovation Skills**
 - **Think critically**
 - **Work Creatively with Others**
 - **Implement Innovations**
 - **Reason Effectively**
 - **Use Systems Thinking**
 - **Make Judgments and Decisions**
 - **Solve Problems**
 - **Life and Career Skills**
 - **Adaptability**
 - **Adapt to Change**
 - **Be Flexible**
 - **Manage Goals and Time**
 - **Initiative and Self-Direction**
 - **Critical Thinking and Problem Solving**
 - **Work Independently**
 - **Be Self-directed Learners**
 - **Social and Cross Cultural Skills**
 - **Interact with others**
 - **Communication and Collaboration**
 - **Communicate Clearly**
 - **Collaborate with Others**
 - **Work Effectively in Diverse Teams**
 - **Manage Projects**
 - **Productivity and Accountability**
- **Information, Media and Technology Skills**
 - **Produce Results**
 - **Information Literacy**
 - **Leadership and Responsibility**
 - **Access and Evaluate Information**
 - **Use and Manage Information**
 - **Guide and Lead Others**
 - **Be Responsible to Others**
 - **ICT Literacy**
 - **Apply Technology Effectively**

Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 1: Creative Process	Grade Level: Third	Time Frame:
<p>Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 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. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music has value Musical performance is significant and meaningful The elements of music are foundational to basic music literacy The elements of music are building blocks which contribute to musical literacy 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How do the elements of music work together? (i.e. beat, meter, dynamics, pitch, melody, harmony)  What is the role of harmony? How do rhythm and melody combine to create music? How do dynamics, pitch, and tempi affect the sound of music? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Understand the difference between loud and soft dynamics. Read and perform rhythms using half, dotted half, and whole notes and rests Identify and sing or play steady beat in duple (2/4, 3/4, 4/4) meter Follow melodic direction from music notation Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range Identify, read, and sing melodic patterns using “do, re, me, fa, sol, la” Identify the treble clef; identify letter names of lines and spaces Identify the role of harmony within a piece of music 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will categorize orchestral instruments by family and by pitch range Students will visually identify the names of notes on a treble clef staff Students will correctly notate pitches on music staff Students will visually identify half, dotted half, and whole notes and rests <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Play “Staff Wars” note-identification game on the SmartBoard • Play melody & solfege games on creatingmusic.com • Echo and read rhythm patterns while singing or listening to a musical selection • Listen to individual orchestral instruments and observe how they make their sound • Create orchestral instruments booklet • Listen to orchestral selections • Complete worksheets on music notation from <i>makingmusicfun.com</i>  <p>Sing while following musical notation</p>	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music using computer or stereo system • Use Smart Board for various games
<p>Resources: Stereo, computer, Smart Board, music worksheets, select orchestral instruments, rhythm cards, non-pitched percussion instruments, instruments, posters, books, recordings of instruments</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Third
<p>Unit Title: Unit 2: History of the Arts and Culture</p> <p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>and SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.



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8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

- **Learning and Innovation Skills**
 - **Think critically**
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 - **Implement Innovations**
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 - **Use Systems Thinking**
 - **Make Judgments and Decisions**
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- **Life and Career Skills**
 - **Adaptability**
 - **Adapt to Change**
 - **Be Flexible**
 - **Manage Goals and Time**
 - **Initiative and Self-Direction**
 - **Critical Thinking and Problem Solving**
 - **Work Independently**
 - **Be Self-directed Learners**
 - **Social and Cross Cultural Skills**
 - **Interact with others**
- **Communication and Collaboration**
 - **Work Effectively in Diverse Teams**
 - **Communicate Clearly**
 - **Productivity and Accountability**
 - **Collaborate with Others**
 - **Manage Projects**
- **Information, Media and Technology Skills**
 - **Produce Results**
 - **Information Literacy**
 - **Leadership and Responsibility**
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Music Curriculum

**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 2: History of the Arts and Culture	Grade Level: Second	Time Frame:
Standard: 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. Cumulative Progress Indicators:  1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theater and visual arts from diverse cultures throughout history.		
Enduring Understanding: <ul style="list-style-type: none"> • Music is a universal language • Music expresses human experience and values • Music expands understanding of the world, its people, and one's self • History and culture influence music • Music has similarities and differences among time periods 	Essentials Questions: <ul style="list-style-type: none"> • How is music similar and different between cultures? How has music evolved and changed over time? • How do the events of a composer's life affect their compositions?  Why is it important to respect the music of all cultures? • Why is it important to understand the impact of music throughout history? 	
Knowledge and Skills: <ul style="list-style-type: none"> • Listen to musical examples of various composers and understand their historical contribution • Identify instruments used in a famous composer's work • Recognize one specific work from each composer • Perform singing games from cultures and understand how the song relates to that culture • Identify emotional responses to music from various cultures • Understand how a holiday song relates to its holiday 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> • Students will identify one famous work by five different composers as well as one characteristic of each composer's life/musical style • Students will sing songs accurately in foreign languages Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to the music of 5 famous composers through the year, learn a few facts about that composers' history • Perform dances from other cultures • Aurally identify the major works of various composers • Sing various holiday songs • Listen to and sing music from other cultures and time periods • Listen to and sing music form other languages • Sing various folk songs • Perform songs from other cultures using Orff instruments as accompaniment 	<p>Tech Integration:</p> <p> Listen to music from other cultures using computer or stereo system</p>
<p>Resources: Stereo, computer, smart board, cultural percussion instruments, posters of famous composers</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Art	Grade Level : Third
Unit Title: Unit 3: Performance	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 150px;">SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p style="padding-left: 150px;">SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p style="padding-left: 150px;">SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


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 - Creativity and Innovation
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- **Information, Media and Technology Skills**
 - Produce Results
 - Information Literacy
 - Leadership and Responsibility
 - Access and Evaluate Information
 - Guide and Lead Others
 - Use and Manage Information
 - Be Responsible to Others
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Unit Title: Unit 3: Performance – Rhythm	Grade Level: Third	Time Frame:
Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Cumulative Progress Indicators:		
 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		
Enduring Understanding: <ul style="list-style-type: none"> • Melody is comprised of rhythm and pitches • Rhythm is a pattern of movement in time • An ostinato is a repeated rhythmic pattern • Rhythms are mathematical • Everyone can perform, create, and respond to music in meaningful ways • Each music performance has value 	Essentials Questions: <ul style="list-style-type: none"> • Can you have a melody without rhythm? • How do note values differ from one another? • Wh multiple rhythmic patterns simultaneously? • Why is rhythm notated? • How do you read rhythmic notation? 	
Knowledge and Skills: <ul style="list-style-type: none"> • Explore rhythmic patterns with whole notes, dotted half notes, half notes, quarter notes, eighth notes, whole rests, half rests, and quarter rests • Visually identify whole notes, dotted half notes, half notes, quarter notes, eighth notes, whole rest, half rests, and quarter rests • Demonstrate ability to speak rhythmic patterns using whole notes, dotted half, half notes, quarter notes, eighth notes, whole rests, half rests, and quarter rests • Sing songs while performing ostinatos on Orff and percussion instruments 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> • Visually identify <i>four, three, two, ta, ti-ti</i>, and <i>rest</i>(whole note, dotted half note, half note, quarter note, eighth notes, and quarter rests) • Aurally identify <i>four, three, two, ta, , ti-ti</i>, and <i>rest</i>(whole note, dotted half note, half note, quarter note, eighth notes, and quarter rests) • Perform short rhythmic patterns <i>using four, three, two, ta, ti-ti</i>, and <i>rest</i> from rhythm cards • Aurally perform short rhythm patters using <i>ta, two, ti-ti</i>, and <i>rest</i> • Demonstrate the correct playing technique on Orff instruments Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Read rhythms from rhythm cards • Rhythm bingo • Various rhythm games • Create-a-rhythm game on smart board • Read notated music on Orff instruments • Perform ostinatos on Orff instruments • Echo speak and clap rhythm patterns • Play and create melodies on Orff instruments to a steady beat 	<p>Tech Integration:</p> <p> Perform rhythms to music played on stereo</p>
<p>Resources: Stereo, rhythm bingo, rhythm cards, Orff instruments: (Xylophones, Metallophones, and Glockenspiels), and various un-pitched percussion instruments</p> <p>Online Resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Third
Unit Title: Unit 4: Performance- Singing	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>and SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


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Music Curriculum

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Unit Title: Unit 4: Performance – Singing	Grade Level: Third	Time Frame:
Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators:  1.3.5.B.2: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice		
Enduring Understanding: <ul style="list-style-type: none"> Singing provides people with the means of learning musical and developmental skills Polyphonic singing adds depth to the musical repertoire Proper tonal production improves the sound of singing 		Essentials Questions: <ul style="list-style-type: none"> How does melody differ from harmony? How does the shape of a sung melody affect the musical color?
Knowledge and Skills: <ul style="list-style-type: none"> Sing songs with pitch accurately Sing and perform partner songs and rounds accurately Reinforce appropriate posture and breathing technique Identify and internalize the major scale Identify the major scale within a song Use Kodaly hand signs to represent the notes of the major scale Sing while playing Orff instrumental patterns 		Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Students will demonstrate singing and signing Kodaly pitches <i>Do, Re, Mi, Sol, La, Ti, and Do</i> Students will read basic notation on a music staff Students will perform songs with vocal accuracy Students will perform songs in proper head voice, using proper posture and breathing technique using long vs. wide vowels Students will accurately perform partner songs and rounds in groups Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Sing songs in unison • Sing partner songs and rounds • Echo sing <i>Do, Re, Mi, Sol, La, Ti and Do</i>’ patterns • Creatingmusic.com solfege games 	<p>Tech Integration:</p> <ul style="list-style-type: none"> ■ Use the Smart Board for displaying notation, patterns, etc. ■ Use the Smart Board or stereo to play music
<p>Resources: Stereo, voices, lyric sheets</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Art	Grade Level : Third
Unit Title: Unit 5: Aesthetic Responses	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

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 - Think critically ▪ Adapt to Change
 - Work Creatively with Others ▪ Be Flexible
 - Implement Innovations ○ Initiative and Self-Direction ○ Critical Thinking and Problem Solving ▪
 - Manage Goals and Time**
 - Reason Effectively ▪ Work Independently
 - Use Systems Thinking ▪ Be Self-directed Learners
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Music Curriculum

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Unit Title: Unit 5: Aesthetic Responses	Grade Level: Third	Time Frame:
<p>Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.4.5.A.1: Employ basic, discipline specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications 1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music likes and dislikes are subjective Music builds a sense of community Music is universal Music conveys emotion and tells a story Different styles of music are all forms of art 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How does music complement scenes in various movies or television shows? How can music tell a story? Is it possible for the listener to identify the composer's story? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Describe how music can influence the story Describe how a piece of music elicits emotion Identify the subject/theme of a song or listening selection? 🎧 <p>Create a story or picture based on a musical selection</p>	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will depict their interpretation of an emotion in a piece of music Students will explain what musical elements they like or dislike in a musical selection Students will demonstrate musical expression through movement <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Listen to a selection of music Critique a listening selection or musical performance Draw a picture that complements a listening selection Share opinions after listening to or singing music 	<p>Tech Integration:</p> <ul style="list-style-type: none"> Listen to music played on the Smart Board or stereo Play videos of performances on the Smart Board 	

Music Curriculum

Resources: Stereo, Smart Board, paper, pencils, crayons, music worksheets

Online resources: www.brainpopjr.com,
<https://pbskids.org/games/music/>,
<https://www.classicsforkids.com/>,

Pacing Guide

Content Area: Music

Grade Level: Fourth

Unit 1: Creative Process • Dynamics • Rhythms • Melody • Orchestra Instruments	4 weeks
Unit 2: History of the Arts and Culture • Cultural Music • Composers • Music Elements	4 weeks
Unit 3: Performance- Rhythm • Tempo • Phrases • Posture • Note Values • Concert Songs	4 weeks
Unit 4: Performance –Singing • Vocal Techniques • Pitch • Phrases • Posture • Note Values • Concert Songs	4 weeks

Music Curriculum

Unit 5: Aesthetic Responses • Musical Story • Melody • Rhythm • Dynamics • Instruments • Seasonal Songs	4 weeks
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Content Area: Music	Grade Level : Fourth
Unit Title: Unit 1: Creative Process	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


21st Century Skills:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems


- **Learning and Innovation Skills**  **Life and Career Skills** ○ **Creativity and Innovation** ○
Flexibility and Adaptability
 - **Think critically** ▪ **Adapt to Change**
 - **Work Creatively with Others** ▪ **Be Flexible**
 - **Implement Innovations** ○ **Initiative and Self-Direction** ○ **Critical Thinking and Problem Solving** ▪**Manage Goals and Time**
 - **Reason Effectively** ▪ **Work Independently**
 - **Use Systems Thinking** ▪ **Be Self-directed Learners**
 - **Make Judgments and Decisions** ○ **Social and Cross Cultural Skills**
 - **Solve Problems** ▪ **Interact with others**○ **Communication and Collaboration** ▪ **Work Effectively in Diverse Teams**
 - **Communicate Clearly** ○ **Productivity and Accountability**
 - **Collaborate with Others** ▪ **Manage Projects**
- **Information, Media and Technology Skills** ▪ **Produce Results** ○ **Information Literacy** ○
Leadership and Responsibility
 - **Access and Evaluate Information** ▪ **Guide and Lead Others**
 - **Use and Manage Information** ▪ **Be Responsible to Others** ○ **ICT Literacy**
 - **Apply Technology Effectively**

Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 1: Creative Process	Grade Level: Fourth	Time Frame: September - October
Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> 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. 		
Enduring Understanding: <ul style="list-style-type: none"> Musical performance is significant and meaningful The elements of music are foundational to basic music literacy The elements of music are building blocks which contribute to musical literacy 	Essentials Questions: <ul style="list-style-type: none"> How do the elements of music work together? (i.e. beat, meter, dynamics, pitch, melody, harmony) ■ What is the role of harmony? How do rhythm and melody combine to create music? 	
Knowledge and Skills: <ul style="list-style-type: none"> Understand the difference between loud and soft dynamics. Read and perform rhythms using half, dotted half, and whole notes and rests Read and perform syncopated rhythms, and dotted eighth-note/ sixteenth note rhythms Identify and sing or play steady beat in duple (2/4, 3/4, 4/4) meter Follow melodic direction from music notation Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range Identify, read, and sing melodic patterns using “do, re, me, fa, sol, la, ti, do’ ” Identify the treble clef; identify letter names of lines and spaces Identify the role of harmony within a piece of music 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Students will demonstrate an understanding of the various aspects of a particular orchestral instrument Students will visually identify the names of notes on a treble clef staff Students will correctly notate pitches on music staff Students will perform on flutophones from music notation Students will visually identify half, dotted half, whole, syncopated, and sixteenth notes and rests Students will identify breath mark, slurs, and time signatures <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Play “Staff Wars” note-identification game on the Smart Board • Play melody & solfege games on creatingmusic.com • Read rhythms off of rhythm cards • Design a poster about a specific orchestral instrument • Listen to orchestral selections • Play notated musical selections on flutophones • Play musical patterns and songs on Orff instruments to accompany songs • Complete worksheets on music notation from <i>makingmusicfun.com</i>  <p>Sing while following musical notation</p>	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music using computer or stereo system • Use Smart Board for various games
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, rhythm cards, non-pitched percussion instruments, flutophones, Orff instruments, posters, books, recordings of instruments</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Fourth
<p>Unit Title: Unit 2: History of the Arts and Culture</p> <p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 100px;">SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 100px;">SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="padding-left: 100px;">SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


21st Century Skills:

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8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

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 - Manage Goals and Time
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 - Make Judgments and Decisions
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 - Communication and Collaboration
 - Work Effectively in Diverse Teams
 - Communicate Clearly
 - Productivity and Accountability
 - Collaborate with Others
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 - Produce Results
 - Information Literacy
 - Leadership and Responsibility
 - Access and Evaluate Information
 - Guide and Lead Others
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Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 2: History of the Arts and Culture	Grade Level: Fourth	Time Frame: 4 weeks
<p>Standard: 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.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.2.5.A.1: Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs 1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theater and visual arts from diverse cultures throughout history. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music expresses human experience and values Music expands understanding of the world, its people, and one's self History and culture influence music Music has similarities and differences among time periods 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How do societal influences among different cultures affect the music written and performed Why is it important to respect the music of all cultures? Why is it important to understand the impact of music throughout history? What can music tell about ourselves and our surroundings? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Listen to musical examples of various composers and understand their historical contribution Identify instruments used in a famous composer's work Perform singing games from cultures and understand how the song relates to that culture Identify emotions depicted in music from various cultures Understand how a holiday song relates to its holiday 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will sing songs accurately in foreign languages Identify a piece of music from the culture it belongs to Compare music from other cultures to music in America <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Perform dances from other cultures • Listen to and sing music from other cultures and time periods • Sing various holiday songs • Sing various folk songs • Perform songs from other cultures using Orff instruments as accompaniment • Listen to and compare a song from another culture to a traditional American song 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music from other cultures using computer or stereo system • Use the Smart Board to show a video of a music performance from another culture
<p>Resources: Stereo, computer, smart board, cultural percussion instruments, posters of famous composers, Orff instruments</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Fourth
Unit Title: Unit 3: Performance - Rhythm	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 100px;">SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 100px;">SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="padding-left: 100px;">SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


21st Century Skills:

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CRP4. Communicate clearly and effectively and with reason.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems


- **Learning and Innovation Skills**  **Life and Career Skills**
 - Creativity and Innovation
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- **Information, Media and Technology Skills**
 - Produce Results
 - Information Literacy
 - Leadership and Responsibility
 - Access and Evaluate Information
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 - Be Responsible to Others
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 - Apply Technology Effectively

Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 3: Performance – Rhythm	Grade Level: Fourth	Time Frame: January - March
Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Cumulative Progress Indicators:		
 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		
Enduring Understanding: <ul style="list-style-type: none"> • Melody is comprised of rhythm and pitches • Rhythm is a pattern of movement in time • An ostinato is a repeated rhythmic pattern • Rhythms are mathematical • Everyone can perform, create, and respond to music in meaningful ways  Each music performance has value 	Essentials Questions: <ul style="list-style-type: none"> • How does rhythm influence a melody? • How do note values differ from one another? • Wh multiple rhythmic patterns simultaneously? • Why is rhythm notated? • How do you read rhythmic notation? 	
Knowledge and Skills: <ul style="list-style-type: none"> • Explore rhythmic patterns with whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, syncopated notes, whole rests, half rests, and quarter rests • Visually identify whole notes, dotted half notes, half notes, quarter notes, eight notes, sixteenth notes, syncopated notes, whole rest, half rests, and quarter rests • Demonstrate ability to speak rhythmic patterns using whole notes, dotted half, half notes, quarter notes, eighth notes, sixteenth notes, syncopated notes, whole rests, half rests, and quarter rests • Sing songs while performing ostinatos on Orff and percussion instruments • Demonstrate ability to perform various songs on the flutophone 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> • Visually identify <i>four, three, two, ta, ti-ti, tika</i> rhythms, <i>synco-pa</i>, and <i>rest</i>(whole note, dotted half note, half note, quarter note, eight notes, and quarter rests) • Aurally identify <i>four, three, two, ta, , ti-ti, tika</i> rhythms, <i>syncopa</i>, and <i>rest</i>(whole note, dotted half note, half note, quarter note, eight notes, and quarter rests) • Perform short rhythmic patterns <i>using four, three, two, ta, ti-ti, tika</i> rhythms, <i>synco-pa</i>, and <i>rest</i> from rhythm cards • Aurally perform short rhythm patters using <i>ta, two, ti-ti, tika</i> rhythms, <i>synco-pa</i>, and <i>rest</i> • Demonstrate the correct playing technique on flutophones <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p>	

Music Curriculum

	Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Read rhythms from rhythm cards • Identify rhythms within flutophone music • Rhythm bingo • Various rhythm games • Create-a-rhythm game on smart board • Read from notated music on flutophones • Perform songs on flutophones • Echo speak and clap rhythm patterns 	<p>Tech Integration:</p> <ul style="list-style-type: none"> •  Perform on flutophones to background music on stereo
<p>Resources: Stereo, rhythm bingo, rhythm cards, Orff instruments, various unpitched percussion instruments, flutophones, flutophone games packet, accompaniment music</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Fourth
Unit Title: Unit 4: Rhythm - Singing	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


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Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 4: Performance – Singing	Grade Level: Fourth	Time Frame: April - May
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 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.1: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Singing provides people with the means of learning musical and developmental skills Polyphonic singing adds depth to the musical repertoire Proper tonal production improves the sound of singing 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How does melody differ from harmony? How does the shape of a sung melody affect the musical color? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Sing songs with pitch accurately Sing and perform partner songs and rounds accurately Reinforce appropriate posture and breathing technique Identify and internalize the major scale Identify the major scale within a song Use Kodaly hand signs to represent the notes of the major scale Sing while playing Orff instrumental patterns 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will demonstrate singing and signing Kodaly pitches <i>Do, Re, Mi, Sol, La, Ti, and Do</i> Students will read basic notation on a music staff Students will perform songs with vocal accuracy Students will perform songs in proper head voice, using proper posture and breathing technique using long vs. wide vowels Students will accurately perform partner songs and rounds in groups <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Sing songs in unison • Sing partner songs and rounds • Echo sing <i>Do, Re, Mi, Sol, La, Ti and Do</i>’ patterns • Sing songs from flutophone booklet • Creatingmusic.com solfege and melody games 	<p>Tech Integration:</p> <ul style="list-style-type: none"> 📺 Use the Smart Board for displaying notation, patterns, etc. 📺 Use the Smart Board or stereo to play music
<p>Resources: Stereo, voices, lyric sheets, music in flutophone booklets</p> <p>Online Resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Content Area: Music	Grade Level : Fourth
Unit Title: Unit 5: Aesthetic Responses	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 100px;">SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 100px;">SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="padding-left: 100px;">SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

21st Century Themes: Global Awareness


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Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 5: Aesthetic Responses	Grade Level: Fourth	Time Frame: May - June
<p>Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.4.5.A.1: Employ basic, discipline specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications 1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music likes and dislikes are subjective Music builds a sense of community Music is universal Music conveys emotion and tells a story Different styles of music are all forms of art 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How does music complement scenes in various movies or television shows? How can music tell a story? Is it possible for the listener to identify the composer's story? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Describe how music can determine or influence the story Describe how a piece of music elicits emotion Explain with correct music terminology what makes each song unique Identify the subject/theme of a song or listening selection? 🎬 Create a story or picture based on a musical selection Understand what makes a successful flutophone performance 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Students will use musical terms to describe what they hear in the music Students will explain what musical elements they like or dislike in a musical selection Students will demonstrate musical expression through movement Students will analyze flutophone performances from classmates and identify positive and negative elements of the performance <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Listen to a selection of music • Critique a listening selection or musical performance • Critique a flutophone performance and suggest ways to improve tone and accuracy • Draw a picture that complements a listening selection • Write a story that is inspired by a listening selection 🎨 Share opinions after listening to or singing music 	<p>Tech Integration:</p> <ul style="list-style-type: none"> 🎧 Listen to music played on the Smart Board or stereo 🎥 Play videos of performances on the Smart Board
<p>Resources: Stereo, Smart Board, paper, pencils, crayons, music worksheets, flutophones</p> <p>Online resources: www.brainpopjr.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Pacing Guide		
Content Area: Music		
Grade Level: Fifth		
<p>Unit 1: Creative Process</p> <ul style="list-style-type: none"> • Vocal Techniques • Dynamics • Melody • AB and ABA Form • Instrument Families 		4 weeks
<p>Unit 2: History of the Arts and Culture</p> <p>Cultural Music • Singing Games and Dances • Seasonal Songs</p>		4 weeks
<p>Unit 3: Performance- Recorder</p> <ul style="list-style-type: none"> • Notes • Rhythm • Dynamics 		4 weeks

Music Curriculum

Unit 5: Aesthetic Responses • Musical Story • Melody • Rhythm • Dynamics • Instruments • Seasonal Songs	4 weeks
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Content Area: Music	Grade Level : Fifth
Unit Title: Unit 1: Creative Process	
Interdisciplinary Connections: English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building preparation and on discussions. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. </div> <div style="width: 45%;"> 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities </div> </div>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ **ICT Literacy**

- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation**



Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**
- **Work Creatively with Others** ▪ **Adapt to Change**
- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**
- **Use Systems Thinking** ▪ **Work Independently**
- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with others**

- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results

- **Access and Evaluate Information** ○ **Leadership and Responsibility**
- **Use and Manage Information** ▪ **Guide and Lead Others**
- **Be Responsible to Others**

Music Curriculum

**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Fifth	Time Frame: September - October
Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> 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. 		
Enduring Understanding: <ul style="list-style-type: none"> Music has value Musical performance is significant and meaningful The elements of music are foundational to basic music literacy The elements of music are building blocks which contribute to musical literacy 		Essentials Questions: <ul style="list-style-type: none"> How do the elements of music work together?) What is needed to create a pleasant tone on an instrument? What is a pleasant tone? How do dynamics, pitch, and tempi affect the sound of music?
Knowledge and Skills: <ul style="list-style-type: none"> Understand the difference between loud and soft dynamics. Read and perform rhythms using half, dotted half, and whole notes and rests Read and perform syncopated rhythms, and dotted eighth-note/ sixteenth note rhythms Identify and sing or play steady beat or off beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter Identify time signatures, measures, bar lines, repeat sign Identify key signatures and understand how that key affects the accidentals needed Follow melodic direction from music notation Broaden dynamic understanding to include forte, mezzo forte, mezzo piano, piano, crescendo, decrescendo, and accents Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range Identify, read, and sing melodic patterns using “do, re, me, fa, sol, la, ti, do’ ” Identify the treble clef; identify letter names of lines and spaces Identify the role of harmony within a piece of music 		Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Students will demonstrate an understanding of the various aspects of a particular orchestral instrument and the benefits of learning and playing that instrument Students will visually identify the names of notes on a treble clef staff Students will correctly notate pitches on music staff Students will perform on recorders from music notation Students will visually identify half, dotted half, whole, syncopated, and sixteenth notes and rests Students will perform melodies on recorders which include various rhythmic combinations Students will apply known concepts to a performance such as breath mark, slurs, dynamics, meter Students will perform with appropriate tone quality on recorders Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Create a persuasive poster for an orchestral instrument • Read rhythm patterns from notated scores • <i>Recorder Karate</i> • Play melody & solfege games on creatingmusic.com • Listen to and watch orchestral performances from movie soundtracks • Play notated musical selections on flutophones • Play musical patterns and songs on Orff instruments to accompany songs 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music using computer or stereo system • Use Smart Board for games, video, and audio • Play accompaniment on Smart Board during <i>Recorder Karate</i>
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Fifth
Unit Title: Unit 2: History of the Arts and Culture	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 150px;">SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 150px;">SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation** 🎬

Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**
- **Work Creatively with Others** ▪ **Adapt to Change**
- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**
- **Use Systems Thinking** ▪ **Work Independently**
- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with others**

- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results

- **Access and Evaluate Information** ○ **Leadership and Responsibility**
- **Use and Manage Information** ▪ **Guide and Lead Others**
- **Be Responsible to Others**

Music Curriculum

**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 2: History of the Arts and Culture	Grade Level: Fifth	Time Frame: November - December
Standard: 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. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.2.5.A.1: Recognize works of dance, music, theater, 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, theater, and visual art 1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theater and visual arts from diverse cultures throughout history. 		
Enduring Understanding: <ul style="list-style-type: none"> Music is constantly evolving Music is a universal language Music expresses human experience and values Music expands understanding of the world, its people, and one's self History and culture influence music 	Essentials Questions: <ul style="list-style-type: none"> How is music similar and different between cultures? How has music evolved and changed over time? How do societal influences among different cultures affect the music written and performed Why is it important to respect the music of all cultures? Why is it important to understand the impact of music throughout history? Why do people still listen to music to music of the past? 	
Knowledge and Skills: <ul style="list-style-type: none"> Listen to musical examples of different time periods and identify their characteristics Identify how instruments have evolved over time Perform songs on recorders and understand their historical significance Understand how music and art relate within Renaissance, Baroque, Classical, and Romantic time periods Understand the history of the recorder 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Understand how ancient instruments were made by recreating through similar methods Identify repertoire from Renaissance, Baroque, Classical and Romantic time periods Compare music from Renaissance, Baroque, Classical and Romantic time periods to each other, and to modern day music Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Create a pan flute out of straws • Listen to musical selections from Renaissance, Baroque, Classical, and Romantic time periods • Watch a performance of a recorder consort • Watch videos of ancient instruments being played • Play songs from various time periods on recorders 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music from other cultures using computer or stereo system • Use the Smart Board to show a video of a music performance from another culture • Smart Board videos of cultural performances
<p>Resources: Stereo, computer, smart board, straws, Recorder Karate Booklet, Recorders, Recorder Karate CD track</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Fifth
Unit Title: Unit 3: Performance- Recorder	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 150px;">SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 150px;">SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Social Studies Connections:</p> <p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

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8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ **ICT Literacy**

- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation** 

Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**
- **Work Creatively with Others** ▪ **Adapt to Change**
- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**
- **Use Systems Thinking** ▪ **Work Independently**
- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with others**

- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results


- **Access and Evaluate Information** ○ **Leadership and Responsibility**
- **Use and Manage Information** ▪ **Guide and Lead Others**
- **Be Responsible to Others**

Music Curriculum

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 3: Performance – Recorders	Grade Level: Fifth	Time Frame: January - April
<p>Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 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 1.3.4.B.4: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Proper technique is necessary for a successful performance Practice is essential for musical & instrumental progress Rhythm and pitch combine to create melody Each music performance is unique Creating and performing music are forms of self-expression 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Why is it important to practice? Why is it important to play with proper technique? How is a pleasing sound produced on the recorder? How is notation useful to the musician? How do note values, rhythms, and pitches work together to create a melody? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Perform rhythmic patterns with whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, syncopated notes, whole rests, half rests, quarter rests, and eighth rests Visually identify known notes and rests Perform rhythmic notation from the music staff Learn how to play the notes B, A, G, F, F#, E, D, and C on the recorder Demonstrate ability to speak rhythmic patterns using half notes, quarter notes eighth notes, and quarter rests Perform rhythmic patterns on percussion instruments, sing proper playing techniques Perform on recorders with varying dynamics including <i>forte</i>, <i>mezzo forte</i>, <i>mezzo piano</i>, <i>piano</i>, <i>crescendo</i>, and <i>decrescendo</i> 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> Perform <i>Recorder Karate</i> songs with correct technique alone and in groups Perform <i>Recorder Karate</i> songs with correct rhythm and pitches alone and in groups Progress in the <i>Recorder Karate</i> program and earn “belts” Orally perform rhythm patterns using known rhythms <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Echo rhythm patterns on recorders • Perform rhythm patterns on a single pitch on recorders • Echo speak and clap rhythm patterns using ta, two, ti-ti, and rest • Perform rhymes, chants, and poems in rhythm • Notate <i>ta</i> & <i>ti-ti</i> rhythms with popsicle sticks • Sing songs in correct rhythm • Play and create rhythms on various percussion instruments 	<p>Tech Integration:</p> <p> Perform rhythms to music played on stereo or iPod</p>
<p>Resources: Stereo, iPod, cultural percussion instruments: drums, tambourines, maracas, shakers, triangle, bells, tick tock blocks, sand blocks, guiro, popsicle sticks</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Fifth
Unit Title: Unit 4: Aesthetic Response	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Social Studies Connections:</p> <p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ **ICT Literacy**

- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation** 🎬

Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**
- **Work Creatively with Others** ▪ **Adapt to Change**
- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**
- **Use Systems Thinking** ▪ **Work Independently**
- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with**

others

- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results

- **Access and Evaluate Information** ○ **Leadership and Responsibility**
- **Use and Manage Information** ▪ **Guide and Lead Others**

Music Curriculum

▪ Be Responsible to Others		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 4: Aesthetic Responses	Grade Level: Fifth	Time Frame: May - June
Standard: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.4.5.A.1: Employ basic, discipline specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications 1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view 1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 		
Enduring Understanding: <ul style="list-style-type: none"> Music likes and dislikes are subjective Music builds a sense of community Music conveys emotion and tells a story Music is universal Music is distinctive to different cultures 	Essentials Questions: <ul style="list-style-type: none"> How does music complement scenes in various movies or television shows? How can music tell a story? Is it possible for the listener to identify the composer's story? How does the music of non-western cultures differ from western music? 	
Knowledge and Skills: <ul style="list-style-type: none"> Describe how music can determine or influence the story Describe how a piece of music elicits emotion Explain with correct music terminology what makes each song unique Create a story or picture based on a musical selection Understand what makes a successful recorder performance 	Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Students will use musical terms to describe what they hear in the music Students will explain what musical elements they like or dislike in a selection of cultural music Students will analyze recorder performances from classmates and identify positive and negative elements of the performance Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications. <ul style="list-style-type: none"> 	

Music Curriculum

Suggested Tasks and Activities:

- Listen to selections of western and non-western music
- Critique a listening selection or musical performance
- Critique a recorder performance and suggest ways to improve tone and accuracy
- Create and act out a story that depicts a musical selection
- Draw a picture that complements a listening selection
- Write a story that is inspired by a listening selection
- Share opinions after listening to or singing music

Tech Integration:

- 🎧 Listen to music played on the Smart Board or stereo
- 🎥 Play videos of performances on the Smart Board

Resources: Stereo, Smart Board, paper, pencils, music worksheets, recorders

Online resourcesL: <http://interactivesites.weebly.com/music-fun.html>
www.brainpop.com,
<https://pbskids.org/games/music/>,
<https://www.classicsforkids.com/>,
<https://www.musictheory.net/>

Music Curriculum

Pacing Guide

Content Area: Music

Grade Level: Sixth

Unit 1: Creative Process

2 weeks

Unit 2: History of the Arts and Culture

3 weeks

Unit 3: Aesthetic Responses

2 weeks

Music Curriculum

Content Area: Music		Grade Level : Sixth
Unit Title: Unit 1: Creative Process		
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>preparation by SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>roles as SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed.</p> <p>and SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>		
<p>21st Century Themes: Global Awareness</p> <p>21st Century Skills:</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
<p>Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music is found around the world. • Themes, instruments, ideas, sounds and other characteristics changes based on culture, time, place • 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does history and culture reflect music?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can analyze elements of music • I can describe and interpret music from various places and times <p>Elements of Music: The compositional building blocks of music, including texture, harmony, melody, and rhythm.</p>	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Research and present information about music from around the world • Listen/Watch to videos music from different times • Listen and understand different styles and genres of music 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Create a presentation regarding the different types of music
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Sixth
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Music Curriculum

Unit Title: Unit 2: History of the Arts and Culture/Visual and Performing Arts		
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building preparation by</p> <p style="padding-left: 100px;">on others' ideas and expressing their own clearly.</p> <p style="padding-left: 100px;">SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>roles as</p> <p style="padding-left: 100px;">SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed.</p> <p>and</p> <p style="padding-left: 100px;">SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.</p> <p style="padding-left: 100px;">SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and</p> <p style="padding-left: 100px;">present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>		
<p>21st Century Themes: Global Awareness</p> <p>21st Century Skills:</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
<p>Standard: 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.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation. • 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre • 1.2.8.A.1 Map historical innovations in dance, music, theatre, and continue to substantially influence the development and nature of the arts. visual art that were caused by the creation of new technologies. 		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Western, non-Western, and avantgarde notation systems have distinctly different characteristics. • Stylistic considerations vary across genres, cultures, and historical eras. • 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does music differ around the world?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can differentiate musically between music from different genres, cultures and eras. • I can map innovations in music 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Research and present information about music from cultures • Listen to music from various cultures • 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Create a presentation regarding a particular culture. Show how music was created to represent this
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Music Curriculum

Content Area: Music		Grade Level : Eighth
Unit Title: Unit 3: Aesthetic Responses & Critique Methodologies:		
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building preparation by roles as and</p> <p style="padding-left: 150px;">on others' ideas and expressing their own clearly.</p> <p style="padding-left: 150px;">SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p style="padding-left: 150px;">SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed.</p> <p style="padding-left: 150px;">SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.</p> <p style="padding-left: 150px;">SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>		
<p>21st Century Themes: Global Awareness</p> <p>21st Century Skills:</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
<p>Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>Cumulative Progress Indicators:</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Is some music good and some music bad? How can I assess someone's work?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> I can assess a work of art without critiquing the artist I can differentiate formal and informal structures and objectively I can objectively apply observable criteria to the assessment of artworks 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none">
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Create a rubric Listen to music and apply the rubric In small groups, critique various musicians using criteria 	<p>Tech Integration:</p> <ul style="list-style-type: none"> Create a presentation critiquing artists
<p>Resources: Stereo, computer, Smart Board, music worksheets from "makingmusicfun.com", select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Pacing Guide

Content Area: Music

Music Curriculum

Grade Level: Seventh

- Unit 1: Creative Process
- Vocal Techniques • Dynamics • Melody • AB and ABA Form
 - Instrument Families

4 weeks

- Unit 2: History of the Arts and Culture
- Cultural Music • Singing Games and Dances • Seasonal Songs

4 weeks

- Unit 3: Performance- Guitar
- Notes • Rhythm • Dynamics

4 weeks

- Unit 5: Aesthetic Responses
- Musical Story • Melody • Rhythm • Dynamics
 - Instruments • Seasonal Songs

4 weeks

Music Curriculum

Content Area: Music	Grade Level : Seventh
Unit Title: Unit 1: Creative Process	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>21st Century Themes: Global Awareness</p> <p>21st Century Skills:</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <div style="text-align: right;">○ ICT Literacy</div> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> ▪ <u>Life and Career Skills</u> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving ▪ Reason Effectively <ul style="list-style-type: none"> ▪ Apply Technology Effectively ○ Creativity and Innovation ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction ▪ Manage Goals and Time </div>	

Music Curriculum

<ul style="list-style-type: none"> ▪ Use Systems Thinking ▪ Work Independently ▪ Make Judgments and Decisions ▪ Be Self-directed Learners ▪ Solve Problems ○ Social and Cross Cultural Skills ○ Communication and Collaboration ▪ Interact with others ▪ Communicate Clearly ▪ Work Effectively in Diverse Teams ▪ Collaborate with Others ○ Productivity and Accountability • <u>Information, Media and Technology Skills</u> ▪ Manage Projects ○ Information Literacy ▪ Produce Results <ul style="list-style-type: none"> ▪ Access and Evaluate Information ○ Leadership and Responsibility ▪ Use and Manage Information ▪ Guide and Lead Others ▪ Be Responsible to Others 		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> • 1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progression and differentiate basic structures • 1.1.8.B.1: Analyze the application of the elements of music in diverse and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores • 1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions 		
Enduring Understanding: <ul style="list-style-type: none"> • Music is everywhere • Music is organized sound • The elements of music are foundational to basic music literacy • The elements of music are building blocks which contribute to musical literacy 	Essentials Questions: <ul style="list-style-type: none"> • How does creating and performing music differ from listening to music? • How do the elements of music work together? • How do dynamics, pitch, and tempi affect the sound of music? • What is the role a chord? 	

Music Curriculum

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Understand the role of a chord progression within a music selection • Read and perform rhythms using half, dotted half, and whole notes and rests • Understand the purpose and characteristics of a verse, chorus and bridge within a song • Read and perform syncopated rhythms, and dotted eighth-note/ sixteenth note rhythms • Identify and sing or play steady beat or off beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter • Identify the meter of a musical selection aurally • Identify time signatures, key signatures, measures, bar lines, repeat sign • Identify key signatures and understand how that key affects the accidentals needed • Classify orchestra instruments into families (brass, strings, woodwinds, percussion, keyboard, electronic), and by pitch range • Identify the treble and bass clefs; identify letter names of lines and spaces in both clefs 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of the various aspects of a particular orchestral instrument and the benefits of learning and playing that instrument • Students will visually identify the names of notes on a treble clef staff • Students will correctly notate pitches on music staff • Students will perform on recorders from music notation • Students will visually identify half, dotted half, whole, syncopated, and sixteenth notes and rests • Students will perform melodies on recorders which include various rhythmic combinations • Students will apply known concepts to a performance such as breath mark, slurs, dynamics, meter <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Research and present information about an orchestral or electric instrument • Listen/Watch to videos of an orchestra performing selections from movie soundtracks • Music composition assignment: compose music for a selected instrument by combining rhythms, pitches, and dynamic markings. Listen to the song in class. • Read rhythm patterns from notated scores • <i>Staff Wars</i> Smart Board game • Listen to and watch orchestral performances from movie soundtracks • Learn and perform chords and scales on guitars • Identify the verse, pre-chorus, chorus, and bridge in a number of pop songs 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music using computer or stereo system • Use <i>Virtual Piano</i> online to demonstrate chords and pitches • Use Smart Board for games, video, and audio • Play accompaniment on Smart Board during <i>Recorder Karate</i>
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/.</p>	

Music Curriculum

<https://www.classicsforkids.com/>,
<https://www.musictheory.net/>

Content Area: Music	Grade Level : Seventh
Unit Title: Unit 2: History of the Arts and Culture	
Interdisciplinary Connections:	
English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.	
Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities	

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ **ICT Literacy**

- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation** 

Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**
- **Work Creatively with Others** ▪ **Adapt to Change**
- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**
- **Use Systems Thinking** ▪ **Work Independently**
- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with others**
- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results

- **Access and Evaluate Information** ○ **Leadership and Responsibility**
- **Use and Manage Information** ▪ **Guide and Lead Others**

Music Curriculum

▪ Be Responsible to Others

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 2: History of the Arts and Culture	Grade Level: Seventh	Time Frame: November - December
<p>Standard: 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.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> 1.2.8.A.1: Map historical innovations in dance, music, theater, and visual art that were caused by the creation of new technologies 1.2.8.A.2: Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures 1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and in the impact of culture on the arts 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Music is constantly evolving Music helps to define a cultural identity Technological changes have/will continue to influence the nature of music Music expands understanding of the world, its people, and one's self ■ Music influences history and culture 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Is all sound music? How has music evolved and changed over time? Why is it important to understand the impact of music throughout history? How does music from the past affect the music written today? 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Listen to a variety of music from the 20th century and identify the characteristics of each genre Understand the difference between three types of musicals (stage, tv, film) and the qualities of each Identify famous individuals or groups who had an impact on 20th century music Understand how popular music has evolved over time into what it is today Identify how instruments have evolved over time Perform songs on guitars and understand their historical importance Understand how music and art relate within Renaissance, Baroque, Classical, and Romantic time periods Understand the history of the guitar 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> Share information about an orchestral or electronic instrument with the class Create a Broadway musical based on or inspired by a favorite story Identify names of songs and genres of popular music from the 20th century aurally Compare and contrast music from today with music in various genres from the past Present Compare music from Renaissance, Baroque, Classical and Romantic time periods to each other, and to modern day music <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>	

Music Curriculum

<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Playbill project: create a playbill for a Broadway musical based on a favorite story. Include a cover, scenes, character page and song list • Watch a selection of a Broadway musical • Music artist research project: research and present information about a favorite contemporary singer or band • History of American pop music lessons covering <i>early rock 'n roll</i>, <i>British invasion</i>, <i>Soul music</i>, <i>Surf music</i>, <i>Woodstock</i>, <i>Disco</i>, <i>Hard rock</i>, <i>Pop</i>, and <i>Hip hop</i>. • Listen and view videos of a large selection of popular American music from the 20th century 🎧 • Jeopardy-style review games • Listen to musical selections from Renaissance, Baroque, Classical, and Romantic time periods • Watch a performance of a recorder consort • Watch videos of ancient instruments being played • Play songs from various time periods on guitars 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Listen to music from other cultures using computer or stereo system • Use the Smart Board to show a video of a music performance from another culture • Smart Board videos of cultural performances
<p>Resources: Stereo, computer, Smart Board, guitars, guitar books, <i>History of Rock 'n Roll</i> lesson sheets, <i>Annie</i> DVD</p> <p>Online Resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Seventh
Unit Title: Unit 3: Performance - Guitar	

Music Curriculum

Interdisciplinary Connections:

English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

Social Studies Connections:

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ ICT Literacy

• Learning and Innovation Skills

Life and Career Skills

▪ Think critically

▪ Work Creatively with Others

▪ Implement Innovations

○ Critical Thinking and Problem Solving

▪ Reason Effectively

▪ Use Systems Thinking

▪ Make Judgments and Decisions

▪ Apply Technology Effectively

○ Flexibility and Adaptability

▪ Adapt to Change

▪ Be Flexible

○ Creativity and Innovation

○ Initiative and Self-Direction

▪ Manage Goals and Time

▪ Work Independently

▪ Be Self-directed Learners

Music Curriculum

<ul style="list-style-type: none"> ▪ Solve Problems ○ Social and Cross Cultural Skills ○ Communication and Collaboration ▪ Interact with others ▪ Communicate Clearly ▪ Work Effectively in Diverse Teams ▪ Collaborate with Others ○ Productivity and Accountability • <u>Information, Media and Technology Skills</u> ▪ Manage Projects ○ Information Literacy ▪ Produce Results ▪ Access and Evaluate Information ○ Leadership and Responsibility ▪ Use and Manage Information ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</p>

Unit Title: Unit 3: Performance - Guitar	Grade Level: Seventh	Time Frame: January - April
Standard: 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. Cumulative Progress Indicators: <ul style="list-style-type: none"> • 1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre • 1.3.8.B.3: Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff • 1.3.8.B.4: Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style 		
Enduring Understanding: <ul style="list-style-type: none"> • Music is not music until humans bring it to life • Proper technique is necessary for a successful performance • Practice is essential for musical & instrumental progress • Each music performance is unique • Creating and performing music are forms of self-expression 	Essentials Questions: <ul style="list-style-type: none"> • How can you convey emotions throughout a performance? • Why is it important to play with proper technique? • Why do we use notation to read music? • How do chords, rhythms, and pitches work together to create a song? 	

Music Curriculum

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Perform rhythmic patterns with whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, syncopated notes, whole rests, half rests, quarter rests, and eighth rests • Visually identify known notes and rests • Perform rhythmic notation from the music staff • Learn how to play the D, A, E, Am, Em, Dm, and G chords • Learn how to play a number of simple chord progressions to perform with a song • Sing songs that go along with learned guitar progressions • Perform on guitars with varying dynamics including <i>forte</i>, <i>mezzo forte</i>, <i>mezzo piano</i>, <i>piano</i>, <i>crescendo</i>, and <i>decrescendo</i> • Understand how to read a guitar chord box 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Perform on guitars with correct technique alone and in groups • Perform on guitars with correct strumming patterns and chord progressions • Orally perform rhythm patterns using known rhythms • Sing songs that go along with learned guitar chord progressions • Identify the parts of the guitar • Create or improvise a song using learned chords <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p>
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Echo rhythmic strumming patterns on guitars • Echo speak and clap rhythm patterns using known rhythmic note and rest values • One minute chord drill: practice switching between two chords with proper technique as many times as possible in one minute • Perform level one songs using the chords D, A, and E: <i>Three Little Birds</i>, <i>Hound Dog</i>, <i>Love me Do</i> • Perform level two songs using previously learned chords and Dm, Am, and Em: <i>Louie Louie</i>, <i>A Girl Like You</i> • Perform level three songs using known chords and G and C: <i>Brown Eyed Girl</i>, <i>Yellow Submarine</i> 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Use Smart Board for tutorial videos on technique and hand position • Play music and accompaniment tracks using stereo or Smart Board
<p>Resources: stereo, Smart Board, guitars, guitar song books, guitar worksheets, cases, tuner, guitar picks, website: <i>justinguitar.com</i></p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/,</p>	

Music Curriculum

<https://www.musictheory.net/>

Content Area: Music

Grade Level : Seventh

Unit Title: Unit 4: Aesthetic Responses

Interdisciplinary Connections:

English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

○ **ICT Literacy**

- **Learning and Innovation Skills** ▪ **Apply Technology Effectively** ○ **Creativity and Innovation** 

Life and Career Skills

- **Think critically** ○ **Flexibility and Adaptability**

- **Work Creatively with Others** ▪ **Adapt to Change**

- **Implement Innovations** ▪ **Be Flexible**

○ **Critical Thinking and Problem Solving**

○ **Initiative and Self-Direction**

- **Reason Effectively** ▪ **Manage Goals and Time**

- **Use Systems Thinking** ▪ **Work Independently**

- **Make Judgments and Decisions** ▪ **Be Self-directed Learners**

- **Solve Problems** ○ **Social and Cross Cultural Skills** ○ **Communication and Collaboration** ▪ **Interact with others**

- **Communicate Clearly** ▪ **Work Effectively in Diverse Teams**

- **Collaborate with Others** ○ **Productivity and Accountability**

- **Information, Media and Technology Skills** ▪ **Manage Projects** ○ **Information Literacy** ▪

Produce Results

- **Access and Evaluate Information** ○ **Leadership and Responsibility**

- **Use and Manage Information** ▪ **Guide and Lead Others**

- **Be Responsible to Others**

Music Curriculum

**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 4: Aesthetic Responses	Grade Level: Seventh	Time Frame: May - June
Standard: 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. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art 1.4.8.A.2: Identify works of dance, music, theater, and visual art that are used for utilitarian and non-utilitarian purposes 1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras 1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values 1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas 1.4.8.A.7: Analyze form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual art 		
Enduring Understanding: <ul style="list-style-type: none"> Music likes and dislikes are subjective Music conveys emotion and tells a story Music is universal 		Essentials Questions: <ul style="list-style-type: none"> Is all music beautiful? When is music entertainment, and when is it an art? Is all sound music? How does music convey emotion? How can music tell a story?
Knowledge and Skills: <ul style="list-style-type: none"> Describe how music can determine or influence the story Describe how a piece of music elicits emotion Explain with correct music terminology what makes each song unique Create a story or picture based on a musical selection Understand what makes a successful guitar performance 		Demonstration of Learning: <ul style="list-style-type: none"> Students will analyze guitar performances from classmates and identify positive and negative elements of the performance Analyze and critique guitar performances Analyze how the music used in films affects the tone of the scenes Students will use musical terms to describe what they hear in the music Students will explain what musical elements they like or dislike in a selection of 20th century music Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz Benchmark: Performance Assessment/music portfolio Alternative Assessment: provide directions orally and written, provide assessment orally Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.

Music Curriculum

Suggested Tasks and Activities:

- Create and act out a story that depicts a musical selection
- Listen to selections of western and non-western music
- Critique a listening selection or musical performance
- Critique a guitar performance and suggest ways to improve technique
- Draw a picture that complements a listening selection
- Write a story that is inspired by a listening selection
- Share opinions after listening to or singing music

Tech Integration:

- Listen to music played on the Smart Board or stereo
- Play videos of performances on the Smart Board

Resources: stereo, Smart Board, paper, pencils, music worksheets, guitars

Online resources: <http://interactivesites.weebly.com/music-fun.html>

www.brainpop.com,

<https://pbskids.org/games/music/>,

<https://www.classicsforkids.com/>,

<https://www.musictheory.net/>

Pacing Guide

Content Area: Music

Grade Level: Eighth

Music Curriculum

Unit 1: Creative Process	2 weeks
Unit 2: History of the Arts and Culture	3 weeks
Unit 3: Performance- Guitar	3 weeks
Unit 5: Aesthetic Responses	2 weeks

Content Area: Music	Grade Level : Eighth
Unit Title: Unit 1: Creative Process	

Music Curriculum

Interdisciplinary Connections:

English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

preparation by SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

roles as SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed.

and SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.

SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

Social Studies Connections:

and 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable

students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

21st Century Themes: Global Awareness

21st Century Skills:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

****Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 1: Creative Process

Grade Level: Seventh

Time Frame: September - October

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

Cumulative Progress Indicators:

- 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music is found around the world. • Themes, instruments, ideas, sounds and other characteristics changes based on culture, time, place • 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does history and culture reflect music?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can analyze elements of music • I can describe and interpret music from various places and times 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Research and present information about music from around the world • Listen/Watch to videos music from different times • Listen and understand different styles and genres of music 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Create a presentation regarding the different types of music
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Eighth
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Music Curriculum

Unit Title: Unit 2: History of the Arts and Culture		
Interdisciplinary Connections: English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building preparation by roles as and SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed. SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed. SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities		
21st Century Themes: Global Awareness 21st Century Skills: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. CRP6. Demonstrate creativity and innovation. CRP4. Communicate clearly and effectively and with reason. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
Standard: 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. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures LGBTQ/Disabilities mandate: Please use this unit to examine the history of the LBGTQ historical movement and disabilities' rights movement		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Music is created for purpose • Themes, instruments, ideas, sounds and other characteristics changes based on culture, time, place • 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> • How does music represent ideas, issues and events?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can understand the historical ideas represented in music • I can identify how people create music to represent issues, ideas and events • I can discuss important ideas, issues and events as it pertains to the creation of music. • I can describe and interpret music from various places and times 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> • <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none"> •
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Research and present information about music from various movements • Listen/Watch to videos music from various movements, issues and ideas 	<p>Tech Integration:</p> <ul style="list-style-type: none"> • Create a presentation regarding an issue, idea or event. Show how music was created to represent this
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Eighth
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Music Curriculum

Unit Title: Unit 3: Visual and Performing Arts		
Interdisciplinary Connections: English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building preparation by roles as and SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed. SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed. SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities		
21st Century Themes: Global Awareness 21st Century Skills: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. CRP6. Demonstrate creativity and innovation. CRP4. Communicate clearly and effectively and with reason. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art. Cumulative Progress Indicators: <ul style="list-style-type: none"> 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> I can make music Historical eras in the arts: Artworks that share distinct characteristics and common themes associated with a period of history. 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> How is music made? How can I be creative in making music?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> I can use items to make music I can use techniques to make music in a specific genre or style I can examine a written score and discuss music terminology as it pertains to the score Terminology: crescendo, diminuendo, pianissimo, forte, Elements of music: The compositional building blocks of music, including texture, harmony, melody, and rhythm. 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none">
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Research and present information about music from various movements Listen/Watch to videos music from various movements, issues and ideas 	<p>Tech Integration:</p> <ul style="list-style-type: none"> Create a presentation regarding an issue, idea or event. Show how music was created to represent this
<p>Resources: Stereo, computer, Smart Board, music worksheets from “makingmusicfun.com”, select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Content Area: Music	Grade Level : Eighth
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Music Curriculum

Unit Title: Unit 3: Aesthetic Responses & Critique Methodologies:		
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building preparation by roles as and</p> <p style="padding-left: 150px;">SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p style="padding-left: 150px;">SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual needed.</p> <p style="padding-left: 150px;">SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.</p> <p style="padding-left: 150px;">SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Social Studies Connections: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>		
<p>21st Century Themes: Global Awareness</p> <p>21st Century Skills:</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>		
**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.		
Unit Title: Unit 1: Creative Process	Grade Level: Seventh	Time Frame: September - October
<p>Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.</p> <p>Cumulative Progress Indicators:</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theater, and visual art.</p>		

Music Curriculum

<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. 	<p>Essentials Questions:</p> <ul style="list-style-type: none"> Is some music good and some music bad? How can I assess someone's work?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> I can assess a work of art without critiquing the artist I can differentiate formal and informal structures and objectively I can objectively apply observable criteria to the assessment of artworks 	<p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none"> <p>Formative: Self-assessment, peer assessment, exit tickets, teacher observation, graphic organizer, role playing</p> <p>Summative: Performance Assessments; Oral/Listening Unit assessment, presentation, portfolio, song analysis, create an original song, find a song to represent...quiz</p> <p>Benchmark: Performance Assessment/music portfolio</p> <p>Alternative Assessment: provide directions orally and written, provide assessment orally</p> <p>Any student with a 504 or IEP must have assessments that are in line with the 504 or IEP modifications.</p> <ul style="list-style-type: none">
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Create a rubric Listen to music and apply the rubric In small groups, critique various musicians using criteria 	<p>Tech Integration:</p> <ul style="list-style-type: none"> Create a presentation critiquing artists
<p>Resources: Stereo, computer, Smart Board, music worksheets from "makingmusicfun.com", select orchestral instruments, notated music selections, non-pitched percussion instruments, <i>Recorder Karate</i> and books, accompaniment CD for <i>Recorder Karate</i>, recorders, posters, recordings of instruments</p> <p>Online resources: http://interactivesites.weebly.com/music-fun.html www.brainpop.com, https://pbskids.org/games/music/, https://www.classicsforkids.com/, https://www.musictheory.net/</p>	

Appendix A

Differentiation/Accommodations/Modifications- Music and Performing Arts			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>	<p>Modifications for Classroom</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pre Teach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p> <p>Breakdown large assignments into smaller tasks</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Pre Teach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine concepts</p> <p>Extended time to complete class work</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>

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	<p>Use of peer helpers</p> <p>Use of multimedia presentation</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Modify linguistic complexity</p> <p>Use of dictionary as needed</p>	<p>Breakdown large assignments into smaller tasks</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request books, music on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Student requires use of other assistive technology device</p> <p>Use of multimedia presentation</p> <p>Modifications for Homework and Assignments</p>	<p>Students may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to review assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Use of multimedia presentation</p>
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		<p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> <p>Modify the assessment visually so it is easier to understand and perform</p> <p>Alternate assessment as needed.</p>	<p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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