

# **Bi-Borough Music Curriculum**

**2015**

**Grades K-6**



**Mr. Matthew Wilson  
Superintendent  
Oradell Public School**

**Ms. Megan Bozios  
Principal  
Oradell Public School**

**Ms. Diminich-Kucharski  
Bi-Borough Supervisor  
of Curriculum**

**Dr. Tova Ben-Dov  
Superintendent  
River Edge Public Schools**

**Ms. Denise Heitman  
Principal  
Cherry Hill School**

**Mr. Michael Henzel  
Principal  
Roosevelt School**

## **Music Committee**

**Kelly Dent  
Frank Perrone  
Carol Richardi**

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## PHILOSOPHY

Music is an essential component of a child's education. Music engages the human spirit, and expresses the inexpressible. In elementary music, students engage in singing, playing instruments, composing, improvising, notating, reading music, analyzing and critiquing. This skill-based approach spirals learning through each grade level and provides a foundation for more advanced studies.

Music is key to the acquisition of language and supports the refinement of gross and fine motor skills at the elementary level. Learning about and participating in music teaches critical thinking, teamwork, problem solving, creativity, discipline, and self-esteem - skills that transfer to all academics and other aspects of daily life through adulthood. Music is integral to every human culture and opens doors to understanding others through a universal language.

The Music Programs of River Edge and Oradell believe strongly that every child has a right to a quality Music Education. Through instruction and electives, the music staff strives to provide a climate that allows children to explore all areas of musical endeavor.

## INTRODUCTION

The River Edge and Oradell Public Schools Visual and Performing Arts curriculum is a comprehensive document to be implemented by state certified teachers in the area of music. This curriculum is written in direct accordance with the New Jersey Core Curriculum Standards for Visual and Performing Arts. The Standard's grade level progress indicators are included in this document.

The state goals for grades 2, 4, 6 are divided into these standards: Creation, Performance, Aesthetics, Critique, History and Culture. At the end of each grade level are Suggested Activities. The suggested activities are only suggestions. The teacher has full creative freedom as to what theme, material, or artist/culture to focus on. It is the grade level objectives and concepts that need to be followed; the means of actualizing these goals is open to the teacher's own personal style, interests and approach. In this document the objectives of each concept progress through the grade levels. A concept which may be introduced in first grade may be built upon and mastered by the end of Twelfth grade. The state goals for grades 2, 4, 6 act as benchmarks for mastery by the end of those grade levels. The teacher should be aware of these when creating lessons so that a strong foundation is developed and at each grade level the student's knowledge and application of it is built upon.

## **BY THE END OF SECOND GRADE AESTHETICS AND CRITIQUE METHODOLOGIES**

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### **STATE STANDARDS**

- 1.4.2.A.1** Identify aesthetic qualities of exemplary works of music and identify characteristics of the artist who created them.
- 1.4.2.A.2** Compare and contrast culturally and historically diverse works of music, that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3** Use imagination to create a story based on an arts experience that communicated emotion or feeling, and tell the story through music.
- 1.4.2.A.4** Distinguish patterns in nature found in works of music.
- 1.4.2.B.1** Observe the basic music elements in performances and use them to formulate objective assessments.
- 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 music.
- CPR1** Act as a responsible citizen and employee
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR6** Demonstrate creativity and innovation
- CPR8** Utilize critical thinking to make sense of problems and solve them
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity

## **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

## **ENDURING UNDERSTANDINGS**

Students will develop the capacity to perceive and respond imaginatively to music. Students will understand that musical performances can differ in quality and effect.

## **ESSENTIAL QUESTIONS**

- Why do you like this music?
- How is music of today different than music of the past?
- How does music imitate life?
- How do different cultures express themselves through music?
- What makes a good quality performance?
- Can you identify and follow a subject/theme in a composition?

## **MODULE ASSESSMENT**

Students will apply acquired knowledge in the interpretation of music and its performance.

## **OBJECTIVES**

Students will...

- Begin to develop the skill of analyzing and discussing characteristics of musical compositions
- Be exposed to music from various historical time periods and cultures
- Begin to learn how to reflect on musical performances
- Begin to understand and identify themes within a composition.
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- Use public speaking skills during a concert
- Produce written reflection after listening to a music sample
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades

- Create an original ostinato and accompaniments
- Reflect on the quality of a musical performance and persevere in finding a solution
- Critique ones performance using a rubric and adjust as needed
- Apply critical thinking during the composing process
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## BY THE END OF SECOND GRADE CREATION AND PERFORMANCE

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### STATE STANDARDS

- 1.1.2.B.1** Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- 1.1.2.B.2** Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.1.2.B.3** Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- 1.1.2.B.4** Categorize families of instruments and identify their associated musical properties.
- 1.3.2.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.2** Demonstrate developmentally appropriate vocal production /vocal placement and breathing techniques.
- 1.3.2.B.3** Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 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 timbres while matching dynamic levels in response to conductors clues.



- CPR1** Act as a responsible citizen and employee
- CPR2** Apply appropriate academic and technical skills
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR8** Utilize critical thinking to make sense of problems and solve them
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity

### **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### **ENDURING UNDERSTANDINGS**

Performance technique affects the sound and the overall aesthetic experience. In order to engage in an ensemble, you must be both a performer and a listener with the ability to react.

### **MODULE ASSESSMENT**

Students will apply acquired knowledge and skill through creation and performance.

### **ESSENTIAL QUESTION**

- How is music its own language?
- What elements make up a composition?
- How do the elements of music express different emotions?
- How does it feel to perform?

### **OBJECTIVES**

Students will....

- Begin to apply the language of music through singing and playing
- Be introduced to the various elements of music that make up a composition
- Experience emotions in music through listening and performing
- Begin to develop the skills needed to perform in an ensemble
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom

- Perform a piece of music to a group
- Compose an original piece of music
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades
- Create an original ostinato and accompaniments
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## **BY THE END OF SECOND GRADE HISTORY OF THE ARTS AND CULTURE**

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### **STATE STANDARDS**

- 1.2.2.A.1** Identify characteristic theme-based works of music such as compositions 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 music are affected by past and present cultures.
- CPR1** Act as a responsible citizen and employee
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence

### **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### **ENDURING UNDERSTANDINGS**

Learning about music, and the artists involved, provides a link to the past, to other cultures, and to one's environment.

### **ESSENTIAL QUESTIONS**

- Who writes and performs music?
- How do different cultures express the same theme?
- How have past styles and their artists influenced the music in the future?

## **MODULE ASSESSMENT**

Students will experience music from different time periods and cultures.

## **OBJECTIVES**

Students will be...

- Exposed to various artists and their compositions
- introduced to music from different cultures
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- in an oral report
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Perform music from other cultures in groups
- Work cooperatively in groups to compose and perform an original piece of music

## **SUGGESTED ACTIVITIES BY THE END OF SECOND GRADE**

Participation in a progression of singing game activities such as: moving in place, free movement in space, circle games and dances, partner choosing games, chase games, winding games, double circle games, line games and dances

- Sing songs that use echo patterns (solo and in groups), call and response, and improvisation.
- Vocal exploration activities using props, movement and sound effects.
- Develop a repertoire of American folk and patriotic songs.
- Begin to develop good vocal technique through regular performance in music class.
- Experience tempo through movement activities.
- Singing and listening activities to demonstrate understanding of steady beat
- Aurally, physically, and visually differentiate between long and short sounds.
- Complete worksheets geared to each rhythmic element.
- Read and write using visuals such as: flashcards, popsicle sticks, or chairs.
- Speech activities using quality children's poetry, rhymes and chants in duple, triple and compound meter.
- Performance and improvisation with unpitched rhythm instruments, such as rhythm sticks, jingle taps, claves, wood blocks, tambourines or hand drums.
- Show melodic direction through movement during singing and listening activities.
- Learn melodic ostinatos and accompaniments by rote and written notation.
- Perform and improvise with pitched instruments.
- Improvise on various classroom instruments.

- Discuss the roles of musicians in everyday settings.
- Use movement to indicate changes heard in the music.
- Listen to recordings of men, women, and children singing.
  
- Discuss similarities and differences between music of various styles and cultures.
- Through movement have children express a specific melodic element.
- Build a repertoire of procedures that ensure safety and cooperation when moving freely in the classroom.
- Learn a dance specific to a piece of music or culture.
- Provide experiences for expression through movement.
- Label and apply terms that make up a movement vocabulary.

## **BY THE END OF FIFTH GRADE AESTHETICS AND CRITIQUE METHODOLOGIES**

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### **STATE STANDARDS**

- 1.4.5.A.1**     Employ basic, discipline specific arts terminology to categorize works of music according to established classifications.
  
- 1.4.5.A.2**     Make informed aesthetic responses to artworks based on structural arrangements 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).
  
- 1.4.5.B.1**     Assess the application of the elements of art and principles of design in music using observable objective criteria.
  
- 1.4.5.B.2**     Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
  
- 1.4.5.B.3**     Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of art and music.
  
- 1.4.5.B.4**     Define technical proficiency, using the elements of the arts and principles of design.
  
- 1.4.5.B.5**     Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of music.
  
- CPR1**         Act as a responsible citizen and employee
  
- CPR4**         Communicate clearly and effectively and with reason
  
- CPR5**         Consider the environmental, social, and economic impacts of decisions
  
- CPR6**         Demonstrate creativity and innovation
  
- CPR8**         Utilize critical thinking to make sense of problems and solve them

- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity

## **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

## **ENDURING UNDERSTANDINGS**

Students will develop the capacity to perceive and respond imaginatively to music. Students will understand that musical performances can differ in quality and effect.

## **ESSENTIAL QUESTIONS**

- Why do you like this music?
- How is music of today different than music of the past?
- How does music imitate life?
- How do different cultures express themselves through music?
- What makes a good quality performance?
- Can you identify and follow a subject/theme in a composition?
- How does musical taste influence perception of a performance?

## **MODULE ASSESSMENT**

Students will apply acquired knowledge in the interpretation of music and its performance.

## **OBJECTIVES**

Students will...

- Develop the skill of analyzing and discussing characteristics of musical compositions
- Be exposed to music from various historical time periods and cultures
- Continue to reflect on musical performances
- Begin to understand and identify elements of form within a composition.
- Learn to define the quality of a performance by its technical merit
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- Use public speaking skills during a concert



- Produce written reflection after listening to a music sample
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades
- Create an original ostinato and accompaniments
- Reflect on the quality of a musical performance and persevere in finding a solution
- Critique ones performance using a rubric and adjust as needed
- Apply critical thinking during the composing process
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## **BY THE END OF FIFTH GRADE CREATION AND PERFORMANCE**

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### **STATE STANDARDS**

- 1.1.5.B.1** Identify the elements of music in response to aural prompts and printed musical notational systems.
- 1.1.5.B.2** Demonstrate the basic concept of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.3.5.B.1** Sing or play music from complex notation using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5.B.2** Sing melodic and harmonizing parts, independently and in groups adjusting to the range and timbre of the developing voice.
- 1.3.5.B.3** Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.3.5.B.4** Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical composition.
  
- CPR1** Act as a responsible citizen and employee
- CPR2** Apply appropriate academic and technical skills
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR8** Utilize critical thinking to make sense of problems and solve them
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity

## **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

## **ENDURING UNDERSTANDINGS**

Performance technique affects the sound and the overall aesthetic experience. In order to engage in an ensemble, you must be both a performer and a listener with the ability to react.

## **MODULE ASSESSMENT**

Students will apply acquired knowledge and skill through creation and performance.

## **ESSENTIAL QUESTIONS**

- How is music its own language?
- What elements make up a composition?
- How do the elements of music express different emotions?
- How does it feel to perform?

## **OBJECTIVES**

Students will....

- Apply the language of music through singing and playing
- Continue to develop their understanding of the various elements of music that make up a composition
- Experience emotions in music through listening and performing
- Apply skills needed to perform in an ensemble
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- Perform a piece of music to a group
- Compose an original piece of music
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades

- Create an original ostinato and accompaniments
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## **BY THE END OF FIFTH GRADE HISTORY OF THE ARTS AND CULTURE**

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### **STATE STANDARDS**

- 1.2.5.A.1** Recognize works of and music as a reflection of societal values and beliefs.
- 1.2.5.A.2** Relate common artistic elements that define distinctive genres in music.
- 1.2.5.A.3** Determine the impact of significant contributions of individual artists in music from diverse cultures throughout history.
- CPR1** Act as a responsible citizen and employee
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence

### **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### **ENDURING UNDERSTANDINGS**

Learning about music, and the artists involved, provides a link to the past, to other cultures, and to one's environment.

### **ESSENTIAL QUESTIONS**

- Who writes and performs music?
- How do different cultures express the same theme?
- How have past styles and their artists influenced the music in the future?

## **MODULE ASSESSMENT**

Students will experience music from different time periods and cultures.

### **OBJECTIVES**

Students will be...

- Exposed to various artists and their compositions
- Introduced to music from different cultures
- Recognize the impact of earlier musical styles/artists in future genres
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- In an oral report
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Perform music from other cultures in groups
- Work cooperatively in groups to compose and perform an original piece of music

## **SUGGESTED ACTIVITIES BY THE END OF FIFTH GRADE**

Participation in a progression of singing game activities such as: moving in place, circle games and dances, partner choosing games, chase games, double circle games, line games and dances, passing games, and clapping games.

- Sing songs that use echo patterns (solo and in groups), call and response, and improvisation.
- Study and perform music from a choral octavo.
- Develop a repertoire of American folk and patriotic songs.
- Learn a song in a foreign language.
- Experience singing in parts including 2 part harmony, canons, partner songs, descants and ostinatos.
- Begin to develop good vocal technique through regular performance in music class.
- Perform an orchestration on Orff instruments
- Create and perform in a percussion ensemble.
- Experience meter through movement and worksheets.
- Complete worksheets geared to each rhythmic element.
- Read and write using visuals such as: flashcards.
- Speech activities using quality children's poetry, rhymes and chants in duple, triple and compound meter.
- Show melodic direction through movement during singing and listening activities.
- Sight-read known and unknown songs, using pitched and unpitched notation, which progressively get more difficult.
- Manipulate staff note cards to learn about the music staff and to write melodic patterns.

- Experience melody through worksheets that focus on different intervals and patterns.
- Learn melodic ostinatos and accompaniments by rote and written notation.
- Write melodic patterns using worksheets and manipulatives.
- Participation in a sequenced program of instruction on the soprano recorder.
- Performance on classroom instruments such as: recorder, handbells, xylophones, or boom whackers.
- Improvise on various classroom instruments.
- Discuss the roles of musicians in everyday settings.
- Listen to recordings of men, women, and children singing.
- Study the families and instruments of the orchestra through video, recordings, and games.
- Using unpitched and pitched instruments explore musical forms such as: AB, ABA, Rondo and Theme and Variations.
- Discuss similarities and differences between music of various styles and cultures.
- Study a major composer's life and music, such as Tchaikovsky and the Nutcracker Suite.
- Analyze a piece of program music, such as Danse Macbre, Peer Gynt or The Seasons.
- Through movement have children express a specific melodic element.
- Build a repertoire of procedures that ensure safety and cooperation when moving freely in the classroom.
- Learn a dance specific to a piece of music or culture.
- Provide experiences for expression through movement.
- Label and apply terms that make up a movement vocabulary.



## **BY THE END OF SIXTH GRADE AESTHETICS AND CRITIQUE METHODOLOGIES**

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### **STATE STANDARDS**

- 1.4.8.A.1**     Generate observational and emotional response to diverse culturally and historically, specific works of music.
  
- 1.4.8.A.3**     Distinguish between artistic styles, trends and movements within diverse cultures and historical eras.
  
- 1.4.8.A.7**     Analyze the form, function, craftsmanship, and originality of representative works of music.
  
- 1.4.8.B.2**     Differentiate among basic formal structures and technical proficiencies of artists in works of music.
  
- CPR1**           Act as a responsible citizen and employee
  
- CPR4**           Communicate clearly and effectively and with reason
  
- CPR5**           Consider the environmental, social, and economic impacts of decisions
  
- CPR6**           Demonstrate creativity and innovation
  
- CPR8**           Utilize critical thinking to make sense of problems and solve them
  
- CPR9**           Model integrity, ethical leadership, and effective management
  
- CRP11**          Use technology to enhance productivity

### **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### **ENDURING UNDERSTANDINGS**

Students will develop the capacity to perceive and respond imaginatively to music. Students will understand that musical performances can differ in quality and effect.

## **ESSENTIAL QUESTIONS**

- Why do you like this music?
- How is music of today different than music of the past?
- How do different cultures express themselves through music?
- What makes a good quality performance?
- Can you identify and follow a subject/theme in a composition?
- How does musical taste influence perception of a performance?
- What makes a piece/performance of music great?
- How can the same piece of music be represented in different ways by various performers.

## **MODULE ASSESSMENT**

Students will apply acquired knowledge in the interpretation of music and its performance.

## **OBJECTIVES**

Students will...

- Develop the skill of analyzing and discussing characteristics of musical compositions
- Be exposed to music from various historical time periods and cultures
- Continue to reflect on musical performances
- Begin to understand and identify elements of form within a composition.
- Learn to define the quality of a performance by its technical merit
- Understand that personal preferences are influenced by many factors such as age, cultural/ ethnic background, and gender.
- Compare and contrast performances of a piece of music.
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- Use public speaking skills during a concert
- Produce written reflection after listening to a music sample
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades
- Create an original ostinato and accompaniments

- Reflect on the quality of a musical performance and persevere in finding a solution
- Critique ones performance using a rubric and adjust as needed
- Apply critical thinking during the composing process
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## BY THE END OF SIXTH GRADE CREATION AND PERFORMANCE

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### STATE STANDARDS

- 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.
- 1.3.8.B.2** Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- CPR1** Act as a responsible citizen and employee
- CPR2** Apply appropriate academic and technical skills
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR8** Utilize critical thinking to make sense of problems and solve them
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity

### BIG IDEAS/COMMON THREADS

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### ENDURING UNDERSTANDINGS

Performance technique affects the sound and the overall aesthetic experience. In order to engage in an ensemble, you must be both a performer and a listener with the ability to react.

### MODULE ASSESSMENT

Students will apply acquired knowledge and skill through creation and performance.

## **ESSENTIAL QUESTIONS**

- How is music its own language?
- What elements make up a composition?
- How do the elements of music express different emotions?
- How does it feel to perform?

## **OBJECTIVES**

Students will....

- Apply the language of music through singing and playing
- Continue to develop their understanding of the various elements of music that make up a composition
- Experience emotions in music through listening and performing
- Apply skills needed to perform in an ensemble
- Begin to apply stylistic techniques to their performance
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- Perform a piece of music to a group
- Compose an original piece of music
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Find one's own way of playing an instrument
- Create an original class form for a musical piece
- Compose an original piece of music-6-grades
- Create an original ostinato and accompaniments
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Work cooperatively in groups to compose and perform an original piece of music

## **BY THE END OF SIXTH GRADE HISTORY OF THE ARTS AND CULTURE**

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### **STATE STANDARDS**

- 1.2.8.A.1** Map historical innovations in music that were caused by the creation of new technologies.
- 1.2.8.A.3** Analyze the social, historical and political impact of culture on the arts.
- CPR1** Act as a responsible citizen and employee
- CPR4** Communicate clearly and effectively and with reason
- CPR5** Consider the environmental, social, and economic impacts of decisions
- CPR9** Model integrity, ethical leadership, and effective management
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence

### **BIG IDEAS/COMMON THREADS**

Through the continuous absorption of musical elements and skills and the acquired understanding of musical aesthetics, students develop a lifelong appreciation of music through active participation in a variety of musical experiences.

### **ENDURING UNDERSTANDINGS**

Learning about music, and the artists involved, provides a link to the past, to other cultures, and to one's environment.

### **ESSENTIAL QUESTIONS**

- How do different cultures express the same theme?
- How have past styles and their artists influenced the music in the future?
- How is the creation and performance of music changed overtime?
- How does the thinking of a society influence the music of that time period?

## **MODULE ASSESSMENT**

Students will experience music from different time periods and cultures.

## **OBJECTIVES**

Students will be...

- Exposed to various artists and their compositions
- Examine the development music through time
- Introduced to music from different cultures
- Recognize the impact of earlier musical styles/artists in future genres
- Meet the chorus, Music, or Orff ensemble attendance requirement
- Serve on stage crew, music, or attendance committee
- Come prepared for class with music folder and soprano recorder
- Perform assigned tasks in the music classroom
- in an oral report
- Use public speaking skills during a concert
- Demonstrate respect for musical instruments while performing and transporting instruments
- Work cooperatively to perform singing games and dances
- Follow the rules and procedures
- Assist in running music ensembles
- Use software to compose or enhance music
- Use word processing programs to produce documents and reports
- Perform music from other cultures in groups
- Work cooperatively in groups to compose and perform an original piece of music

## **SUGGESTED ACTIVITIES BY THE END OF SIXTH GRADE**

Participation in a progression of singing game activities such as: moving in place, circle games and dances, partner choosing games, chase games, double circle games, line games and dances, passing games, and clapping games.

- Sing songs that use echo patterns (solo and in groups), call and response, and improvisation.
- Study and perform music from a choral octavo.
- Develop a repertoire of American folk and patriotic songs.
- Learn a song in a foreign language.
- Experience singing in parts including 2 part harmony, canons, partner songs, descants and ostinatos.
- Begin to develop good vocal technique through regular performance in music class.
- Perform an orchestration on Orff instruments
- Create and perform in a percussion ensemble.
- Experience meter through movement and worksheets.
- Complete worksheets geared to each rhythmic element.
- Read and write using visuals such as: flashcards.
- Speech activities using quality children's poetry, rhymes and chants in duple, triple and compound meter.
- Show melodic direction through movement during singing and listening activities.
- Sight read known and unknown songs, using pitched and unpitched notation, which progressively get more difficult.



- Manipulate staff note cards to learn about the music staff and to write melodic patterns.
- Experience melody through worksheets that focus on different intervals and patterns.
- Learn melodic ostinatos and accompaniments by rote and written notation.
- Write melodic patterns using worksheets and manipulatives.
- Participation in a sequenced program of instruction on the soprano recorder.
- Performance on classroom instruments such as: recorder, hand bells, xylophones, or boom-whackers.
- Improvise on various classroom instruments.
- Discuss the roles of musicians in everyday settings.
- Listen to recordings of men, women, and children singing.
- Study the families and instruments of the orchestra through video, recordings, and games.
- Using unpitched and pitched instruments explore musical forms such as: AB, ABA, Rondo and Theme and Variations.
- Discuss similarities and differences between music of various styles and cultures.
- Study a major composer's life and music, such as Tchaikovsky and the Nutcracker Suite.
- Analyze a piece of program music, such as Danse Macbre, Peer Gynt or The Seasons.
- Through movement have children express a specific melodic element.
- Build a repertoire of procedures that ensure safety and cooperation when moving freely in the classroom.
- Learn a dance specific to a piece of music or culture.

- Provide experiences for expression through movement.
- Label and apply terms that make up a movement vocabulary.