

Music

NORTH WARREN CLUSTER

GRADE K - 3

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

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The curriculum for the music program was constructed with an eye towards the state Model Curriculum. With that as an anchor, the development grew to encompass many and varied content and their interconnectedness to the NJCCCS. It also encompasses the new version of the CCSS as a National commitment to both English and Mathematics. As such, curricular references to these new standards will read differently than they have in the past for both Mathematics and English.

CCSS.ELA-Literacy.CCRA.R will be the lead phrase in referencing the Common Core English Standards. The CCRA represents the College and Career Readiness Anchor standard. The particular standard of Reading (R), Writing (W) and so on will follow to help narrow the focus. This follows for Mathematics as well, using CCSS.Math.Content.CC to represent the math curricula within the subset of Counting and Cardinality. Individual grade based disclaimers were intentionally left out, as were specific strand identifiers, to allow freedom at the teacher level to focus on the roots of instruction without overly burdening the instructor with specific detail. Further, reading the second grade curricula would indicate the grade based standard as grade 2. Additionally, for the layperson and first year teacher, the full standard itself can be overly burdensome and create more problems and confusion than it resolves. This format facilitates an introduction of the curriculum and allows for a more open and seamless transition into classroom instruction and overall use.

The entire list of standards from the latest state adaptation and the new common core are included at the end of this document. Enclosed also are the respective links to these documents on-line.

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Musical Tone Production and Pitch II	Musical Tone Production and Pitch II
Musical Notation both Rhythm and Pitch II	Musical Notation both Rhythm and Pitch II
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**North Warren Cluster
Music
UBD Curriculum Template
Grade K**

Stage 1: Desired Results	
Topic: Listening and Responding	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.K.B.1 • 1.1.K.B.2 	
1.2 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.	
<ul style="list-style-type: none"> • 1.3.K.B.3 • 1.3.K.B.4 • 1.3.K.B.5 	
1.3 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.K.B.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does music make you feel? • How do you listen to music? • What types of sounds can you make with your voice? 	<ul style="list-style-type: none"> • Music requires specific listening skills.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ol style="list-style-type: none"> 1. Identify different types of voices 2. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation. 	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
<ul style="list-style-type: none"> • Students can listen and respond to musical prompts given by instructor. 	

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- **Clap, pat, echo, and play in response to prompts by instructor.**
- **Be able to listen and respond to instructor using different types of voices.**

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Clap, Sing, Play, Echo• Kinesthetic movements (Health and Physical Education 2.5 Motor Skill Development)• Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade K**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.K.B.2 • 1.1.K.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.K.B.1 • 1.3.K.B.2 • 1.3.K.B.3 • 1.3.K.B.4 • 1.3.K.B.5 • 1.3.K.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.K.B.1 • 1.4.K.B.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can you feel rhythm? • Why do people sing? • What is music? 	<ul style="list-style-type: none"> • Performance of music requires various elements of music such as duration, pitch, timbre, and intensity.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ol style="list-style-type: none"> 3. Perform basic elements of music including: beat, rhythm, dynamics, and timbre 4. Identify basic elements of music 	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
<ul style="list-style-type: none"> • Students will be able to identify and perform the basic elements of 	

music.	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a steady beat • Demonstrate a strong beat • Differentiate between beat and rhythm • Listen and identify loud vs. soft sounds • Aurally identify fast/slow and getting faster/getting slower • Sing loud and soft in new and known songs. • Use voices/instruments/movements to show loud and soft parts if a song • Aurally recognize high and low sounds • Explore high and low sounds with voices and instruments • Experience songs using a solfege method 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 15 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts
E	Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade K**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.K.B.1 • 1.1.K.B.2 • 1.1.K.B.3 • 1.1.K.B.4 	
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.	
<ul style="list-style-type: none"> • 1.2.K.A.2 	
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.	
<ul style="list-style-type: none"> • 1.3.K.B.1 • 1.3.K.B.2 • 1.3.K.B.3 • 1.3.K.B.4 • 1.3.K.B.5 • 1.3.K.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.K.A.6 • 1.4.K.A.7 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of musical instruments • Music has organization
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ol style="list-style-type: none"> 5. Identify a musical instrument by sight and/or sound 6. Understand and identify instruments fall into various groups 7. Identify and understand basic musical form 	

Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s)</p> <ul style="list-style-type: none"> • Students can identify musical instruments at a very basic level. • Students understand what a musical instrument is. • Student can identify and describe very basic musical form. 	<p>Integration of Digital Tools</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Describe instrumental properties • Categorize instruments into three basic groups • Distinguish between two different sections in music • Recognize and describe a pattern of music. For example, call and response, echo, ostinato, and basic AB form 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts

E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

**North Warren Cluster
Music
UBD Curriculum Template
Grade K**

Stage 1: Desired Results	
Topic: Introduction to Musical Symbols	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.K.B.1 • 1.1.K.B.2 • 1.1.K.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.K.B.1 • 1.3.K.B.2 • 1.3.K.B.3 • 1.3.K.B.4 • 1.3.K.B.5 • 1.3.K.B.6 	
<u>II. Health and Physical Education</u>	
<ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How to musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Musical symbols and notation help to share music.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<p style="text-align: center;">8. Read and understand very basic elements of musical notation.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools

<p>Identify various types of notation. Read rhythmic notation responding with kinesthetic movement.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Identify visual picture of the notation. • Identify and respond to rhythmic notation through movement. • Identify and respond to notation through sound and performance. • Students compose very simple musical notation 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Echo and Clap Rhythm Cards • Compose your own rhythm
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books</p>	

Internet
Listening Maps
CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 1**

Stage 1: Desired Results	
Topic: Listening and Responding	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.1.B.1 • 1.1.1.B.2 <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> <ul style="list-style-type: none"> • 1.3.1.B.3 • 1.3.1.B.4 • 1.3.1.B.5 <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.1.B.2 	
<p><u>II. Health and Physical Education</u></p> <ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does music make you feel? • How do you listen to music? • What types of sounds can you make with your voice? 	<ul style="list-style-type: none"> • Music requires specific listening skills.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>9. Identify different types of voices 10. Distinguish between loud and soft sounds 11. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
Students can listen and respond to musical	

<p>prompts given by instructor. Students can describe what they hear in listening prompts given by the instructor.</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Clap, pat, echo, and play in response to rhythmic and dynamic prompts by instructor • Be able to listen and respond to instructor using different types of voices. • Be able to identify different types of voices such as speaking, singing, whisper, and shout. • Respond to a listening prompt through descriptions 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Clap, Sing, Play, Echo • Kinesthetic movements • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books</p>	

Internet
Listening Maps
CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 1**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.1.B.2 • 1.1.1.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.1.B.1 • 1.3.1.B.2 • 1.3.1.B.3 • 1.3.1.B.4 • 1.3.1.B.5 • 1.3.1.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.1.B.1 • 1.4.1.B.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can you feel rhythm? • Why do people sing? • What is music? 	<ul style="list-style-type: none"> • Performance of music requires various elements of music such as duration, pitch, timbre, and intensity.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
12. Perform basic elements of music including: beat, rhythm, dynamics, and timbre 13. Identify basic elements of music	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools
Students will be able to identify and perform the basic elements of music.	

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- **Demonstrate a steady beat through singing, clapping, or playing**
- **Demonstrate a strong beat and weak beat**
- **Differentiate between beat and rhythm**
- **Sing loud and soft in new and known songs.**
- **Sing and play known songs getting louder and softer following the instructor**
- **Aurally identify fast/slow and getting faster/getting slower**
- **Use voices/instruments/movements to show loud and soft parts if a song**
- **Aurally recognize high and low sounds**
- **Explore high and low sounds with voices and instruments**
- **Experience songs using a Solfege method**
- **Interpret music through stories and illustrations**
- **Create movements to show accents; jump on the movement.**

Assessment Methods:

Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment
Peer Assessment
Interdisciplinary

Stage 3: Learning Plan

Number of Days: 15 weeks

In this unit consider how you will

A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts
E	Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 1**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
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.	
<ul style="list-style-type: none"> • 1.1.1.B.1 • 1.1.1.B.2 • 1.1.1.B.3 • 1.1.1.B.4 	
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.	
<ul style="list-style-type: none"> • 1.2.1.A.2 	
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.	
<ul style="list-style-type: none"> • 1.3.1.B.1 • 1.3.1.B.2 • 1.3.1.B.3 • 1.3.1.B.4 • 1.3.1.B.5 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.1.A.6 • 1.4.1.A.7 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of musical instruments • Music has organization
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<p>14. Identify a musical instrument by sight and/or sound</p> <p>15. Understand and identify instruments fall into various groups</p> <p>16. Identify and understand basic musical form</p>	
Learning Expectations/Objectives	

<p>Integration of 21st Century Theme(s)</p> <ul style="list-style-type: none"> • Students can identify musical instruments at a very basic level. • Students understand what a musical instrument is. • Student can identify and describe very basic musical form. 	<p>Integration of Digital Tools</p>
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Describe instrumental properties • Categorize instruments into three basic groups • Understand elements of different instrumental families • Distinguish between two different sections in music • Recognize and describe a pattern of music. For example, call and response, echo, ostinato, basic AB and ABA form • Using aural skills identify similar and different phrases, as well as long and short phrases. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>

Resources:	

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 1

Stage 1: Desired Results	
Topic: Introduction to Musical Symbols	
<p><i>Core Curriculum Standards</i></p> <p>1.1 The Creative Process: All students will demonstrate and understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> • 1.1.1.B.1 • 1.1.1.B.2 • 1.1.1.B.3 <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> <ul style="list-style-type: none"> • 1.3.1.B.1 • 1.3.1.B.2 • 1.3.1.B.3 • 1.3.1.B.4 • 1.3.1.B.5 • 1.3.1.B.6 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How to musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Musical symbols and notation help to share music.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>17. Read and understand very basic elements of musical notation.</p>	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools
<p>Identify various types of notation. Read rhythmic notation responding with kinesthetic movement.</p>	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	

Students will be able to:

- **Identify visual picture of the notation.**
- **Identify and respond to rhythmic notation through movement.**
- **Identify and respond to notation through sound and performance.**
- **Students compose and read very simple musical notation using quarter, and eighth notes.**

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

A Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.

B Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.

C Allow students revise, rethink, and refine their understanding of the topics covered.

D The following suggested learning experiences will help students explore the big ideas and essential questions:

- Musical Flashcards
- Visual representation of notation
- Kinesthetic movement
- Echo and Clap Rhythm Cards
- Compose your own rhythm

E Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 2

Stage 1: Desired Results	
Topic: Listening and Responding	
<i>Core Curriculum Standards</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.K.B.1 • 1.1.K.B.2 <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> <ul style="list-style-type: none"> • 1.3.K.B.3 • 1.3.K.B.4 • 1.3.K.B.5 <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.K.B.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does music make you feel? • How do you listen to music? • What types of sounds can you make with your voice? 	<ul style="list-style-type: none"> • Music requires specific listening skills.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>18. Identify different types of voices 19. Distinguish between loud and soft sounds 20. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.</p>	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools
<p>Students can listen and respond to musical prompts given by instructor. Students can describe what they hear in listening prompts given by the instructor.</p>	

Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Clap, pat, echo, and play in response to rhythmic and dynamic prompts by instructor • Be able to listen and respond to instructor using different types of voices. • Be able to identify different types of voices such as speaking, singing, whisper, and shout. • Respond to a listening prompt through descriptions 	
Assessment Methods:	
Formative: (On-going) Teacher observation, worksheets performance tasks	
Summative: (Culminating) Performance tasks (concert), Report Cards	
Other Evidence:	
Student Self-Assessment	
Peer Assessment	
Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Clap, Sing, Play, Echo • Kinesthetic movements • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
Resources:	
Classroom Instruments	
Textbooks	
Reference Materials	
Song Books	
Internet	
Listening Maps	
CDs	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 2**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<u>Core Content Curriculum</u>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.2.B.2 • 1.1.2.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.2.B.1 • 1.3.2.B.2 • 1.3.2.B.3 • 1.3.2.B.4 • 1.3.2.B.5 • 1.3.2.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.2.B.1 • 1.4.2.B.2 	
<u>II. Health and Physical Education</u>	
<ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can you feel rhythm? • Why do people sing? • What is music? 	<ul style="list-style-type: none"> • Performance of music requires various elements of music such as duration, pitch, timbre, and intensity.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ol style="list-style-type: none"> 1. Perform basic elements of music including: beat, rhythm, dynamics, and timbre 2. Identify basic elements of music 3. Students can recognize and understand basic musical vocabulary 	
Learning Expectations/Objectives	

<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p style="color: blue;">Students will be able to identify and perform the basic elements of music.</p>	<p style="text-align: center;">Integration of Digital Tools</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a steady beat through singing, clapping, or playing • Demonstrate a strong beat and weak beat • Differentiate between beat and rhythm • Recognize the speed of beats • Sing loud and soft in new and known songs • Sing and play known songs getting louder and softer following a student leader • Students create their own dynamics getting louder and softer • Students can describe crescendo and decrescendo • Recognize the difference between legato/staccato • Describe the use of musical expression such as dynamics and articulation • Aurally identify fast/slow and getting faster/getting slower • Use voices/instruments/movements to show loud and soft parts if a song • Aurally recognize high and low sounds • Explore high and low sounds with voices and instruments • Experience songs using a Solfege method • Interpret music through stories and illustrations • Create movements to show accents; jump on the movement. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
<p>Number of Days: 15 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas

	<p>and essential questions:</p> <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts • Creating and performing music
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 2**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.2.B.1 • 1.1.2.B.2 • 1.1.2.B.3 • 1.1.2.B.4 <p>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> <ul style="list-style-type: none"> • 1.2.2.A.2 <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> <ul style="list-style-type: none"> • 1.3.2.B.1 • 1.3.2.B.2 • 1.3.2.B.3 • 1.3.2.B.4 • 1.3.2.B.5 • 1.3.2.B.6 <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.2.A.6 • 1.4.2.A.7 	
<p><u>II. CCSS- ELA.CCRA</u></p> <ul style="list-style-type: none"> • Informational Text 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of musical instruments • Music has organization
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p>	

4. Identify a musical instrument by sight and/or sound
5. Understand and identify instruments fall into various groups
6. Identify and understand basic musical form

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

Students can identify musical instruments at a very basic level.
 Students understand what a musical instrument is.
 Student can identify and describe very basic musical form.

Integration of Digital Tools

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Describe instrumental properties
- Categorize instruments into three basic groups
- Understand, describe, and group instrumental families
- Distinguish between two different sections in music
- Recognize and describe a pattern of music. For example, call and response, echo, ostinato, basic AB and ABA form, verse and refrain, and identify a returning theme.
- Using aural skills identify similar and different phrases, as well as long and short phrases.

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment
 Peer Assessment
 Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

- | | |
|----------|--|
| A | Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature. |
| B | Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed. |
| C | Allow students revise, rethink, and refine their understanding of the topics covered. |
| D | The following suggested learning experiences will help students explore the big ideas and essential questions: |

	<ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 2**

Stage 1: Desired Results	
Topic: Introduction to Musical Symbols	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.2.B.1 • 1.1.2.B.2 • 1.1.2.B.3 <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> <ul style="list-style-type: none"> • 1.3.2.B.1 • 1.3.2.B.2 • 1.3.2.B.3 • 1.3.2.B.4 • 1.3.2.B.5 • 1.3.2.B.6 <p><u>II. CCSS- Mathematics</u></p> <ul style="list-style-type: none"> • Counting and Cardinality 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Musical symbols and notation help to share music.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p style="text-align: center;">7. Read and understand very basic elements of musical notation.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools

<p>Identify various types of notation. Read rhythmic notation responding with kinesthetic movement.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Identify visual picture of the notation. • Identify and respond to rhythmic notation through movement. • Identify and respond to notation through sound and performance. • Students compose and read very simple musical notation using quarter, eighth, and half notes. • Identify and describe dynamic and articulation symbols 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Echo and Clap Rhythm Cards • Compose your own rhythm
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 3**

Stage 1: Desired Results	
Topic: Music Foundations	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.3.B.1 • 1.1.3.B.2 • 1.1.3.B.3 <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> <ul style="list-style-type: none"> • 1.3.3.B.1 • 1.3.3.B.3 • 1.3.3.B.4 • 1.3.3.B.5 • 1.3.3.B.6 <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.3.B.2 • 1.4.3.B.3 <p><u>II. CCSS – ELA.CCRA</u></p> <ul style="list-style-type: none"> • Informational Text 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why do humans feel the need to listen to and create music? • How can you respond to rhythm and melody? • How can a melody change? • Are rhythm and duration essential? • How is music a universal language? • Why are certain musical styles appreciated by some and disliked by others? 	<ul style="list-style-type: none"> • The fundamental elements of music are the building blocks for understanding, performing, creating, and listening to music.

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

8. Distinguish between different meters
9. Identify patterns in music.
10. Identify various durations in music
11. Differentiate between major and minor keys.
12. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.
13. Use appropriate musical language
14. Identify note names on a staff in Treble Clef.
15. Music has melody and harmony.
16. Identify how tempo changes the beat of the music.

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

- Students can listen and respond to musical prompts given by instructor.
- Students can describe what they hear in listening prompts given by the instructor.
- Students can perform and identify basic melodic and rhythmic concepts.
- Students will perform increasingly complex rhythms using music notation and aural skills.

Integration of Digital Tools

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Clap, pat, echo, and play in response to rhythmic prompts by instructor.
- Use tempo as an expressive tool.
- Count beats in a measure.
- Respond to a listening prompt through descriptions.
- Differentiate between melody and harmony.
- Read treble clef notes on a staff.
- Identify the direction of a melody.
- Perform various melodies using instruments or voice.

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks	
Summative: (Culminating) Performance tasks, Report Cards	
Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Clap, Sing, Play, Echo • Kinesthetic movements • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 3**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.3.B.2 • 1.1.3.B.3 	
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	
<ul style="list-style-type: none"> • 1.3.3.B.1 • 1.3.3.B.2 • 1.3.3.B.3 • 1.3.3.B.4 • 1.3.3.B.5 • 1.3.3.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.3.B.1 • 1.4.3.B.2 	
<u>II. Social Studies</u>	
<ul style="list-style-type: none"> • 6.1 • 6.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do musicians make music expressive? • Why are certain musical styles appreciated by some and disliked by others? • How does music reflect history and culture? 	<ul style="list-style-type: none"> • Performance of music requires melody, rhythm, and expressive tools.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	

- 17. Perform basic elements of music including: rhythm, melody, dynamics, harmony
- 18. Identify basic elements of music
- 19. Students can recognize and understand basic musical vocabulary
- 20. Respond and describe to cues from a conductor
- 21. Respond and critique musical performance.

Learning Expectations/Objectives

Integration of 21 st Century Theme(s)	Integration of Digital Tools
Students will be able to identify and perform the elements of music.	

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Demonstrate a steady beat through performing on an instrument or voice
- Demonstrate a strong beat and weak beat
- Differentiate between various rhythms
- Recognize tempo
- Sing and recognize dynamics in new and known songs
- Students can describe crescendo and decrescendo
- Recognize the difference between legato/staccato
- Describe the use of musical expression such as dynamics and articulation
- Use voices/instruments/movements to show expressive elements in a song
- Explore high and low sounds with voices and instruments
- Experience songs using various methods of teaching melody
- Compose a simple composition in common time.

Assessment Methods:

Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 15 weeks

In this unit consider how you will

A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles.

	Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts • Creating and performing music
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 3**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.3.B.1 • 1.1.3.B.2 • 1.1.3.B.3 • 1.1.3.B.4 <p>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> <ul style="list-style-type: none"> • 1.2.3.A.2 <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> <ul style="list-style-type: none"> • 1.3.3.B.1 • 1.3.3.B.2 • 1.3.3.B.3 • 1.3.3.B.4 • 1.3.3.B.5 • 1.3.3.B.6 <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.3.A.6 • 1.4.3.A.7 	
<p><u>II. CCSS –ELA.CCRA</u></p> <ul style="list-style-type: none"> • Foundational Skills 	
<p><u>III. CCSS – Mathematics</u></p> <ul style="list-style-type: none"> • Geometry (Patterns) 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? • How do musical patterns relate to 	<ul style="list-style-type: none"> • There are variety of instrumental families • Music has organization

other subject matter?	
Knowledge and Skills: (Focus of Instruction) Students will be able to:	
<p>22. Identify a musical instrument by sight and/or sound</p> <p>23. Understand and identify musical ensembles.</p> <p>24. Identify and understand ABA form.</p> <p>25. Identify and describe same and different musical phrases.</p> <p>26. Use appropriate music vocabulary.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>Students can identify and describe the various musical families.</p> <p>Student can identify and describe ABA form.</p>	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to:	
<ul style="list-style-type: none"> • Categorize instruments into musical families • Understand and describe the use of various musical families. • Identify and describe ABA form and how it used in music. LA • Recognize the various sections of a piece of music (for example A or B) • Recognize and interpret patterns in music. • Using aural skills identify similar and different phrases, as well as long and short phrases. 	
Assessment Methods:	
<p>Formative: (On-going) Teacher observation, worksheets performance tasks</p> <p>Summative: (Culminating) Performance tasks, Report Cards</p>	
Other Evidence:	
<p>Student Self-Assessment</p> <p>Peer Assessment</p> <p>Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.

D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts
E	<p>Incorporating age appropriate literature helps to support the music concepts</p>
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 3

Stage 1: Desired Results	
Topic: Musical Symbols and Notation	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.3.B.1 • 1.1.3.B.2 • 1.1.3.B.3 <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> <ul style="list-style-type: none"> • 1.3.3.B.1 • 1.3.3.B.2 • 1.3.3.B.3 • 1.3.3.B.4 • 1.3.3.B.5 • 1.3.3.B.6 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>27. Read and understand treble clef notation 28. Read and understand increasingly more complex rhythmic and melodic patterns. 29. Define increasingly more complex musical vocabulary. 30. Identify and define various symbols.</p>	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools

<p>Interpreting musical notation and symbols through singing/performing on a musical instrument.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Performing musical notation in treble clef. • Identify and respond to rhythmic and melodic notation through singing/performing on instruments. • Students compose and read very simple musical notation using quarter, eighth, and half notes, and equivalent rests. • Identify and demonstrate dynamic and articulation symbols 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Echo and Clap Rhythm Cards • Compose your own rhythm
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>
<p>Resources: Classroom Instruments Textbooks</p>	

Reference Materials

Song Books

Internet

Listening Maps

CDs

Music

NORTH WARREN CLUSTER

GRADE 4 – 6

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

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Curriculum Coordinator: Kevin T. Morley

**North Warren Cluster
Music
UBD Curriculum Template
Grade 4**

Stage 1: Desired Results	
Topic: Music Foundations	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.4.B.1 • 1.1.4.B.2 • 1.1.4.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.4.B.1 • 1.3.4.B.3 • 1.3.4.B.4 • 1.3.4.B.5 • 1.3.4.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.4.B.2 • 1.4.4.B.3 	
<u>II. Health and Physical Education</u>	
<ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why do humans feel the need to listen to and create music? • How can you respond to rhythm and melody? • How can a melody change? • Are rhythm and duration essential? • How is music a universal language? • Why are certain musical styles appreciated by some and disliked by others? 	<ul style="list-style-type: none"> • The fundamental elements of music are the building blocks for understanding, performing, creating, and listening to music.

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

31. Distinguish between different meters
32. Identify patterns in music.
33. Identify various durations in music
34. Identify a change in key from Major to Minor in a piece of music.
35. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.
36. Use appropriate musical language
37. Identify note names on a staff in Treble Clef and Bass Clef
38. Recognize notes can be clustered to form chords.
39. Recognize music is more than just a melody.
40. Identify how specific tempo changes in music.

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

- Students can listen and respond to musical prompts given by instructor.
- Students can describe what they hear in listening prompts given by the instructor.
- Students can perform and identify basic melodic and rhythmic concepts.
- Students will perform increasingly complex rhythms using music notation and aural skills.

Integration of Digital Tools

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Clap, pat, echo, and play in response to rhythmic prompts by instructor.
- Use tempo as an expressive tool.
- Count beats in a measure.
- Respond to a listening prompt through descriptions.
- Differentiate between melody, harmony, and bass.
- Read treble clef and bass clef notes on a staff.
- Identify the direction and skips in music.
- Perform various melodies using instruments or voice.

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks
Summative: (Culminating) Performance tasks, Report Cards

Other Evidence:

Student Self-Assessment
Peer Assessment
Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

- | | |
|----------|---|
| A | Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature. |
| B | Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed. |
| C | Allow students revise, rethink, and refine their understanding of the topics covered. |
| D | The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Clap, Sing, Play, Echo• Kinesthetic movements• Listening Prompts |
| E | Incorporating age appropriate literature helps to support the music concepts |

Resources:

Classroom Instruments
Textbooks
Reference Materials
Song Books
Internet
Listening Maps
CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 4**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.4.B.2 • 1.1.4.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.4.B.1 • 1.3.4.B.2 • 1.3.4.B.3 • 1.3.4.B.4 • 1.3.4.B.5 • 1.3.4.B.6 	
1.5 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.4.B.1 • 1.4.4.B.2 	
II. Health and Physical Education	
<ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do musicians make music expressive? • Why are certain musical styles appreciated by some and disliked by others? • How does music reflect history and culture? 	<ul style="list-style-type: none"> • Performance of music requires melody, rhythm, and expressive tools.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	

- 41. Perform basic elements of music including: rhythm, melody, dynamics, harmony
- 42. Identify basic elements of music
- 43. Students can recognize and understand basic musical vocabulary
- 44. Respond and describe to cues from a conductor
- 45. Respond and critique musical performance.

Learning Expectations/Objectives

Integration of 21 st Century Theme(s)	Integration of Digital Tools
Students will be able to identify and perform the elements of music.	

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Demonstrate a steady beat through performing on an instrument or voice
- Demonstrate a strong beat and weak beat
- Differentiate between various rhythms
- Recognize tempo
- Sing and recognize dynamics in new and known songs
- Students can describe crescendo and decrescendo
- Recognize the difference between legato/staccato
- Describe the use of musical expression such as dynamics and articulation
- Use voices/instruments/movements to show expressive elements in a song
- Explore high and low sounds with voices and instruments
- Experience songs using various methods of teaching melody
- Compose a simple composition in common time.

Assessment Methods:

Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 15 weeks

In this unit consider how you will

A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.

C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts • Creating and performing music
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 4**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.4.B.1 • 1.1.4.B.2 • 1.1.4.B.3 • 1.1.4.B.4 	
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.	
<ul style="list-style-type: none"> • 1.2.4.A.2 	
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.	
<ul style="list-style-type: none"> • 1.3.4.B.1 • 1.3.4.B.2 • 1.3.4.B.3 • 1.3.4.B.4 • 1.3.4.B.5 • 1.3.4.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.4.A.6 • 1.4.4.A.7 	
<u>II. CCSS – ELA.CCRA</u>	
<ul style="list-style-type: none"> • Foundational Skills – Identifying Patterns 	
<u>III. CCSS – Mathematics</u>	
<ul style="list-style-type: none"> • Geometry – Sequence 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of instrumental families

<ul style="list-style-type: none"> • How do musical patterns relate to other subject matter? 	<ul style="list-style-type: none"> • Music has organization
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>46. Identify a musical instrument by sight and/or sound 47. Understand and identify musical ensembles. 48. Identify and understand ABA form and AABA form. 49. Distinguish between pieces in ABA and AABA form. 50. Use appropriate music vocabulary.</p>	
<p>Learning Expectations/Objectives</p>	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>Students can identify various musical ensembles. Student can identify and describe AABA form.</p>	<p style="text-align: center;">Integration of Digital Tools</p>
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Categorize instruments into musical ensembles • Understand and describe the use of various musical ensemble. • Identify and describe ABA and AABA form and how it used in music. LA • Recognize the form of a piece of music (either ABA or AABA) • Recognize and interpret patterns in music. • Using aural skills identify similar and different phrases, as well as long and short phrases. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks, Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>

C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 4

Stage 1: Desired Results	
Topic: Musical Symbols and Notation	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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</p> <ul style="list-style-type: none"> • 1.1.4.B.1 • 1.1.4.B.2 • 1.1.4.B.3 <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> <ul style="list-style-type: none"> • 1.3.4.B.1 • 1.3.4.B.2 • 1.3.4.B.3 • 1.3.4.B.4 • 1.3.4.B.5 • 1.3.4.B.6 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>51. Read and understand treble clef and bass clef notation. 52. Read and understand increasingly more complex rhythmic and melodic patterns. 53. Define increasingly more complex musical vocabulary. 54. Identify and define various symbols.</p>	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools

<p>Interpreting musical notation and symbols through singing/performing on a musical instrument.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Performing musical notation in treble and bass clef. • Identify and respond to rhythmic and melodic notation through singing/performing on instruments. • Students compose and read very simple musical notation using quarter, eighth, and half notes, whole notes, and equivalent rests. • Identify and demonstrate dynamic and articulation symbols 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Echo and Clap Rhythm Cards • Compose your own rhythm
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>
<p>Resources: Classroom Instruments Textbooks</p>	

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 5**

Stage 1: Desired Results	
Topic: Music Foundations	
<i>Core Content Curriculum</i>	
I.Music	
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.	
<ul style="list-style-type: none"> • 1.1.5.B.1 • 1.1.5.B.2 • 1.1.5.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.5.B.1 • 1.3.5.B.3 • 1.3.5.B.4 • 1.3.5.B.5 • 1.3.5.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.5.B.2 • 1.4.5.B.3 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why do humans feel the need to listen to and create music? • How can you respond to rhythm and melody? • How can a melody change? • Are rhythm and duration essential? • How is music a universal language? • Why are certain musical styles appreciated by some and disliked by others? 	<ul style="list-style-type: none"> • The fundamental elements of music are the building blocks for understanding, performing, creating, and listening to music.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
55. Distinguish between various simple meters (2/4, 3/4, 4/4)	

- 56. Feel and demonstrate Compound Meter
- 57. Identify various durations in music
- 58. Describe basic function of a Major Scale.
- 59. Identify a Major Scale.
- 60. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.
- 61. Use appropriate musical language
- 62. Identify note names on a staff in Treble Clef and Bass Clef
- 63. Recognize notes can be clustered to form chords.
- 64. Identify and describe different ranges (Soprano, Alto, Tenor, and Bass)
- 65. Identify skips, steps, and leaps in melodies
- 66. Identify how specific tempo changes in music
- 67. Aurally identify melodic sequence.

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

- Students can listen and respond to musical prompts given by instructor.
- Students can describe what they hear in listening prompts given by the instructor.
- Students can perform and identify basic melodic and rhythmic concepts.
- Students will perform increasingly complex rhythms using music notation and aural skills.

Integration of Digital Tools

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Clap, pat, echo, and play in response to rhythmic prompts by instructor.
- Use tempo as an expressive tool.
- Count beats in a measure.
- Respond to a listening prompt through descriptions.
- Differentiate between Soprano, Alto, Tenor, and Bass.
- Read and perform treble clef and bass clef notes on a staff.
- Identify the direction of music and skips and leaps in music.
- Perform various melodies using instruments or voice.

Assessment Methods:

<p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks, Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Clap, Sing, Play, Echo • Kinesthetic movements • Listening Prompts
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 5**

Stage 1: Desired Results	
Topic: Performing the Elements of Music	
<i>Core Content Curriculum</i>	
I. Music	
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.	
<ul style="list-style-type: none"> • <i>1.1.5.B.2</i> • <i>1.1.5.B.3</i> 	
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.	
<ul style="list-style-type: none"> • <i>1.2.5.A.2</i> 	
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	
<ul style="list-style-type: none"> • <i>1.3.5.B.1</i> • <i>1.3.5.B.2</i> • <i>1.3.5.B.3</i> • <i>1.3.5.B.4</i> • <i>1.3.5.B.5</i> • <i>1.3.5.B.6</i> 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • <i>1.4.5.B.1</i> • <i>1.4.5.B.2</i> 	
<u>II. Social Studies</u>	
<ul style="list-style-type: none"> • 6.1 • 6.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do musicians make music expressive? • Why are certain musical styles appreciated by some and disliked by others? • How does music reflect history and culture? 	<ul style="list-style-type: none"> • Performance of music requires melody, rhythm, and expressive tools.

Knowledge and Skills: (Focus of Instruction) Students will be able to:	
<p>68. Perform elements of music including: rhythm, melody, dynamics, harmony</p> <p>69. Students can recognize and understand basic musical vocabulary in an ensemble setting</p> <p>70. Respond to and describe cues from a conductor</p> <p>71. Compose and perform a short musical composition.</p> <p>72. Use appropriate music vocabulary to express statements of fact and opinion regarding a performance or musical work.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>Students will be able to identify and perform the elements of music.</p> <p>Students will be able to compose and interpret musical performances using the elements of music.</p>	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to:	
<ul style="list-style-type: none"> • Demonstrate a steady beat through performing on an instrument or voice • Demonstrate a strong beat and weak beat • Differentiate between various rhythms • Recognize tempo in various compositions • Sing and recognize dynamics in new and known songs • Students can describe and perform crescendo and decrescendo • Recognize and perform the difference between legato/staccato • Describe and perform the use of musical expression such as dynamics and articulation • Use voices/instruments/movements to show expressive elements in a song • Explore high and low sounds with voices and instruments • Experience songs using various methods of teaching melody • Compose and perform a musical composition in simple meter. 	
Assessment Methods:	
<p>Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks</p> <p>Summative: (Culminating) Performance tasks (concert), Report Cards</p>	
Other Evidence:	

Student Self-Assessment Peer Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 15 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts • Creating and performing music
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 5**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.5.B.1 • 1.1.5.B.2 • 1.1.5.B.3 • 1.1.5.B.4 	
1.3 History of the Arts and Culture	
All students will understand the role, development, and influence of the arts throughout history and across cultures.	
<ul style="list-style-type: none"> • 1.2.5.A.2 	
1.4 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.	
<ul style="list-style-type: none"> • 1.3.5.B.1 • 1.3.5.B.2 • 1.3.5.B.3 • 1.3.5.B.4 • 1.3.5.B.5 • 1.3.5.B.6 	
1.5 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.5.A.6 • 1.4.5.A.7 	
<u>II. CCSS – ELA.CCRA</u>	
<ul style="list-style-type: none"> • Foundational Skills (Form relates to writing) 	
<u>III. CCSS – Mathematics</u>	
<ul style="list-style-type: none"> • Geometry (Patterns) 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of instrumental families

<ul style="list-style-type: none"> • How do musical patterns relate to other subject matter? • What types of instrumentation can be used to play melody or accompaniment? 	<ul style="list-style-type: none"> • Music has organization
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>73. Identify the range of instruments based on sound and sight 74. Understand and identify musical ensembles 75. Identify and understand ABA form, AABA, and ABACA 76. Distinguish between pieces in ABA, AABA, and ABACA form 77. Sing songs in round and canons 78. Understand and describe a round vs. canon 79. Use appropriate music vocabulary</p>	
<p>Learning Expectations/Objectives</p>	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>Students can identify various musical ensembles. Student can identify and describe ABACA form.</p>	<p style="text-align: center;">Integration of Digital Tools</p>
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Categorize and describe range of instruments • Understand and describe the use of various musical ensemble • Identify and describe ABA, AABA, and ABACA form and how it used in music. LA • Recognize the form of a piece of music (either ABA, AABA, and ABACA) • Recognize and interpret patterns in music. • Using aural skills identify similar and different phrases, as well as long and short phrases. • Describe and Critique the form of a piece of music using appropriate musical vocabulary. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets performance tasks Summative: (Culminating) Performance tasks, Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	

Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Call and Response Songs, Question and Answer songs with corresponding movements • Worksheets on instrumental groups • Listening Prompts • Research Projects
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 5

Stage 1: Desired Results	
Topic: Musical Symbols and Notation	
<i>Core Content Curriculum</i>	
<p><u>I. Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.5.B.1 • 1.1.5.B.2 • 1.1.5.B.3 <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> <ul style="list-style-type: none"> • 1.3.5.B.1 • 1.3.5.B.2 • 1.3.5.B.3 • 1.3.5.B.4 • 1.3.5.B.5 • 1.3.5.B.6 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>80. Read and understand treble clef and bass clef notation. 81. Read and understand increasingly more complex rhythmic and melodic patterns. 82. Define increasingly more complex musical vocabulary. 83. Identify and define various symbols.</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools

<p>Interpreting musical notation and symbols through singing/performing on a musical instrument.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Perform musical notation in treble and bass clef alone and/or with partners. • Identify and respond to rhythmic and melodic notation through singing/performing on instruments. • Students compose and read very simple musical notation using quarter, eighth, half notes, whole notes and equivalent rests. Sixteenth notes will be introduced. • Identify and demonstrate dynamic and articulation symbols. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets, performance tasks Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Use classroom instruments • Echo and Clap Rhythm Cards • Compose your own rhythm
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 6**

Stage 1: Desired Results	
Topic: Music Foundations	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 • 1.1.6.B.3 	
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.	
<ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.3 • 1.3.6.B.4 • 1.3.6.B.5 • 1.3.6.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.6.B.2 • 1.4.6.B.3 	
<u>II. Health and Physical Education</u>	
<ul style="list-style-type: none"> • 2.5 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why do humans feel the need to listen to and create music? • How can you respond to rhythm and melody? • How can a melody change? • Are rhythm and duration essential? • How is music a universal language? • Why are certain musical styles appreciated by some and disliked by others? 	<ul style="list-style-type: none"> • The fundamental elements of music are the building blocks for understanding, performing, creating, and listening to music.

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

- 84. Distinguish between various simple meters (2/4, 3/4, 4/4)**
- 85. Feel and demonstrate Compound Meter**
- 86. Identify various durations in music**
- 87. Describe basic function of a Major Scale and Minor Scale**
- 88. Identify a Major vs. Minor Scale**
- 89. Demonstrate a kinesthetic response to music through movement and aural/oral interpretation.**
- 90. Use appropriate musical language**
- 91. Identify note names on a staff in Treble Clef and Bass Clef**
- 92. Identify skips, steps, and leaps in melodies**
- 93. Identify how specific tempo changes in music**
- 94. Aurally recognize a I, IV, V, I chord progression**
- 95. Aurally recognize the pentatonic scale**

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

- **Students can listen and respond to musical prompts given by instructor.**
- **Students can describe what they hear in listening prompts given by the instructor.**
- **Students can perform and identify basic melodic and rhythmic concepts.**
- **Students will perform increasingly complex rhythms using music notation and aural skills.**

Integration of Digital Tools

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- **Perform, describe, and distinguish between all learned time signatures**
- **Clap, pat, echo, and play in response to rhythmic prompts by instructor.**
- **Use tempo as an expressive tool.**
- **Count beats in a measure.**
- **Respond to a listening prompt through descriptions.**
- **Perform and identify I, IV, V, I chord pattern**
- **Read and perform treble clef and bass clef notes on a staff.**
- **Identify the direction of music and skips and leaps in music.**

- Perform various melodies using instruments or voice.
- Perform pieces in Major, Minor, and Pentatonic scale patterns

Assessment Methods:

Formative: (On-going) Teacher observation, worksheets performance tasks

Summative: (Culminating) Performance tasks, Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

- | | |
|----------|--|
| A | Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature. |
| B | Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed. |
| C | Allow students revise, rethink, and refine their understanding of the topics covered. |
| D | The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Vocal performance • Perform on instruments • Kinesthetic movements • Listening Prompts |
| E | Incorporating age appropriate literature helps to support the music concepts |

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Music
UBD Curriculum Template
Grade 6**

Stage 1: Desired Results	
Topic: Performing the Elements of Music and History of Music	
<i>Core Content Curriculum</i>	
I. Music	
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.	
<ul style="list-style-type: none"> • 1.1.6.B.2 • 1.1.6.B.3 	
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	
<ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 • 1.3.6.B.3 • 1.3.6.B.4 • 1.3.6.B.5 • 1.3.6.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.6.B.1 • 1.4.6.B.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do musicians make music expressive? • Why are certain musical styles appreciated by some and disliked by others? • How does music reflect history and culture? 	<ul style="list-style-type: none"> • Performance of music requires melody, rhythm, and expressive tools.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<p>96. Perform elements of music including: rhythm, melody, dynamics, harmony</p> <p>97. Students can recognize and understand basic musical vocabulary in an ensemble setting</p> <p>98. Respond to and describe cues from a conductor</p>	

- 99. Compose or arrange a short musical composition and perform composition
- 100. Use appropriate music vocabulary to express statements of fact and opinion regarding a performance or musical work.
- 101. Identify and describe various musical composers and the types of works they composed
- 102. Improvise over an ostinato

Learning Expectations/Objectives

Integration of 21 st Century Theme(s)	Integration of Digital Tools
<p>Students will be able to identify and perform the elements of music. Students will be able to compose and interpret musical performances using the elements of music.</p>	

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Demonstrate a steady beat through performing on an instrument or voice
- Demonstrate a strong beat and weak beat
- Differentiate between various rhythms
- Recognize tempo in various compositions
- Sing and recognize dynamics in new and known songs
- Students can describe and perform crescendo and decrescendo
- Recognize and perform the difference between legato/staccato
- Describe and perform the use of musical expression such as dynamics and articulation
- Use voices/instruments/movements to show expressive elements in a song
- Experience songs using various methods of teaching melody
- Compose or arrange short musical compositions based on the work of a composer
- Improvise a melody
- Research various composers and compositional techniques

Assessment Methods:

Formative: (On-going) Teacher observation, student and peer self-assessment, worksheets performance tasks

Summative: (Culminating) Performance tasks (concert), Report Cards

Other Evidence:

Student Self-Assessment
Peer Assessment
Interdisciplinary

Stage 3: Learning Plan	
Number of Days: 15 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Sing and perform a varied repertoire of music utilizing the elements of music • Listening Prompts • Kinesthetic movements to listening prompts • Creating and performing music • Research Projects
E	Incorporating age appropriate literature helps to support the music concepts
<p>Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs</p>	

**North Warren Cluster
Music
UBD Curriculum Template
Grade 6**

Stage 1: Desired Results	
Topic: Musical Form and Instrumentation	
<i>Core Content Curriculum</i>	
<u>I. Music</u>	
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.	
<ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 • 1.1.6.B.3 • 1.1.6.B.4 	
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.	
<ul style="list-style-type: none"> • 1.2.6.A.2 	
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.	
<ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 • 1.3.6.B.3 • 1.3.6.B.4 • 1.3.6.B.5 • 1.3.6.B.6 	
1.4 Aesthetic Responses and Critique Methodologies	
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.	
<ul style="list-style-type: none"> • 1.4.6.A.6 • 1.4.6.A.7 	
<u>II. CCSS – ELA.CCRA</u>	
<ul style="list-style-type: none"> • Informational Text (Form) 	
<u>III. CCSS – Mathematics</u>	
<ul style="list-style-type: none"> • Geometry (Patterns) 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does music have a pattern? • What is a musical instrument? 	<ul style="list-style-type: none"> • There are variety of instrumental families

<ul style="list-style-type: none"> • How do musical patterns relate to other subject matter? • What types of instrumentation can be used to play melody or accompaniment? 	<ul style="list-style-type: none"> • Music has organization
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>103. Identify the range and tone of various musical instruments and musical ensembles 104. Understand and identify musical ensembles 105. Identify and understand ABA form, AABA, and ABACA 106. Distinguish between pieces in ABA, AABA, and ABACA form 107. Sing songs in round and canons 108. Understand and describe a round vs. canon 109. Use appropriate music vocabulary 110. Describe and identify theme and variation</p>	
<p>Learning Expectations/Objectives</p>	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>Students can identify various musical ensembles. Student can identify and describe ABACA form.</p>	<p style="text-align: center;">Integration of Digital Tools</p>
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Categorize and describe the tone of various musical instruments • Understand and describe the use and tone of various musical ensemble • Identify and describe ABA, AABA, and ABACA form and how it used in music. LA • Recognize the form of a piece of music (either ABA, AABA, and ABACA) • Perform in 3 part rounds • Identify and Describe theme and variation • Compose a piece in various musical forms • Recognize and interpret patterns in music. • Using aural skills identify similar and different phrases, as well as long and short phrases. • Describe and Critique the form of a piece of music using appropriate musical vocabulary. 	
<p>Assessment Methods:</p>	
<p>Formative: (On-going) Teacher observation, worksheets performance tasks</p>	

Summative: (Culminating) Performance tasks, Report Cards	
Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Perform music in various forms • Listen and identify musical form • Worksheets on instrumental families, ensembles, and tone • Listening Prompts • Research Projects
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials Song Books Internet Listening Maps CDs	

North Warren Cluster
 Music
 UBD Curriculum Template
 Grade 6

Stage 1: Desired Results	
Topic: Musical Symbols and Notation	
<i>Core Content Curriculum</i>	
<p><u>I.Music</u></p> <p>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> <ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 • 1.1.6.B.3 <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> <ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 • 1.3.6.B.3 • 1.3.6.B.4 • 1.3.6.B.5 • 1.3.6.B.6 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>111.Read and understand treble clef and bass clef notation. 112.Read and understand increasingly more complex rhythmic and melodic patterns. 113.Define increasingly more complex musical vocabulary. 114.Identify and define various symbols.</p>	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools

<p>Interpreting musical notation and symbols through singing/performing on a musical instrument.</p>	
<p>Stage 2: Evidence of Understanding</p>	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Perform musical notation in treble and bass clef alone and/or with partners. • Identify and respond to rhythmic and melodic notation through singing/performing on instruments. • Students compose and read very simple musical notation using sixteenth, quarter, eighth, half notes, whole notes, ties, dotted rhythms, syncopation, and equivalent rests. Sixteenth notes will be introduced. • Identify and demonstrate dynamic and articulation symbols. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets, performance tasks Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 10 weeks</p>	
<p><i>In this unit consider how you will</i></p>	
<p>A</p>	<p>Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.</p>
<p>B</p>	<p>Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.</p>
<p>C</p>	<p>Allow students revise, rethink, and refine their understanding of the topics covered.</p>
<p>D</p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Musical Flashcards • Visual representation of notation • Kinesthetic movement • Use classroom instruments • Compose your own pieces • Perform various musical dynamics and symbols through singing and instruments
<p>E</p>	<p>Incorporating age appropriate literature helps to support the music concepts</p>

Resources:	

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

Music

NORTH WARREN CLUSTER INSTRUMENTAL MUSIC CURRICULUM

GRADE 4-6

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Robin Stone (Frelinghuysen), Samantha Incarbone (Knowlton),
Aimee Nishimura (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley

**North Warren Cluster
Instrumental Music Curriculum
UBD Curriculum Template
Grade 4-6**

Stage 1: Desired Results	
Topic: Instrumental Care and Maintenance	
<i>Core Content Curriculum</i>	
<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> <ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.6.A.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to care for your instrument? • In what ways must you care for you instrument? • Why is it important to hold and maneuver you instrument correctly? • Why is good posture important in instrumental playing? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <p>115.Hold the instrument correctly 116. Care properly for instrument 117.Maintain proper care of the instrument through handling, cleaning, and putting instrument 118.Put together their instruments properly 119.Can identify parts of their instrument</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools <ul style="list-style-type: none"> • SmartBoard (if applicable)
Stage 2: Evidence of Understanding	

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- **Demonstrate and explain the proper ways to care for their musical instrument through weekly band preparation**
- **Demonstrate proper ways to clean and put away instrument**
- **Explain the importance of proper care of their instrument**
- **Assemble instrument properly**
- **Explain and identify parts of their instrument**

Assessment Methods:

Formative: (On-going) Teacher observation, performance tasks

Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards

Other Evidence:

Student Self-Assessment

Peer Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10 weeks

In this unit consider how you will

A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Weekly routines when entering band and exiting band class• Demonstration of what happens when instruments are not properly cared for• Weekly use of instrumental parts vocabulary to reinforce the parts of the instrument
E	Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Instrumental Music Curriculum
UBD Curriculum Template
Grade 4-6**

Stage 1: Desired Results	
Topic: Sound Production and Technique	
<i>Core Content Curriculum</i>	
<p>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> <ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 	
<p>1.2 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> <ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 	
<p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.6.A.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is sound produced? • How can we breathe properly to ensure good sound and tone? • Why is it important to have proper breathing? • What can we do to produce different notes on an instrument? 	<ul style="list-style-type: none"> • The importance of proper sound production and technique in performing on musical instruments.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ol style="list-style-type: none"> 1. Use correct breathing and breathe support when performing on instrument. 2. Produce proper tone on instrument. 3. Identify fingerings used for specific notes on their instrument. 4. Use tongue to separate notes 5. Use different articulations in response to instructions in music 	

Learning Expectations/Objectives	
Integration of 21st Century Theme(s) Interpreting musical notation and symbols through singing/performing on a musical instrument.	Integration of Digital Tools
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Produce a proper tone with correct breathing and breathe support when performing in band class and lessons. • Use correct fingerings when playing music in band class and lessons. • Identify correct fingerings for specific notes in music. • Play musically by observing given articulation markings and phrasing. 	
Assessment Methods: Formative: (On-going) Teacher observation, performance tasks Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards	
Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Performing alone and with others in weekly band class and lessons • Watch performance from instructor and identify correct demonstration of proper breath support and technique
E	Incorporating age appropriate literature helps to support the music concepts
Resources: Classroom Instruments Textbooks Reference Materials	

Song Books
Internet
Listening Maps
CDs

**North Warren Cluster
Instrumental Music Curriculum
UBD Curriculum Template
Grade 4-6**

Stage 1: Desired Results	
Topic: Fundamentals	
<i>Core Content Curriculum</i>	
<p>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> <ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 	
<p>1.2 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> <ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 	
<p>1.3 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.6.A.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is music notated and interpreted by the performer? • What types of symbols are used in music? • How do musicians read these symbols? • Why do we use musical notation? • What is the importance of properly reading and following music when playing in an ensemble? 	<ul style="list-style-type: none"> • Standard musical notation is a universal language.
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ol style="list-style-type: none"> 1. Perform scales up to two sharps and two flats. 2. Perform a one octave chromatic scale. 3. Demonstrate an understanding of simple rhythms. 4. Play melodies with simple meters, syncopation, and accidentals in context. 	

<p>5. Correctly subdivide basic rhythms.</p> <p>6. Execute simple staccato and legato passages</p> <p>7. Play at all dynamic levels (pp, p, mp, mf, f, and ff)</p> <p>8. Begin to develop awareness of intonation</p>	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>Interpreting musical notation and symbols through singing/performing on a musical instrument.</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and perform scales up to two sharps and two flats. • Demonstrate and perform a one octave chromatic scale. • Perform band music using appropriate dynamics, articulations, and rhythms. • Respond to musical directions. • Identify notes that are not in tune. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, worksheets, performance tasks Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards</p>	
<p>Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Performing various band repertoire and exercise in weekly band rehearsals and lessons.
E	Incorporating age appropriate literature helps to support the music concepts

Resources:

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

**North Warren Cluster
Instrumental Music Curriculum
UBD Curriculum Template
Grade 4-6**

Stage 1: Desired Results	
Topic: Rehearsal/Concert Etiquette	
<i>Core Content Curriculum</i>	
<p>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> <ul style="list-style-type: none"> • 1.1.6.B.1 • 1.1.6.B.2 	
<p>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> <ul style="list-style-type: none"> • 1.2.7.A.2 	
<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> <ul style="list-style-type: none"> • 1.3.6.B.1 • 1.3.6.B.2 	
<p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in music theatre, and visual arts.</p> <ul style="list-style-type: none"> • 1.4.6.A.2 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is the importance of a conductor? • How do we follow and understand what the conductor is demonstrating to the ensemble? • What is the importance of weekly band rehearsals? • What is the proper way to act and behave during a concert? • How can we be respectful performers and audience members? 	<ul style="list-style-type: none"> • The importance of rehearsals and a conductor in a musical ensemble.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	

<ol style="list-style-type: none"> 1. Respond to a conductor’s directions. 2. Develop awareness and sensitivity to balance and blend. 3. Act appropriately during band rehearsals and lessons 4. Explain and demonstrate proper concert etiquette 5. Perform music from different time periods and genres 	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s)	Integration of Digital Tools
Interpreting musical notation and symbols through singing/performing on a musical instrument.	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Set a good example for new band members on how to act appropriately in band class and lessons. • Identify and respond to observations and directions given by band teacher. • Demonstrate proper concert etiquette during a performance and while listening to a performance. • Rehearse, critique, and evaluate music performed from various periods and genres. 	
Assessment Methods: Formative: (On-going) Teacher observation, performance tasks Summative: (Culminating) Performance tasks (concert/in class performance), Report Cards	
Other Evidence: Student Self-Assessment Peer Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 10 weeks	
<i>In this unit consider how you will</i>	
A	Engage students: work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide visual, auditory, and hands on activities to meet all learning styles. Modifications will be used if needed.
C	Allow students revise, rethink, and refine their understanding of the topics covered.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Performing music prepared throughout the year in a concert demonstrating good sound, technique, dynamics, and knowledge of fundamentals.
E	Incorporating age appropriate literature helps to support the music concepts

Resources:	

Classroom Instruments

Textbooks

Reference Materials

Song Books

Internet

Listening Maps

CDs

Music

NORTH WARREN CLUSTER

CHORAL CURRICULUM

GRADE 7 – 8

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Robin Stone (Frelinghuysen), Samantha Incarbone (Knowlton),
Aimee Nishimura (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley

Music

NORTH WARREN CLUSTER

STRINGS CURRICULUM

GRADE 7 – 8

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Robin Stone (Frelinghuysen), Samantha Incarbone (Knowlton),
Aimee Nishimura (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley

Music

NORTH WARREN CLUSTER

MUSIC APPRECIATION CURRICULUM

GRADE 7 – 8

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Robin Stone (Frelinghuysen), Samantha Incarbone (Knowlton),
Aimee Nishimura (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley

Music

NORTH WARREN CLUSTER

BAND CURRICULUM

GRADE 7 – 8

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Robin Stone (Frelinghuysen), Samantha Incarbone (Knowlton),
Aimee Nishimura (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley