Unit 1: History and Culture

Content Area: **Music**
Course(s): **Music Gr. K**
Time Period: **SeptOctNov**
Length: **45 Days**
Status: **Published**

Unit 1: History and Culture

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten General Music

Unit 1: History and Culture

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

This unit will introduce the students to the history and culture of music. The unit will link music to parts of their own culture and customs. The students should expect to learn about the history of music's origins and how it has been shaped by different cultures through the years.

Enduring Understandings

- Music is reflective of the culture(s) that created it
- Music is always present in the surrounding world
- Music is a form of communication
- Music is a vehicle of personal expression, style, and taste
- Music is a language with its own syntax, stucture, and rules
- The creation of music fosters critical thinking
- Music making involves a set of behaviors that ensure quality of preparation and presentation
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves

Essential Questions

- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?
- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?
- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?

- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?

Exit Skills

By the end of this unit Kindergarten Music Students Should be able to:

- Compare present and past events to determine any lessons learned
- Compare the evolution of music to the evolution of social values and beliefs
- Analyze the changes in music through the course of time from a time and cultural standpoint
- Evaluate the impact cultural and social change has on composers and the creative process

New Jersey Student Learning Standards (NJSLS)

VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.2.2.A.CS1	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
VPA.1.2.2.A.CS2	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

Interdisciplinary Connections

SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find

	solutions to community, state, national, and global challenges.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Learning Objectives

The students should be able to:

- Identify musicians throughout history
- Describe inspiration and motivation
- Relate music to communictation
- Define all relevant vocabulary
- Recognize the relationship between music and culture throughout history
- Know there is a difference in the music of the cultures around the world, and the impact of the social health of the community

Suggested Activities & Best Practices

- Listening to music from different cultures and periods of time
- Incorporate appropriate movement to music from different cultures and time periods
- Discuss appropriate background information about a piece of music's country of origin, period in which it was composed, and composer
- Display pictures of various composers being discussed
- Use video clips, when available, about the composers

Assessment Evidence - Checking for Understanding (CFU)

- End each lesson of the unit with an Exit ticket about the time period or composer.

- Admit Tickets
- Common Benchmarks
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Learning Center Activities
- Red Light, Green Light
- Teacher Observation Checklist
- Think, Pair, Share
- Web-Based Assessments

Primary Resources & Materials

World of Music: Grade K - Silver Burdette Text Book

World of Music: Grade K - Silver Burdette CD Set

Ancillary Resources

Various Sheet Music

Repertoire

Orff Instruments

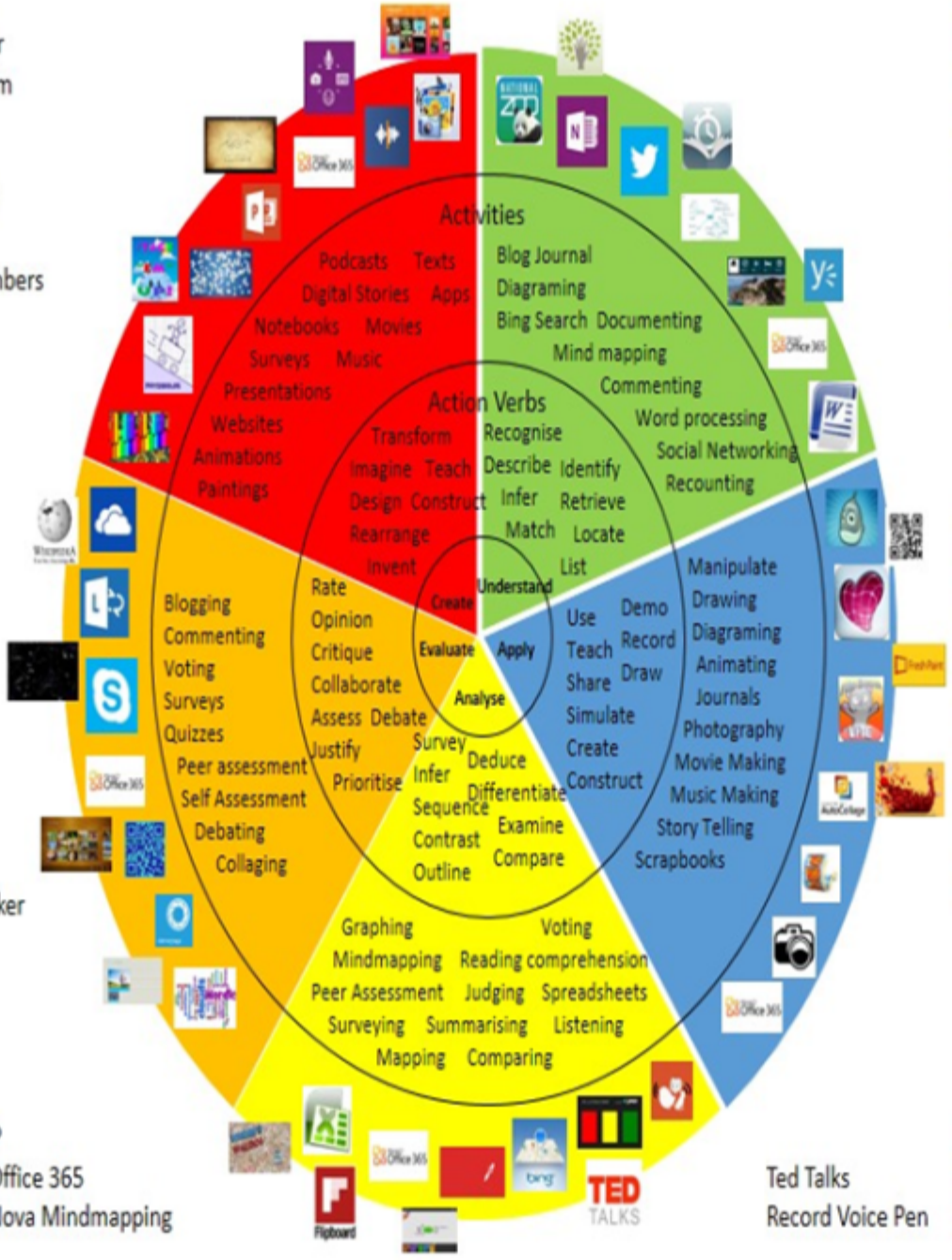
Technology Infusion

- YouTube- for listening, sing along, and examples of creative movements
- Dallas Symphony Orchestra (https://www.mydso.com/dso-kids)-interactive tools for identification of instruments, information about famous composers, and other web-based activities
- Podcasts- for the discussion of musical evolution and culture

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

21st Century Skills

- Civic Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Differentiation

- Working in small groups while learning information about composers will better facilitate learning.
- While listening to a lecture about a composer, students will be given visuals both through a SmartBoard and handouts.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Personal agendas
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Extra time will be given on projects about composers to give sufficient time for students to finish
- Preferential seating will be given to students based on their needs during the lesson

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Visual cues will be given to assist students in the understanding of the lyrics of songs.
- Tutoring by peers will help students understand about a time period in music.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Students will be given modified tests in which they can succeed whether through fill in the blank with word bank or reducing answer choices.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students will be given the option of creating a game out of the knowledge learned about the time period of music.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Winter Program

NJSLS:

Interdisciplinary Connection: Repertoire from other time periods relate to specific events or period of world history.

Statement of Objective: Students will demonstrate the ability to:

- sing in simple time
- sing melodies appropriate for their age
- descirbe the period in musical history the piece is from
- identify historically significant composers

Anticipatory Set/Do Now: Warm up physically and vocally

Learning Activity: The students will sing peices selected for the winter program making necessary corrections to performance. The students will discuss the time period each period is from and relate that period to a historically significant composer.

Student Assessment/CFU's:

- performance rubric
- teacher evaluation check-list

Materials:

- world of music: grade K book and CD
- appropriate sheet music

21st Century Themes and Skills:

- Art
- History

Differentiation/Modifications:

Students on the accellerated path will be able to complete the lesson. Parts of this lesson will be repeated for those students that require more time.

Integration of Technology:

Use of CDs

Use of YouTube

Use of digital recordings

VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.