

# Unit 1: History and Culture

Content Area: **Music**  
Course(s): **Sample Course**  
Time Period:  
Length: **Kindergarten, 37 days overlaid**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

# **General Music Kindergarten**

## **Unit 1: History and Culture**

**Belleville Board of Education**

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## **Unit Overview**

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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 the about the history of music's origins and how it has been shaped by different cultures through the years.

## **NJSLS**

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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.

## **Exit Skills**

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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

## **Enduring Understanding**

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- 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, structure, 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**

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- 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?

## **Learning Objectives**

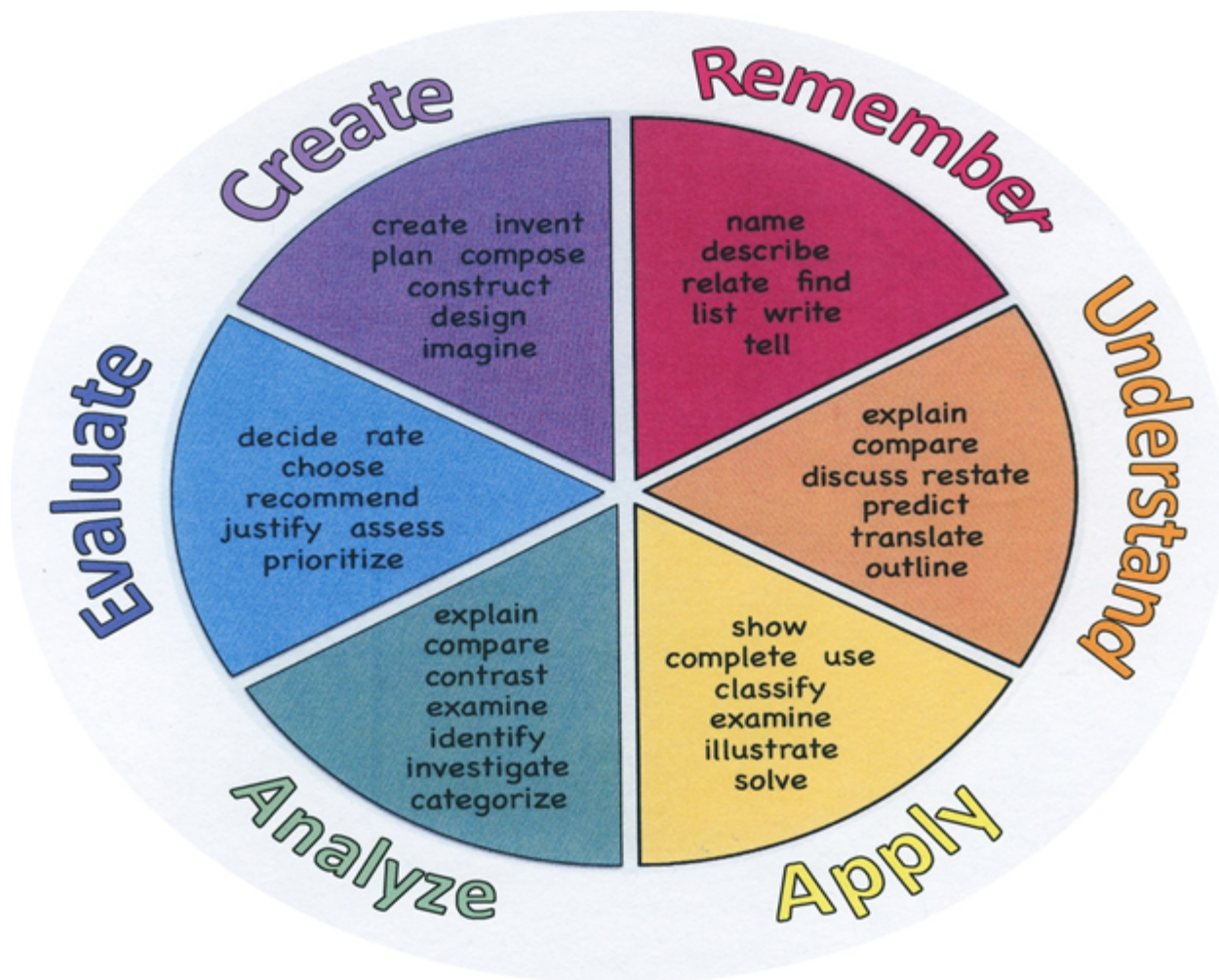
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**The students will be able to:**

- Identify musicians throughout history

- Describe inspiration and motivation
- Relate music to communication
- 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

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Interdisciplinary Connections

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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.

## Alignment to 21st Century Skills & Technology

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### Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- World languages
- Arts
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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Online sources: YouTube, Dallas Symphony Orchestra website, Podcast, etc.

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



Students on the accelerated path will be able to complete all components of the unit. Students that require differentiation will complete most components of the unit and will repeat components to further

understanding when necessary.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information



- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

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- 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 work presented 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

## **Evidence of Student Learning-CFU's**

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- Compare & Contrast
- Define
- Describe
- Evaluation rubrics
- Explaining
- KWL Chart
- Quizzes
- Self- assessments
- Teacher Observation Checklist
- Think, Pair, Share

## **Primary Resources**

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World of Music: Grade K - Silver Burdette Text Book

World of Music: Grade K - Silver Burdette CD Set

## **Ancillary Resources**

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Various Sheet Music

Repertoire

Orff Instruments

## **Sample Lesson**

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Unit Name: Winter Program

CCSS/NJCCCS:

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
- describe 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 accelerated 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

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.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
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.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS2	Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.
VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.