

Unit 1: History and Culture

Content Area: **Music**
Course(s): **Sample Course**
Time Period:
Length: **37 days overlaid, Grade 1**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

History and Culture

Grade 1

Belleville Board of Education

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Unit Overview

In this unit the students will learn how historical events have shaped music. The students will also learn how music is influenced by the culture(s) of the artists that have written music. The students will further learn about historically significant musical figures.

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.

Exit Skills

By the end of this unit the 1st grade students will be able to:

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

Enduring Understanding

- 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

- 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

By the end of this unit students will demonstrate the ability to:

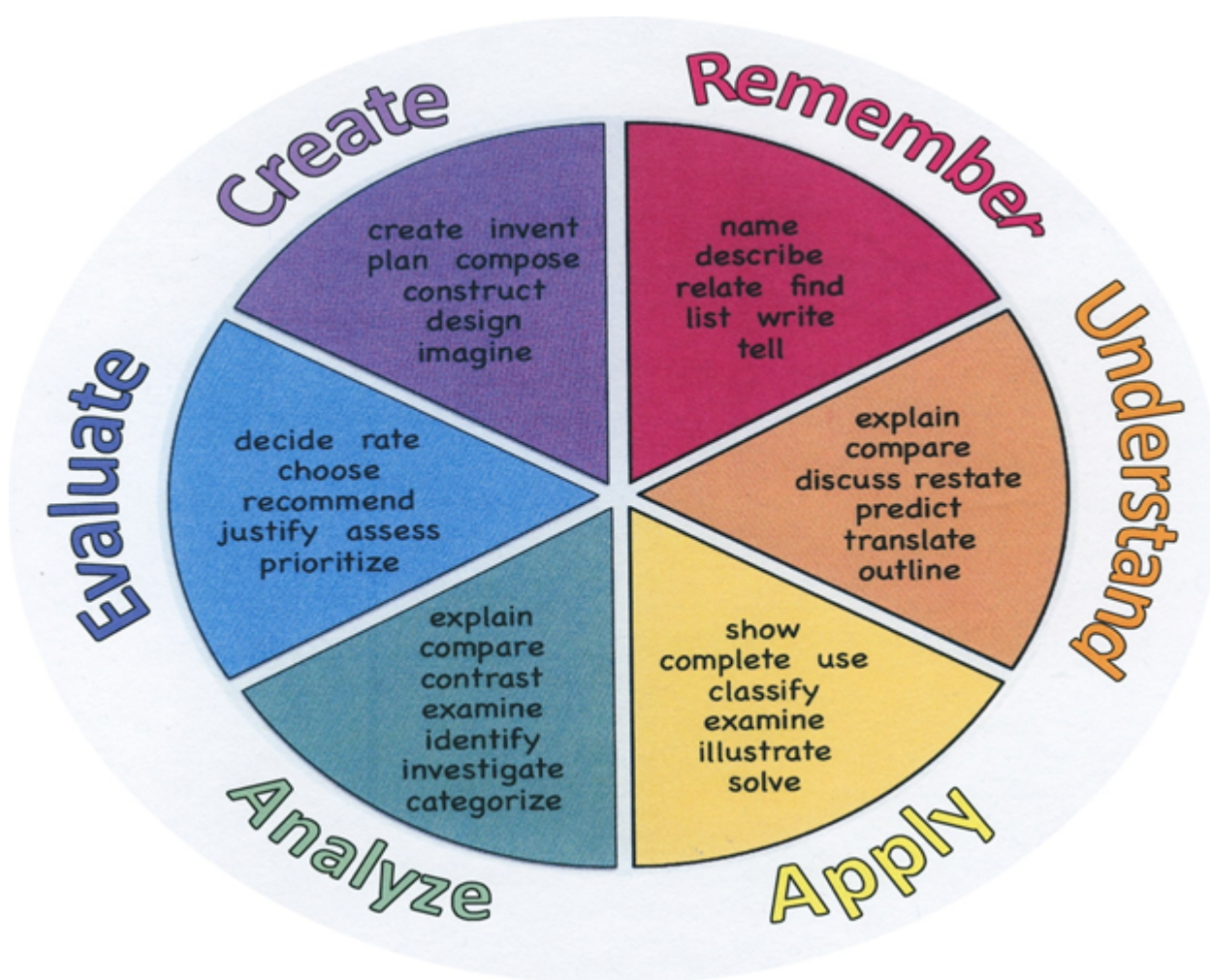
- Describe Important Musicians Throughout History
- Define Inspiration and Motivation
- Use Music as a Form of Communication
- Define All Relevant Vocabulary
- Recognize the relationship between Music and culture throughout history.
- Know there is a difference in the music of the cultures around the world, and the impact of the social health of the community

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
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 Quote Recall Recognize Repeat Reproduce	Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Discriminate Illustrate Outline Point out Separate	Test	Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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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.14	Trace how the American identity evolved over time.
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.

Alignment to 21st Century Skills & Technology

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:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

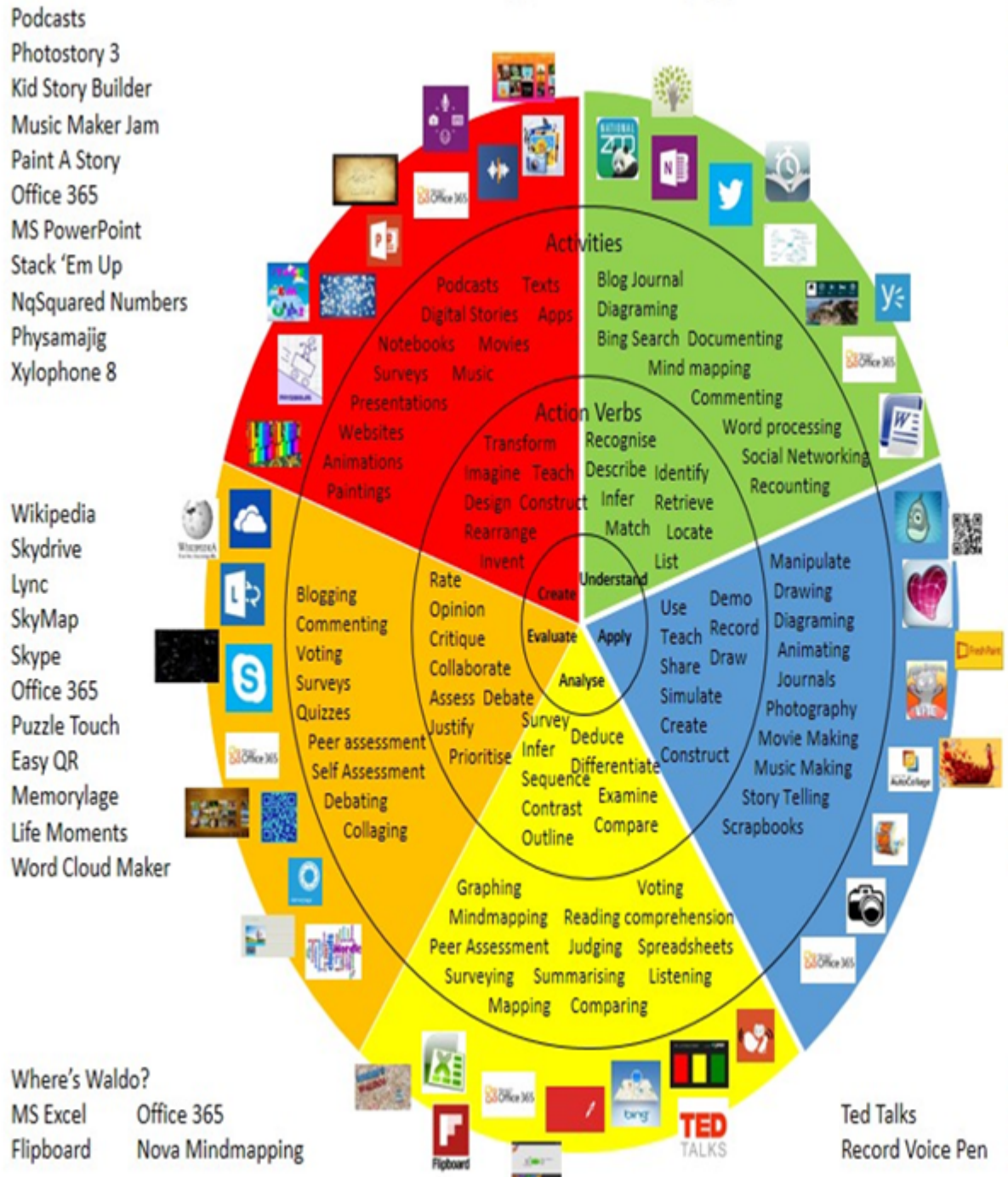
21st Century Skills

- 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

Websites: Dallas Symphony Orchestra, YouTube, etc.

Win 8.1 Apps/Tools Pedagogy Wheel



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

Differentiation

Students on an accelerated path will complete all aspects of this unit. Students that require remediation will complete most of the aspects of this unit and/or repeat portions of the unit 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

- 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

- 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

- 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

- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluation rubrics
- Exit Tickets
- Explaining
- Quizzes
- Self- assessments
- Teacher Observation Checklist
- Think, Pair, Share

Primary Resources

World of Music (Book and CD) - Silver Burdette

Ancillary Resources

Various Sheet Music, Digital Recordings, etc.

Sample Lesson

Unit Name: Winter Program

NJSLS:

Interdisciplinary Connection: Reading Phrasing, World Cultures, Historical events

Statement of Objective: At the end of this lesson the students will demonstrate the ability to:

- Count rhythms in simple meter
- Sing performance pieces with proper dynamic inflection
- Describe how culture effects music
- Describe how history effects music
- Sing with proper breath support and phrasing

Anticipatory Set/Do Now: Vocal Warm ups

Learning Activity: The students will sing the performance pieces with emphasis on correct pitches, rhythms, dynamics and phrasing. The students will discuss the historical significance of the piece and/or composer and how culture had an impact on the music.

Student Assessment/CFU's: Teacher Observation, Evaluation Rubric, Admission Ticket, Exit Ticket

Materials: World of Music (Book and CD), Various sheet music, Rhythm and Pitch reading worksheets

21st Century Themes and Skills: Music, History, ELA, World Cultures

Differentiation/Modifications: The students on the accelerated path will be able to complete all aspects of this lesson. Students that require remediation will complete most of this lesson and/or repeat sections when necessary.

Integration of Technology: Use of digital media and websites.