3-5 Music Unit 4 (Expressive Elements)

Content Area: **Visual & Performing Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the elements of **Dynamics, Articulation, Style, and Timbre (Tone Color)** as they are found in a variety of cultures and historical periods. Teachers will develop students' knowledge of these musical elements by leading them through the Artistic Processes: Creating, Performing, Responding, and Connecting. Within these processes, students learn to think like musicians utilizing the practices relevant to the musical task-at-hand. Using varied media, instructional approaches, and assessment strategies, teachers will facilitate student learning toward communicating with basic literacy. Students should be able to communicate using the vocabulary, materials, tools, techniques, and intellectual methods of the discipline in a developmentally appropriate manner. Demonstrated growth in each process will be measured based on specific performance expectations connected to the Anchor Standards. Students in 4th and 5th grades have the opportunity to further enhance their experience, and deep their understanding in, these elements through participation in instrumental and/or vocal ensemble music.

As stated in the NJ Student Learning Standards our mission is “To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.”

Standards

Artistic Process: Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources

Essential Question: How do musicians generate creative ideas?

Practice: Imagine

Performance Expectations:

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Practices: Plan, Make

Performance Expectations:

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Practices: Evaluate, Refine

Performance Expectations:

1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process: Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Practices: Select, Analyze, Interpret

Performance Expectations:

1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practice: Present

Performance Expectations:

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process: Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Practices: Select, Analyze

Performance Expectations:

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Anchor Standard 8: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Practices: Evaluate

Performance Expectations:

1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Anchor Standard 9: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Practice: Interpret

Performance Expectations:

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process: Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Practice: Interconnection

Performance Expectations:

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Practice: Interconnection

Performance Expectations:

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Exemplar Learning Activities

As listed by the NAfME Core Content Standards Council, knowledge development and skills in each process may be present as follows:

CREATING

- Students will compose musical ideas using analog and/or digital tools considering expressive qualities.
- Students work in small groups to share and refine musical ideas.
- Students compose musical ideas.
- Student refines and edit compositions based on peer and teacher feedback.

PERFORMING

- Students perform on musical instruments to create recordings.
- Students perform peer compositions from notation.
- Students perform pieces with accurate musical phrasing.
- Perform work on musical instrument.
- Perform, on instrument, expressive qualities with expressive intent.
- Perform compositions on stage in a formal concert for students, family, and community.
- Perform music through sight-reading and practiced performance.
- Perform pieces with accurate musical phrasing.
- Students identify areas for improvement based on listening to recordings and create a work plan to improve performance.
- Performing rehearsed music, demonstrating technical accuracy.
- Performing rehearsed music with expressive qualities.
- Perform on instrument in appropriate, style.

- Perform pieces using contrasting dynamic levels and articulations.

- Choose multiple unpitched percussion instruments to perform a rhythmic piece or accompaniment.

- With guidance from the teacher, perform using the same selection using contrasting expressive elements to decide which is best.

- Perform with expression considering the context, purpose, intent, and technical elements contained within the musical selection.

- Students will perform age/developmentally appropriate repertoire and will reflect on their performance through guided questions from the teacher.
- Student reflects on his or her performance and adjusts the performance with reasons for the adjustments and presents changes in future performances.
- Students will reflect on their performance based on questioning from the teacher and through discussion about the technical aspects of their performance.

RESPONDING

- Students discuss and/or write about the impact of the music and its meaning or purpose in its authentic context.

- Students evaluate performances using teacher-developed rubrics.
- Students are able to debate, journal, or explain in an audio recording or interview how music connects to and is influenced by specific interests, experiences, purposes or contexts.

- Recognize and differentiate between the characteristics of instruments and voices when listening to a piece of music.

- Students will demonstrate through movement their responses to music and will be able to articulate at an age/developmentally appropriate level why they made their movement choices based on the music they heard.

- Students can discuss, using musical vocabulary, the characteristics of the music they hear and/or perform.

CONNECTING

- Write reviews of performances.
- Students write reflections following the performance, evaluating their own and peer compositions.
- Teachers will choose age/developmentally appropriate repertoire and discuss the characteristics of the music in age/developmentally appropriate language and will guide the students to select and state preferences for the music used in the classroom.

- Students will be able to discuss, using age/developmentally appropriate musical language, what sort of music they like personally and why.

- Students create music to evoke an emotion, imitate styles, or make a connection to something in their life.

CREATING

- Within a framework of four beats repeated, students perform an improvised rhythmic pattern (possibly as an introduction, as a bridge, or as a call and response).

- Make decisions to add dynamics to simple rhythmic and melodic compositions.

- Improvise simple rhythmic accompaniments.

- Use of grade level rhythms appropriate for age and development.

Materials

Core Materials:

- Music K-8
- Music Textbook Series

- MusicPlay Online
- Singing Games & Dances Collections
- *Purposeful Pathways* Volumes
- *Music for Children* Volumes & Supplemental books
- Quaver Music
- Instruments
- Manipulatives

Supplemental Materials:

- New Jersey Music Educators Association
- National Association for Music Education
- www.NAFME.org
- American Orff Schulwerk Association
- https://selarts.org/
- Noteflight Learn
- Soundtrap
- Google Chrome Music Lab
- Incredibox

Technology

Technology Literacy

- 9.4.5.DC.1: Explain the need for and use of copyrights. •
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Technology - Data & Analysis

- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation

- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- STEAM Projects
- Leveled Reading with Newsela

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- K-2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

1.1.5.Cr1a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
1.1.5.Cr1b	Solve multiple movement problems using the elements of dance to develop dance content.
1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
1.1.5.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1.1.5.Cr3a	Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
1.1.5.Pr4b	Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
1.1.5.Pr5e	Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
1.1.5.Pr6b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
1.1.5.Re7a	Describe recurring patterns of movement and their relationships to the meaning of the dance.
1.1.5.Re9a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
1.1.5.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.