



***Music Grade 1 Unit 1: Duration (Beat/Meter and Rhythms)***  
***September-November***

**Targeted Standards**

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.



### **Rationale and Transfer Goals:**

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

Duration is one of the basic elements of music. An ability to decode rhythmic notation, create and perform rhythmic patterns and differentiate between beat and no beat, and an understanding of meter are skills essential to basic music literacy. During this unit students will create, perform, and listen to, and move to rhythms comprised of long and short sounds.

In this unit students discover that music has a pulse (beat) that can be either fast or slow. Students will distinguish between rhythm and beat, identify and create patterns, and use iconic representations of rhythmic notation. Additionally, this structure can help students make connections to early literacy.

### **Enduring Understandings:**

- Rhythm is one of four ways that sound is organized.
- Notes are musical symbols that represent the length of sound.
- Sounds either do have a steady beat or do not have a steady beat.
- Beat and rhythm evoke a physical response.
- The process of creating can be as or more meaningful to the musician as the final product.

### **Essential Questions:**

- How is sound organized to make music?
- How do we symbolize length of sound?



- How are beat and rhythm related?
- How does rhythm make you feel?
- Where else can you find rhythm?

| <b>Content/Objectives</b>  |   |  |   |
|--|---|--|---|
| <b>Content</b><br><i>What students will know</i>   | <b>Skills</b><br><i>What students will be able to do</i>  | <b>Activities/Strategies</b><br><i>How we teach content and skills</i>   | <b>Evidence (Assessments)</b><br><i>How we know students have learned</i>                 |
| <ul style="list-style-type: none"><li>• Experience, identify, move, create and perform:</li><li>• Steady beat</li><li>• Beat vs rhythm</li><li>• Fast/slow tempi</li><li>• Short and long sounds</li><li>• Loud and soft sounds</li><li>• Use appropriate terminology when describing rhythm</li></ul> | <ul style="list-style-type: none"><li>• Identify tempo as gradually speeding up or slowing down, steady or unsteady beat</li><li>• Identify adult female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments.</li><li>• Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music.</li></ul> | <ul style="list-style-type: none"><li>• Listen to, then perform short musical pieces with passages specified for individual "ad lib" response</li><li>• Introduce terms and format for self-evaluation of individual performance</li><li>• Incorporate simple body movements with singing and/or listening activities</li><li>• Sing through call and response</li><li>• Clapping and movement to feel the steady beat</li></ul> | The teacher will assess the student's ability to..... read, perform, create, hear/listen. |

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|  | <ul style="list-style-type: none"> <li>Identify the forms of call and response, verse and refrain, ABA.</li> <li>Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio.</li> <li>Identify strong beat, short and long notes/rests.</li> </ul> | <ul style="list-style-type: none"> <li>Play rhythm instruments to keep the steady beat</li> </ul> |  |
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### Spiraling for Mastery

| Content or Skill for this Unit  | Spiral Focus from Previous Unit   | Instructional Activity  |
|---|---|---|
| <ul style="list-style-type: none"> <li>Ask the essential questions</li> <li>Introduce music terminology providing examples throughout the unit</li> <li>Explanation and discussion</li> </ul> | <p><b>Students will need to know:</b></p> <ul style="list-style-type: none"> <li>Steady beat</li> <li>Tempo - fast vs. slow</li> <li>Duration short vs. long</li> <li><b>Beat vs. Rhythm</b></li> <li><b>Ta - quarter note</b></li> <li><b>Shh - quarter rest</b></li> <li><b>Ti-ti - eighth note in pairs, beam and flags</b></li> <li>Singing vs. Speaking voice</li> </ul> | <ul style="list-style-type: none"> <li>Explore the elements of music through verbal and written responses</li> <li>Identify musical elements such as rhythm, timbre, dynamics, form, and melody</li> <li>Identify and categorize sound sources by common traits such as scales, rhythmic patterns</li> <li>Identify rhythmic notation up to eighth notes and rests</li> </ul> |



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|  | <ul style="list-style-type: none"><li>● Match pitches in tune</li><li>● Echo songs</li><li>● Partner songs</li><li>● Rounds</li><li>● Ostinato</li><li>● Melodic notes using solfege hand signs</li><li>● Discerning high and low</li><li>● Same vs. Different - timbre</li><li>● Rhythm instruments</li><li>● Dynamics - loud vs. soft</li><li>● Sing using phrasing</li><li>● Affect/Emotion</li><li>● Composers, culture, and historical connections</li><li>● Same vs. Different - structure</li><li>● Same vs. Different - style</li><li>● Ear training/Listening skills</li><li>● Constructive criticism</li><li>● Behavior and Presentation</li></ul> |  |
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#### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5



**Key resources:** What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?

- Rhythm Instruments
- Technology - Laptop Computers, Smartboard
- Videos of subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/ Language Arts skills
- Recordings
- Performance etiquette

**Interdisciplinary Connections:**

**Math: K.CC.A. Know number names and the count sequence.**

**ELA: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Social Studies: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.**

**6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.**

**6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.**

**6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history**

**Physical Education: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).**

**2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).**



**2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.**

**2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).**

***Music Grade 1 Unit 2: Pitch (Melody and Harmony)***

***November-January***

**Targeted Standards**

- 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 arts.
- 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.
- 1.4 - **Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis

**Rationale and Transfer Goals:**

Pitch is one of the basic elements of music. Stringing pitches together creates melody and harmony. An understanding of pitch, melody, harmony, and music notation as it relates to pitch are essential to basic music literacy. Students will explore melody by singing, performing on instruments, improvising and composing melodies, and melodic accompaniments.

**Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?

- A series of pitches creates a melody.
- Melody is one of the four ways to organize sounds to make music.



- Standard music notation allows composers and performers around the world a system for visually representing pitch, rhythm, and expressive qualities, so that music can be performed and remembered over long periods of time.

**Essential Questions:**

- Why do melodies with similar pitches sound different?
- Why is a standard system of music notation important?
- What is the relationship between melody and speech?
- How does melody make you feel?

| Content/Objectives   |  | Instructional Actions  |   |
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| Content<br><i>What students will know</i>  | Skills<br><i>What students will be able to do</i>  | Activities/Strategies<br><i>How we teach content and skills</i>  | Evidence (Assessments)<br><i>How we know students have learned</i>                          |
| <ul style="list-style-type: none"><li>Identify high and low sounds aurally, kinesthetically, and visually</li><li>Create/improvise patterns that demonstrate melodic contour using instruments and/or body movement</li><li>Perform melodic and harmonic accompaniments on classroom instruments</li><li>Sing using correct solfège syllables (So, Mi, La, Do) and using moveable hand signs</li></ul> | <ul style="list-style-type: none"><li>Read and perform combinations of quarter notes, two eighths and quarter rests by clapping and counting aloud.</li><li>Read, sing or play various combinations of do-mi-sol-la from a two to five line staff using quarter note and/or two eighth note rhythms.</li></ul> | <ul style="list-style-type: none"><li>Associate visual display with auditory example (live or recorded)</li><li>(Taught in conjunction with singing and playing activities)</li><li>Incorporate simple body movements with singing and/or listening activities.</li><li>Discuss proper playing and handling techniques for various classroom instruments</li></ul> | The teacher will assess the student's ability to....<br>Read, perform, create, hear/listen. |



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| <ul style="list-style-type: none"><li>Utilize the 5-line staff</li><li>Sing in treble clef and continue to develop vocal technique</li><li>Demonstrate progress in matching pitches</li><li>Identify, demonstrate, and sing dynamics from standard notation including: forte, piano, crescendo and decrescendo</li><li>Create musical phrases - call and response</li><li>Use appropriate terminology when describing melody</li></ul> | <ul style="list-style-type: none"><li>Using do-sol, read and perform an ostinato on a pitched barred instrument using quarter notes and/or two eighth notes and/or quarter rests.</li><li>Clap or play on an un-pitched percussion instrument a steady beat at various tempi as indicated on a two to five line staff or in response to images that indicate a particular speed (e.g., rabbit/tortoise).</li><li>Read and perform dynamics of f and p (forte and piano) through singing and playing of various rhythm instruments.</li></ul> | <ul style="list-style-type: none"><li>Substitute simple classroom instruments for body movements</li></ul> |  |
| <b>Spiraling for Mastery</b>   |  |  |  |
| <b>Content or Skill for this Unit</b>  | <b>Spiral Focus from Previous Unit</b>   | <b>Instructional Activity</b>  |  |

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| <ul style="list-style-type: none"> <li>Ask the essential questions</li> <li>Introduce musical terminology providing examples throughout the unit</li> <li>Explanation and discussion</li> </ul> | <ul style="list-style-type: none"> <li>Steady beat</li> <li>Tempo - fast vs. slow</li> <li>Duration - short vs. long</li> <li>Beat vs. Rhythm</li> <li>Ta - quarter note</li> <li>Shh - quarter rest</li> <li>Ti-ti - eighth note in pairs - beam and flags</li> <li>Singing vs. Speaking voice</li> <li>Match pitches in tune</li> <li>Echo songs</li> <li>Partner songs</li> <li>Rounds</li> <li>Ostinato</li> <li>Melodic notes using solfege hand signs</li> <li>Discerning high-low</li> <li>Same vs. Different - timbre</li> <li>Rhythm instruments</li> <li>Dynamics - loud vs. soft</li> <li>Singing using phrasing</li> <li>Affect/Emotion</li> <li>Composers, cultures and historical connections</li> </ul> | <ul style="list-style-type: none"> <li>Explore the elements of music through verbal and written responses</li> <li>Identify musical elements such as rhythm, timbre, dynamics, form, and melody</li> <li>Identify and categorize sound sources such as scales, rhythmic patterns</li> <li>Identify rhythmic notation up to eighth notes and rests</li> </ul> |
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|   | <ul style="list-style-type: none"><li>● Same vs. Different - structure</li><li>● Same vs. Different - style</li><li>● Ear training/Listening skills</li><li>● Constructive criticism</li><li>● Behavior and Presentation</li></ul> |  |
| <p><b><u>Key resources:</u></b> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?</p> <ul style="list-style-type: none"><li>● Rhythm instruments</li><li>● Technology - Laptop computers, Smartboard</li><li>● Videos of subject matter - Youtube</li><li>● Supplemental student materials</li><li>● Worksheets</li><li>● Visual aids</li><li>● Listening maps</li><li>● Reading/Language Arts skills</li><li>● Recordings</li><li>● Performance etiquette</li></ul> |  |  |
| <p><b><u>Career Readiness, Life Literacies, and Key Skills</u></b></p>  |  |  |
| <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5</p>  |  |  |
| <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.</p>  |  |  |



### **Interdisciplinary Connections**

#### **NJSLS ELA**

RL.1.1 Ask and answer questions about key details in a text. (1-LS1-2)

#### **NJSLS Math**

MP.2 Reason abstractly and quantitatively. (1-LS3-1)



***Music Grade 1 Unit 3: Design (Form and Texture)***  
***January-March***

**Targeted Standards**

**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.

**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.

**1.4 - Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Rationale and Transfer Goals:**

During this unit students will explore how music has structure and understand that basic musical form is essential to the creative process, performing music, and informed listening. These underlying structures unconsciously guide the creation of music, and they can be found via analysis and inference.

**Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?

- Form is the underlying structure of a piece of music. This structure can be found via analysis and inference.
- Composers use repetition of music, and contrasting sections to keep the listener engaged.
- Understanding musical form is one of the building blocks for the creation of music.
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Form encourages an awareness and appreciation of beauty and the design of music.
- Form has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.



**Essential Questions:**

- How is sound organized to make music?
- How is repetition and contrast used to create form in music?
- How can structure help musicians express their ideas?
- How does developing an understanding of form make us stronger musicians?

| <b>Content/Objectives</b>   |  | <b>Instructional Actions</b>  |   |
|---|--|---|---|
| <b>Content</b><br><i>What students will know</i>  | <b>Skills</b><br><i>What students will be able to do</i>   | <b>Activities/Strategies</b><br><i>How we teach content and skills</i>  | <b>Evidence (Assessments)</b><br><i>How we know students have learned</i>                               |
| <ul style="list-style-type: none"><li>• Sing and play a variety of forms and textures, including: unison, ostinato, and ABA</li><li>• Identify traditional musical forms (binary, repeat signs and ABA)</li><li>• Listen and respond to various forms through movement</li><li>• Create musical form using patterns</li><li>• Apply appropriate vocabulary when describing musical form</li></ul> | <ul style="list-style-type: none"><li>• Clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo, and following the director's cues.</li><li>• Perform an ostinato on an Orff instrument or equivalent homemade rhythm instruments using quarter, two eighth notes and quarter rests.</li></ul> | <ul style="list-style-type: none"><li>• Incorporate steady beats with singing and/or listening activities</li><li>• Read and perform from simple written or charted lines of notation</li><li>• Clapping and singing to match the rhythms of a simple melody</li><li>• Play rhythm instruments to keep the rhythm and tempo</li></ul> | <p>The teacher will assess the student's ability to.....</p> <p>Read, perform, create, hear/listen.</p> |



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|  | <ul style="list-style-type: none"><li>Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests</li><li>Using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas.</li><li>Improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or</li></ul> |  |  |
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|   | scales to create expressive ideas. |   |  |
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| <b>Spiraling for Mastery</b>  |                                    |   |  |
| Content or Skill for this Unit  |                                    | Spiral Focus from Previous Unit   | Instructional Activity   |
| <ul style="list-style-type: none"><li>Ask the essential questions</li><li>Introduce musical terminology providing examples throughout the unit</li><li>Explanation and discussion</li></ul> |                                    | <ul style="list-style-type: none"><li>Steady beat</li><li>Tempo - fast vs slow</li><li>Duration - short vs. long</li><li>Beat vs. Rhythm</li><li>Ta - quarter note</li><li>Shh - quarter rest</li><li>Ti-ti - eighth note in pairs - beam and flags</li><li>Singing vs. Speaking voice</li><li>Match pitches in tune</li><li>Echo songs</li><li>Partner songs</li><li>Rounds</li><li>Ostinato</li><li>Melodic notes using solfège hand signs</li><li>Discerning high-low</li><li>Same vs. Different - timbre</li><li>Rhythm instruments</li></ul> | <ul style="list-style-type: none"><li>Explore the elements of music through verbal and written responses</li><li>Identify musical elements such as rhythm, timbre, dynamics, form, and melody</li><li>Identify and categorize sound sources such as scales and rhythmic patterns</li><li>Identify rhythmic notation up to eighth notes and rests</li></ul> |



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|  | <ul style="list-style-type: none"><li>• Dynamics - loud vs. soft</li><li>• Singing using phrasing</li><li>• Affect/Emotion</li><li>• Composers, culture, and historical connections</li><li>• Same vs. Different - structure</li><li>• Same vs. Different - style</li><li>• Ear training/Listening skills</li><li>• Constructive criticism</li><li>• Behavior and Presentation</li></ul> |  |
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#### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5

**Key resources:** What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?

- Rhythm instruments
- Technology - Laptop computers, Smartboard
- Videos of subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings



- Performance etiquette

**Interdisciplinary Connections:**

**Math: K.CC.A. Know number names and the count sequence.**

**ELA: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Social Studies: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.**

**6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.**

**6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.**

**6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history**

**Physical Education: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).**

**2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).**

**2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.**

**2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).**



## ***March-June***

### **Targeted Standards**

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

### **Rationale and Transfer Goals:**



During this unit, students will explore how sound is the basis for all music. Sounds are all around us, and the unique sounds of instruments and voices can be used in various ways to create music. Students will explore, categorize, and use different sounds and voices in this unit.

**Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?

- Voices can be musical instruments.
- We use our voices in different ways to communicate.
- Each individual instrument and voice has a distinct tone quality. Using combinations of these different tone colors can drastically affect the way music sounds.
- Music builds a sense of community.
- Music is a universal language.
- Music tells a story through time.
- Music is a part of all cultures.

**Essential Questions:** What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- In what ways do we use our voices?
- How does changing tone color affect music?
- How does music impact our lives?
- Is all sound music?
- Why do we like the music we like?

| Content/Objectives                        |   | Instructional Actions   |  |
|---|---|---|--|
| Content<br><i>What students will know</i> | Skills<br><i>What students will be able to do</i> | Activities/Strategies<br><i>How we teach content and skills</i> | Evidence (Assessments)<br><i>How we know students have learned</i> |

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| <ul style="list-style-type: none"> <li>• Singing vs. speaking voice</li> <li>• Match pitch/sing tunefully</li> <li>• Same vs. Different (timbre)</li> <li>• Affect/Emotion</li> <li>• Composers, culture &amp; historical connections</li> <li>• Music is connected to disciplines outside the arts</li> <li>• Same vs. Different (Structure)</li> <li>• Same vs. Different (Style)</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the similarities and differences of children's singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.</li> <li>• Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to recorded or live examples of symphony orchestra, concert band, and chorus.</li> <li>• Students perform movements (in conjunction with singing, reading and playing activities) that correlate to lyrics or mood; or perform rote learned and free form body percussion</li> <li>• Act out a short song that tells a story using rhythm instrumentation (sound poetry)</li> </ul> | <p>The teacher will assess the student's ability to.....</p> <p>Discuss, critique, and articulate opinions about music.</p> |
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|  | <p>a section of a piece) of program music.</p> <ul style="list-style-type: none"><li>● List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.</li><li>● Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the</li></ul> |  |
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|  | <p>application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).</p> <ul style="list-style-type: none"> <li>● Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).</li> </ul> |  |  |
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#### Spiraling for Mastery

| Content or Skill for this Unit   | Spiral Focus from Previous Unit   | Instructional Activity   |
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| <ul style="list-style-type: none"> <li>● Ask the essential questions</li> <li>● Introduce musical technology providing examples throughout the unit</li> <li>● Explanation and discussion</li> </ul> | <ul style="list-style-type: none"> <li>● Steady beat</li> <li>● Tempo - fast vs. slow</li> <li>● Duration - short vs. long</li> <li>● Beat vs. Rhythm</li> <li>● Ta - quarter note</li> </ul> | <ul style="list-style-type: none"> <li>● Ask the essential question</li> <li>● Introduce examples of music that reflects themes from different periods/cultures</li> <li>● Explanation and discussion</li> </ul> |

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|  | <ul style="list-style-type: none"><li>● Shh - quarter rest</li><li>● Ti-ti - eighth note in pairs - beam and flags</li><li>● Singing vs. Speaking voice</li><li>● Match pitches in tune</li><li>● Echo songs</li><li>● Partner songs</li><li>● Rounds</li><li>● Ostinato</li><li>● Melodic notes using solfege hand signs</li><li>● Discerning high-low</li><li>● Same vs. Different - timbre</li><li>● Rhythm instruments</li><li>● Dynamics - loud vs. soft</li><li>● Singing using phrasing</li><li>● Affect/Emotion</li><li>● Composers, culture and historical connections</li><li>● Same vs. Different - structure</li><li>● Same vs. Different - style</li><li>● Ear training/Listening skills</li><li>● Constructive criticism</li><li>● Behavior and Presentation</li></ul> |  |
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| <b><u>Career Readiness, Life Literacies, and Key Skills</u></b>  |  |  |
| 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)   |  |  |
| <b><u>Key resources:</u></b> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?  |  |  |
| <ul style="list-style-type: none"><li>• Rhythm instruments</li><li>• Technology - Laptop computers, Smartboard</li><li>• Videos of subject matter - Youtube</li><li>• Supplemental student materials</li><li>• Worksheets</li><li>• Visual aids</li><li>• Listening maps</li><li>• Reading/Language Arts skills</li><li>• Recordings</li><li>• Performance etiquette</li></ul> |  |  |
| <b>Interdisciplinary Connections:</b>  |  |  |
| <b>Math: K.CC.A. Know number names and the count sequence.</b>   |  |  |
| <b>ELA: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |  |  |
| <b>Social Studies: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</b>   |  |  |
| <b>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</b>  |  |  |
| <b>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</b>   |  |  |



**6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

**Physical Education: 2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

**2.2.2.MSC.2:** Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

**2.2.2.MSC.3:** Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

**2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling).