Performing

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Develop appropriate performance behaviors, hand movements and respect for music. Students will sing various songs, perform with movements, clap simple rhythms, perform dynamics through singing and playing of rhythm instruments. Learn to demonstrate appropriate posture for a performance. Combine all components in preparation for Winter Concert.

Enduring Understandings

Students will sit up straight in the chairs and use proper posture.
Achievement will be based on student ability
Students will walk if the music is slow and run if the music is fast.
Achievement will be based on student ability.
Students will pat or clap a steady beat during a learned song or chant.
Tempo is how fast or slow you sing, move or play an instrument.
The beat is the “heartbeat” of music. It continues throughout an entire piece of music.
Students will listen and discriminate between same and different phrases.

Essential Questions

Can you show me proper posture for singing?
Can you sing a song back to me?
Can you move fast or slow based on the music you hear?
Can you show me how to play the cymbals, claves, shakers?(percussion instruments)
Can you tell me what tempo means?
Can you recognize the beat to a simple song or chant?
Can you tell the difference between high and low pitches? • Can you identify if phrases are the same or different?

Learning Objectives

Sing from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
Play a steady beat with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet.
Perform an ostinato using an un-pitched percussion instrument, with or without mallet.
On a single percussion instrument, use proper playing techniques to create different dynamics.
Demonstrate the proper way to play instruments that are scraped, struck and shaken either using Orff instruments or using ordinary items from around the classroom or home (e.g., cereal boxes, canisters, plastic

tubs).
Sing a two-pitched (sol-mi) melody back to teacher.
Identify tempo as gradually speeding up or slowing down, steady or unsteady beat
Identify adult female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments
Identify dynamics as loud, soft, medium, and loud. Use dynamic appropriate to the style of music
Identify the forms of call and response, verse and refrain, ABA
Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio.
Identify Kodaly melody sol/mi
Identify strong beat, short, and long notes/rests.
Identify ta and titi rhythms
Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.
Read, sing/play various combinations of sol-mi-la, high do, low sol, low la from a five line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.
On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.
Sight read a rhythmic ostinato using combinations of quarter, two eighths, half notes, quarter rests and syncopated rhythms, on percussion instruments or with a counting system
Multicultural Music and Songs that Build an Appreciation of Diversity (Diversity, Equity and Inclusion)

Standards: Content

1.3A.2.Cr1	Generating and conceptualizing ideas.
	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
	How do musicians generate creative ideas?
	Imagine
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2	Organizing and developing ideas.
	Musicians' creative choices are influenced by their expertise, context and expressive intent.
	How do musicians make creative decisions?
	Plan, Make
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.Cr3	Refining and completing products.
	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
	How do musicians improve the quality of their creative work?
	Evaluate, Refine

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.Pr4	Selecting, analyzing, and interpreting work.
	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.
	How do performers select repertoire?
	Select, Analyze, Interpret
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr5	Developing and refining techniques and models or steps needed to create products.
	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.
	How do musicians improve the quality of their performance?
	Rehearse, Evaluate, Refine
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	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.Pr6	Conveying meaning through art.
	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Present
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.Re7	Perceiving and analyzing products.
	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.
	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
	Select, Analyze
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.Re8	Interpreting intent and meaning.
	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
	How do we discern the musical creators' and performers' expressive intent?
	Interpret
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9	Applying criteria to evaluate products.
	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
	How do we judge the quality of musical work(s) and performance(s)?
	Evaluate
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	How do musicians make meaningful connections to creating, performing, and responding?
	Interconnection
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Interconnection
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standards: Interdisciplinary

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics.
Summative	Projects, Quizzes, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment
Assessment Evidence Resource	

Instructional Resources

Interactive SmartBoard, IPads/iPods, CD and CD Player, Recorders, Percussion/Cl Instruments, Pianos, Computers, Garage Band, Chrome Music Lab, Music Today, Everyday Musicplay, Kodaly, Making Music, www.youtube.com, http://nafme.org, www.lessonplanspage.com, classicforkids.com, metrolyrics.com, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		