



# 5-6 General Music Curriculum

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STCHARLESR6

# **5th & 6th Grade General Music Curriculum Committee**

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# 5th & 6th Grade General Music Curriculum

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## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
  
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
  
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

## District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

## **School District Philosophical Foundations**

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## **5th - 6th Grade General Music Philosophy**

Children sing (music), play (drama), and draw (art); therefore, the fine arts are a fundamental component of a well-balanced education. Music provides a variety of sensory, emotional, intellectual, and social experiences beneficial to all learners. Listening, creating, reading, collaborating, performing, and analyzing are all essential skills for every member of society.

Every child should receive a balanced, comprehensive, sequential, and rigorous program of musical instruction.

The K-12 general music curriculum is designed to produce individuals who will:

- 1.) Create music independently and with others
- 2.) Have an understanding of the vocabulary and notation of music
- 3.) Listen perceptually and respond to music intellectually and emotionally
- 4.) Be acquainted with a variety of music and its role in the life of all people
- 5.) Evaluate music based on critical listening and theoretical analysis developed through best musical practices
- 6.) Become lifelong learners who support music programs by participation and appreciation of school and community music events

## **5th - 6th Grade General Music Course Description**

General Music provides students varied opportunities to study music in a non-performance-oriented learning atmosphere. Students will develop skills and an understanding of musical elements and concepts including melody, notation, rhythm, form, harmony, texture, timbre, and expressive elements through active learning. Singing, moving, and playing pitched and unpitched instruments are an integral part of the music curriculum and there is an emphasis in creating, listening, history and performing.

## **5th - 6th Grade General Music Rationale**

The study of general music constitutes a fundamental component of education whose primary purpose in the schools is to develop literacy, appreciation, creativity, expression and communication. General music benefits all students because it cultivates the whole child.

An education in music also benefits society because students gain powerful tools to:

- Respect the types and forms of music, dance, theatre, and visual arts from various time periods
- Expand the role of music in our own society and in other cultures, the interrelationships among the arts, and relationship of music to other disciplines
- Improve the processes of analysis and evaluation of the performed fine arts
- Acquire the vocabulary to express and clarify perceptions and opinions of works of music and the other arts
- Demonstrate the basic process and techniques in production and performance of music

A musical education benefits students as they learn to identify, appreciate, and participate in their community musical traditions as well as other countries. Students develop verbal and nonverbal skills, increased intellectual capabilities to develop problem-solving, analyzing, synthesizing, and evaluating. Numerous studies indicate a consistent and positive correlation between a substantive music education and student achievement in other subjects and on standardized tests. A comprehensive music education program helps students develop their self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life; therefore, music should be an integral part of all students' education.

## **5th - 6th Grade General Music Program Goals**

1. **Product Performance:** Develop and apply singing and instrumental skills to perform and communicate through the arts.
2. **Elements of Music:** Develop and apply the knowledge and skills to read and notate music.
3. **Artistic Perceptions:** Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
4. **Interdisciplinary Connections:** Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.
5. **Historical and Cultural Contexts:** Understanding musical styles, stylistic practices, role & function in various cultures, and careers.

# **5th - 6th Grade General Music Essential Learner Outcomes**

## **5th Grade**

1. The learner will demonstrate knowledge of basic music notation including:
  - a. The Grand Staff System
  - b. Notes and Rests
2. The learner will identify time signatures of 2/4, 3/4, and 4/4 time and basic tempo markings.
3. The learner will be able to differentiate between a half step and a whole step.
4. The learner will be able to explore the relationship of music to American history through patriotic music including the National Anthem and folk music.
5. The learner will describe and perform different musical forms.
6. The learner will perform and/or create instrumental accompaniments to simple songs.
7. The learner will listen to a variety of different musical styles both vocal and instrumental.

## **6th Grade**

1. The learner will demonstrate knowledge of basic music notation including:
  - a. The Grand Staff System
  - b. Notes and Rests
2. The learner will identify time signatures of 2/4, 3/4, and 4/4 time and basic tempo markings.
3. The learner will be able to differentiate between a half step and a whole steps as they relate to a scale by singing and/or playing instruments.
4. The learner will be able to explore the relationship of music to history, culture, and other art forms by comparing various influential music eras and important composers in each era.
5. The learner will understand and recognize various musical styles, historical periods, and cultures.
6. Students will identify and use proper concert etiquette.
7. The learner will use technology to develop music notation reading, aural skills and composition.

## 5 - 6 General Music Scope & Sequence

Product Performance 1.A. : Develop and apply singing skills to perform and communicate through the arts - Independent Singing.	
5	6
Use breath control and accurate diction while singing.	Demonstrate singing skills using a singing voice.
Product Performance 1.B. : Develop and apply singing skills to perform and communicate through the arts- Expressive Singing	
5	6
Use dynamics and phrasing to communicate an interpretation of a given style.	Use dynamics and phrasing to communicate an interpretation of a given style.  Apply vocal techniques required for expressive performance of varied literature.
Product Performance 1.C. : Develop and apply singing skills to perform and communicate through the arts - Repertoire	
5	6
Perform a varied repertoire of songs including patriotic, folk and seasonal, including some from memory.	Apply stylistic elements needed to perform the music of various genres and cultures.
Product Performance 1. D. : Develop and apply singing skills to perform and communicate through the arts - Part Singing	
5 & 6	
Perform simple harmonic songs (rounds, canons, partner songs, two-part).	
Product Performance 1.E.: Develop and apply singing skills to perform and communicate through the arts- Group Singing	

5 & 6

Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble.

Respond expressively to conductor's cues.

Product Performance 2.A. : Develop and apply instrumental music skills to perform and communicate through the arts - Instrumental Performance Skills

5

Read and perform at least five pitches on a melodic instrument

Read and perform rhythms in simple meter

- Whole note/rest
- Quarter note/rest
- Half note/rest
- Eighth note/rest
- Dotted half note
- Sixteenth notes
- Dotted quarter followed by eighth
- Syncopation

6

Read and perform at least five pitches on a melodic instrument

Read and perform rhythms in simple meter

- Whole note/rest
- Quarter note/rest
- Half note/rest
- Eighth note/rest
- Dotted half note
- Sixteenth notes
- Dotted quarter followed by eighth
- Syncopation

Read and perform a short song using effective expression and characteristic timbre

Product Performance 2.B.: Develop and apply instrumental music skills to perform and communicate through the arts- Expression and Technical Skills

5 & 6

Read and perform a short song/piece using effective expression and characteristic timbre

Product Performance 2.C.: Develop and apply instrumental music skills to perform and communicate through the arts- Repertoire

5 & 6

Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

Product Performance 2.D. : Develop and apply instrumental music skills to perform and communicate through the arts - Imitation (play by ear)

5

6

Echo short rhythmic and melodic patterns on classroom instruments

Echo rhythmic and melodic patterns of increasing complexity on classroom instruments

Product Performance 2.E. : Develop and apply instrumental music skills to perform and communicate through the arts - Group Playing

5

6

Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor

Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor

Product Performance 3. A. : Develop and apply improvisation skills in music to communicate through the arts - Improvisation

5 & 6

Improvise short rhythmic and melodic patterns.

Improvise simple rhythmic, melodic and/or harmonic accompaniments.

Improvise simple rhythmic variations on familiar melodies.

Improvise short songs and instrumental pieces, using a variety of sound sources.

Product Performance 4. A. : Develop and apply skills to \*compose, \*arrange, and create music to communicate through the arts - Composition and Arrangement

5 & 6

Create and notate a rhythmic and/or melodic *ostinati* accompaniment within teacher's specified guidelines.

Elements of Music 1.A.: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation

5

Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:

- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- sixteenth notes
- eighth note/rest
- dotted quarter note/rest
- 3 eighth notes beamed together in 6/8
- syncopation

6

Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of:

- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- sixteenth notes
- dotted quarter followed by eighth
- dotted quarter note/rest
- 3 eighth notes beamed together in 6/8
- syncopation

Elements of Music 1. B. : Develop and apply the knowledge and skills to read and notate music - Melodic Notation

5 & 6

Identify standard pitch notation in the treble clef, including one ledger line above and below the staff.

Identify

- accidentals
- sharps
- flats
- natural signs

Elements of Music 1. C. : Develop and apply the knowledge and skills to read and notate music - Symbols of Expression

5 & 6

Identify standard symbols for dynamics, tempo and articulation

- *p* for *piano*
- *f* for *forte*
- *mp* for *mezzo piano*
- *mf* for *mezzo forte*
- *pp* for *pianissimo*
- *ff* for *fortissimo*
- *cresc* or *<* for *crescendo*
- *decrec* or *>* for *decrescendo*
- *dim* for *diminuendo*
- *accelerando*
- *ritardando*
- *allegro*
- *moderato*
- *andante*
- *largo*
- *a tempo*
- accent
- *fermata*
- ties
- slurs
- *staccato*
- *legato*

Elements of Music 1.D.:Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements

5

6

Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines

- whole note/rest
- quarter note/rest
- half note/rest

Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music).

<ul style="list-style-type: none"> <li>· eighth-note pairs</li> <li>· dotted half note</li> <li>· sixteenth notes</li> <li>· <i>p</i> for <i>piano</i></li> <li>· <i>f</i> for <i>forte</i></li> <li>· <i>mp</i> for <i>mezzo piano</i></li> <li>· <i>mf</i> for <i>mezzo forte</i></li> <li>· <i>cresc</i> for <i>crescendo</i></li> <li>· <i>decresc</i> for <i>decrescendo</i></li> <li>· <i>dim</i> for <i>diminuendo</i></li> <li>· <i>sol-mi-la</i></li> <li>· eighth note/rest</li> </ul>	
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Artistic Perceptions 1.A.: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical Forms	
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5	6
Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>· AB</li> <li>· ABA</li> <li>· canon</li> <li>· <i>ostinati</i></li> <li>· verse/refrain</li> <li>· repeat sign</li> <li>· partner songs</li> <li>· rondo</li> <li>· first and second endings</li> <li>· blues</li> <li>· <i>coda</i></li> <li>· theme and variation</li> <li>· <i>DC/Fine</i></li> <li>· <i>DS al coda/Fine</i></li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>· AB/binary</li> <li>· ABA/ternary</li> <li>· rondo</li> <li>· first and second endings</li> <li>· repeat signs</li> <li>· <i>coda</i></li> <li>· two-part songs</li> <li>· theme and variation</li> <li>· <i>DC/Fine</i></li> <li>· <i>DS al coda/Fine</i></li> <li>· AABA/song form</li> <li>· fugue</li> </ul>

Artistic Perceptions 1.B.:Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance-Musical Characteristics, Events, and Descriptors	
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5	6

<p>Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.).</p>	<p>Determine the musical means (source) and size of group of an aural example.</p> <p>Describe the musical expression (mood) of an aural example.</p> <p>Determine the order and organization of an aural example.</p> <p>Determine the possible origin of an aural example (e.g., location and time).</p> <p>Characterize the use of music by its intended function (purpose) and its intended audience.</p>
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Artistic Perceptions 2.A.: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions

5 & 6

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- tone quality
- expression/phrasing
- rhythmic accuracy
- pitch accuracy
- part acquisition
- blend/balance
- diction/articulation
- posture/stage
- style
- presence

Artistic Perceptions 2.B.: Develop and apply the knowledge and skills to evaluate music and musical performance-Critique Musical Performances and Compositions

5	6
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<p>Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement).</p>	<p>Demonstrate the ability to distinguish between quality and non-quality performance through listening.</p>
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Interdisciplinary Connections 1. A.:Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts - Connections Between Music and Related Arts and Humanities	
5	6
<p>Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.</p> <p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p>	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally.</p>

Interdisciplinary Connections 1. B.:Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts-Connections Between Music and Non-Arts Disciplines	
5	6
<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments).</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics.</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language).</p>

Historical and Cultural Contexts 1.A.: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles	
5	6

Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> <li>· Secular</li> <li>· Sacred</li> <li>· Multicultural music</li> <li>· American/patriotic songs</li> <li>· Opera</li> <li>· Ballet</li> <li>· Blues</li> <li>· Ragtime</li> </ul>	Identify music from various styles and historical periods by comparing and contrasting selected elements of music <ul style="list-style-type: none"> <li>· Jazz</li> <li>· Orchestral</li> <li>· Classical/contemporary</li> <li>· American/world</li> <li>· Musical Theater</li> </ul>
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Historical and Cultural Contexts 1.B.: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices	
5	6
Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> <li>· Secular/sacred</li> <li>· Multicultural music</li> <li>· American/patriotic songs</li> <li>· Opera</li> <li>· Ballet</li> </ul>	Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

Historical and Cultural Contexts 1.C.: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures.	
5	6
Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> <li>· Secular/sacred</li> <li>· Multicultural music</li> <li>· American/patriotic songs</li> <li>· Opera</li> <li>· Ballet</li> </ul> Document understanding of musical experiences through writing samples or illustrations.	Describe the function of music in various settings and cultural events.  Attend and describe live musical experiences.

Historical and Cultural Contexts 1.D.: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music

5

Identify available music-related careers in a given setting.

6

Compare and contrast a variety of music and music-related vocations and avocations.

# 5th Grade General Music Curriculum



<p><b>Content Area:</b> General Music</p> <p><b>Course:</b> 5<sup>th</sup> Grade General Music</p>	<p><b>Unit Title:</b> 5<sup>th</sup> Grade Product Performance</p> <p><b>Unit Duration:</b> Ongoing</p>
<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Music K-8 Magazine</li> <li>● Quaver Music</li> <li>● Folk Songs for Solo Singers Book</li> <li>● Broadway for Teens</li> <li>● Kids Musical Theater Anthology</li> <li>● Choir Builders for Growing Voices Vol. 1 and 2</li> <li>● Blagmusic.blogspot.com</li> <li>● Get America Singing and Get America Singing Again</li> <li>● Classroom Guitar Book/Curriculum by Fred Willman</li> <li>● Together In Rhythm - A Facilitator's Guide to Drum Circle Music</li> <li>● Accelerated Piano Adventures by Nancy and Randall Faber</li> <li>● Mission: Composition by Matthew C. Cremisio &amp; Jennifer Lee-Alden</li> <li>● Piano and Guitar Lab</li> <li>● Drum Circle Instruments</li> <li>● Boomwhackers</li> <li>● Handbells</li> <li>● Lumi Sticks</li> <li>● Sound Equipment</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Create music independently and with others.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply singing and instrumental skills to perform and communicate through the arts.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How is sound organized to make music?</li> <li>● How are melodies created?</li> <li>● What does harmony add to music?</li> <li>● How is rhythm created?</li> <li>● How does rhythm function with a song's style?</li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	PP1A5: Use Breath Control and accurate diction while singing		X
GLE	PP1B5: Use dynamics and phrasing to communicate an interpretation of a given style.		X
GLE	PP1C5: Perform a varied repertoire of songs including patriotic, folk and seasonal including some from memory	X	
GLE	PP1D5: Perform simple harmonic songs including rounds, canons, partner songs and two-part.	X	
GLE	PP1E5: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble. Respond expressively to conductor's cues.		X
GLE	PP2A5: Read and perform at least five pitches on a melodic instrument Read and perform rhythms in simple meter <ul style="list-style-type: none"> <li>· Whole note/rest</li> <li>· Quarter note/rest</li> <li>· Half note/rest</li> <li>· Eighth note/rest</li> <li>· Dotted half note</li> <li>· Sixteenth notes</li> <li>· Dotted quarter followed by eighth</li> <li>· Syncopation</li> </ul>	X	
GLE	PP2B5: Read and perform a short song/piece using effective expression and characteristic timbre		X
GLE	PP2C5: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	X	
GLE	PP2D5: Echo short rhythmic and melodic patterns on classroom instruments		X
GLE	PP2E5: Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor		X
GLE	PP3A5: Improvise short rhythmic and melodic patterns.		X
GLE	PP4A5: Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines.		X

<b>OBJECTIVE # 1</b>	Develop and apply singing skills	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>PP1A5, PP1B5, PP1C5, PP1D5, PP1E5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to use breath control and accurate diction while singing.</li> <li>Students will understand how to use dynamics and phrasing to correctly interpret a given style of music.</li> <li>Students will understand that there are various types of songs and music.</li> <li>Students will understand the basic building blocks of singing with harmony including <i>rounds, canons, partner songs, and two-part harmony.</i></li> <li>Students will understand how to respond to a conductor's cues including, tempo, expressiveness, dynamics, rhythmic accuracy and characteristic timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>Posture</li> <li>Solfege Syllables</li> <li>Breath control</li> <li>Diction</li> <li>Expressive Singing: <ul style="list-style-type: none"> <li>Dynamics - <i>piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo.</i></li> <li>Phrasing</li> </ul> </li> <li>Style - <i>Patriotic, folk, spirituals, multicultural, etc.</i></li> <li>Tempo - <i>speed of music</i></li> <li>Harmony - <i>rounds, canons, partner songs, and two-part harmony.</i></li> <li>Ensemble</li> <li>Timbre</li> </ul>	<ul style="list-style-type: none"> <li>Support the singing voice with appropriate breath control.</li> <li>Perform musical phrases with diction as an ensemble and alone.</li> <li>Utilize dynamics and phrasing to portray emotion in a variety of musical styles.</li> <li>Sing beginning-level 2-part harmony through practice from rounds, canons and partner songs.</li> <li>Sing as a class and respond expressively to the conductor.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Use instructional videos and teacher modeling to demonstrate breathing techniques, breath control, and appropriate diction while singing.</li> <li>Utilize songs that demonstrate dynamics and phrasing to communicate an interpretation of</li> </ul>	<ul style="list-style-type: none"> <li>Listen, learn and sing songs and warm-up exercises while using breath control and appropriate diction.</li> <li>Listen, learn and sing songs with dynamics and phrasing that communicate a given style in music.</li> <li>Listen, learn and sing patriotic, folk and seasonal songs.</li> </ul>	1 - 3

<p>a given style of music.</p> <ul style="list-style-type: none"> <li>Utilize pieces of music that represent patriotic, folk, and seasonal songs.</li> <li>Utilize songs that review rounds, canons, and partner songs and that introduce simple two-part harmony.</li> <li>Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students sing as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, learn, and sings songs with rounds, canons, partner songs, and simple two-part harmony.</li> <li>Listen, learn and sing songs as a class with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor's cues.</li> </ul>	
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**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher observes student growth each class.</li> <li>Students sing individually and in groups while teacher listens for growth in breath control and diction.</li> <li>Students demonstrate application of dynamic markings while singing with appropriate phrasing for a specific style of music.</li> <li>Students listen to different styles of music and tell the teacher how they would categorize each song's genre.</li> <li>Students listen to songs that are either rounds, canons, partner songs, or two-part harmony and write on their paper which type of musical piece they are listening to.</li> <li>Students perform individually and in small groups while the teacher watches for steady beat and correct rhythms.</li> <li>Students demonstrate expressive singing as they respond to the teacher's cues. Teacher observes levels of expressive singing from students.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Both</li>   <li>Summative</li> <li>Summative</li>   <li>Summative</li> <li>Both</li> <li>Both</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one-on-one with student as time allows.</li> <li>Practice and reteach whole group or small</li> </ul>	<ul style="list-style-type: none"> <li>Work with partners or small ensembles to echo singing skills.</li> </ul>	<p align="center">1 - 2</p>

<p>group of students, breaking down vocabulary, notation, and skills.</p> <ul style="list-style-type: none"> <li>● Break songs down into smaller chunks to work on as a class.</li> </ul>		
<p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i></p>		
<p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>● Have students who have already learned the singing skill we are working on, act as small group leaders when the class breaks into groups.</li> <li>● Help students work on an extra solo of their choice or on upcoming school auditions such as select choir or talent show auditions by recording their performance and then evaluating their areas of strength and potential growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Students act as group leaders when the class breaks into smaller groups. These students are identified as examples to listen to and help with group blending.</li> <li>● Students are expected to record their performance as if they were trying out for a solo performance and evaluate their strengths and areas to improve.</li> </ul>	<p>3 - 4</p>

<b>OBJECTIVE # 2</b>	Develop and apply instrumental music skills	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>PP2A5, PP2B5, PP2C5, PP2D5, PP2E5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to read and perform at least five pitches on a melodic instrument.</li> <li>Students will understand how to read and perform rhythms in simple meter including those with syncopation.</li> <li>Students will understand how to read and perform a short piece on their instrument with effective expression, tempo, dynamics and characteristic timbre.</li> <li>Students will understand that there are various types of instrumental songs representing diverse cultures, genres and styles.</li> <li>Students will understand how to echo short rhythmic and melodic passages on classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Melody</li> <li>Meter</li> <li>Measure</li> <li>Staff</li> <li>Barline</li> <li>Double Bar Line</li> <li>Whole note/rest</li> <li>Quarter note/rest</li> <li>Half note/rest</li> <li>Eighth note/rest</li> <li>Dotted half note</li> <li>Sixteenth notes</li> <li>Syncopation</li> <li>Expression</li> <li>Timbre</li> <li>Culture</li> <li>Genre</li> <li>Style</li> <li>Echo</li> </ul>	<ul style="list-style-type: none"> <li>Play five pitches or more on a melodic classroom instrument.</li> <li>Sight read and perform rhythms in simple meter.</li> <li>Successfully play or clap a syncopated rhythm with dotted quarter notes followed by eighth notes.</li> <li>Utilize dynamics and phrasing to portray emotion in a variety of musical styles.</li> <li>Perform as a class and respond expressively to the teacher's cues.</li> <li>Echo rhythmic passages through clapping or using an unpitched instrument.</li> <li>Echo melodic passages on a classroom instrument.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Use classroom piano lab to teach the notes C-D-E-F-G and their place on the piano. These notes are to be played with both hands in “C Position”</li> <li>● Use staff marker board, Quaver Music, Sight Singing Factory, or sight reading books to teach and practice rhythm reading in the classroom.</li> <li>● Utilize cultural repertoire and method books to teach levels of expression of musical phrases as well as characteristic timbre of the instrument.</li> <li>● Draw from a variety of repertoire including method books, videos, and authentic recordings to immerse students in a variety of musical cultures, genres and styles.</li> <li>● Utilize both pitched (piano, guitar, handbells) and unpitched (rhythm sticks, percussion and clapping) instruments to play short rhythmic and melodic passages that students may echo back. Combine with rhythmic and melodic dictation exercises and rhythm bingo.</li> <li>● Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students play in a group.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and learn to find the first note on the piano and then place all ten fingers in the correct position on the keys.</li> <li>● Listen to and attempt to play or clap the rhythms through mathematically breaking the rhythms into manageable chunks and counting out each measure.</li> <li>● Listen, learn and play instruments in class while using expression and timbre that are appropriate to the song’s specific culture, genre or style.</li> <li>● Listen and be aware of the many types of cultures, genres and styles in which music can be found.</li> <li>● Listen and echo the rhythms and melodies the teacher presents for the class through playing an instrument or clapping.</li> <li>● Listen, learn and play songs as a classroom group with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor’s cues.</li> </ul>	<p align="center">1 - 3</p>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher observes student growth each class.</li> <li>Students play at the piano one at a time to show their knowledge and application of the “C Position” on the keys.</li> <li>Students clap and count rhythms learned in small groups so that teacher can assess student achievement in rhythm reading.</li> <li>Students demonstrate application of dynamic markings while playing with appropriate phrasing for a specific style of music.</li> <li>Students listen to different styles of music and tell the teacher how they would categorize each song’s genre, style or culture.</li> <li>Students echo short rhythmic or melodic phrases alone or with a small group. Teacher listens and gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Both</li> <li>Formative</li> <li>Both</li> <li>Both</li> <li>Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one-on-one with student as time allows.</li> <li>Practice and reteach while group, breaking down vocabulary, notation, and skills.</li> <li>Teacher demonstrates the skill and then performs the skill in tandem as the student attempts it.</li> </ul>	<ul style="list-style-type: none"> <li>Pair with a student that has mastered the current objective.</li> <li>Move closer to the teacher to get more individualized instruction.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Have students who have already learned the skill we are working on, act as small group leaders when the class breaks into groups.</li> <li>Assign a video or live performance for</li> </ul>	<ul style="list-style-type: none"> <li>Students act as group leaders when the class breaks into smaller groups. These students are identified as examples to listen to and help with group mastery.</li> <li>Watch and critique a recorded or live musical</li> </ul>	3 - 4

<p>students to observe and write a critique on the expression of the performers in accordance with the song's particular culture, genre or style.</p> <ul style="list-style-type: none"><li>● Teacher breaks class into groups based on ability level. Students who have already learned may receive special pieces of music at a higher level to work on in addition to the page they are on in the book.</li><li>● In the guitar unit, students are able to look up some of their favorite songs to learn chord progressions, strumming and picking patterns and learn these songs in addition to the current class objective.</li></ul>	<p>performance. Observe the expression of the performers in relation to the song's cultural background, genre or style.</p> <ul style="list-style-type: none"><li>● Work on a new piece of music that is an increased level of difficulty with the teacher's approval and supervision.</li><li>● Choose and work on a familiar song on the guitar while attempting the same chord progression and strumming/picking pattern.</li></ul>	
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<b>OBJECTIVE # 3</b>	Develop and apply composition and Improvisation skills.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>● PP3A5, PP4A5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand how to improvise short rhythmic and melodic passages.</li> <li>● Students will understand composition and arranging using rhythmic and melodic ostinati and standard notation.</li> </ul>	<ul style="list-style-type: none"> <li>● Improvisation</li> <li>● Rhythm</li> <li>● Melody</li> <li>● Ostinato</li> <li>● Composition</li> <li>● Arranging</li> <li>● 4-Bar Phrase</li> </ul>	<ul style="list-style-type: none"> <li>● Improvise and perform short rhythmic and melodic passages.</li> <li>● Perform rhythmic ostinatos using standard rhythmic notation.</li> <li>● Perform melodic ostinatos using standard music notation.</li> <li>● Compose a short rhythmic ostinato.</li> <li>● Compose a short melodic ostinato.</li> <li>● Arrange a phrase from a song students already know to alter the rhythm.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Utilize songs with both rhythmic and melodic ostinati.</li> <li>● Review standard rhythmic and melodic notation.</li> <li>● Model correct examples of improvised melodic passages for students.</li> <li>● Model correct examples of improvised rhythmic passages for students.</li> <li>● Listen to examples of song parody and write a song parody as a class.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to examples of songs with rhythmic ostinati in the background of the song. Talk about where we have heard examples of this in popular music.</li> <li>● Listen to songs with melodic ostinati and talk about how this relates to songs we have already sung with harmony and canons.</li> <li>● Listen to and perform a song with the teacher that involves taking turns clapping and singing rhythmic and melodic ostinati.</li> <li>● Listen and react to changing chords from a piano and pick chordal notes that fit the chords as they change as an ensemble.</li> <li>● Individually or in pairs, write a song parody.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observe students as they respond to rhythmic ostinati and both repeat rhythmic phrases as well as create their own in an improvisational setting both as a small group as well as individually.</li> <li>● Observe students as they take turns improvising during a class exercise involving 4 bar phrases.</li> <li>● Students are graded on both individual roles as well as group fluency with both rhythmic and melodic compositions through a “rap/speech” assignment.</li> <li>● Observe students as they listen and respond to changing piano chords and pick out notes that seem to go with each chord. Students should respond both to the piano as well as the group’s improvisation as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Formative</li> <li>● Summative</li> <li>● Formative</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one-on-one or stand in close proximity to students while singing that are having a hard time hearing chord changes or correct notes for an improvisational exercise.</li> <li>● Pair students that are struggling with a certain skill with students that have mastered the skill.</li> <li>● Modify a 4-bar phrase exercise or assignment by breaking it down into individual measures.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with the teacher to clap a rhythmic ostinato.</li> <li>● Work with the teacher to sing a melodic ostinato.</li> <li>● Work with a partner or small group demonstrating improvisation in a 4-bar phrase during a class exercise.</li> <li>● Work with the teacher and practice writing a 4-bar phrase one measure at a time.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help students create a short piece of music with multiple 4-bar phrases by creating an introduction, verses, chorus, bridge, and outro of the song.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create and perform short pieces using multiple 4-bar phrases to compose the parts of a song including introduction, verses, chorus, bridge and outro.</li> </ul>	3 - 4

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Elements of Music	
<b>COURSE:</b> 5 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Rhythm Bingo, Lines and Spaces Bingo, Solfege Bingo</li> <li>● Ready to Read Music by Jay Althouse</li> <li>● 60 Music Quizzes for Theory &amp; Reading by Jay Althouse</li> <li>● The Rhythm Reader Books and CD</li> <li>● Sightreadingfactory.com</li> <li>● Music K-8 Magazine</li> <li>● Quaver Music</li> <li>● Standard of Excellence Book 1 - Music Theory &amp; History Workbook</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and notation of music.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to read and notate music.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in the music?</li> <li>● How is music subdivided into sounds?</li> <li>● How do time signatures impact note groupings in each musical measure?</li> <li>● What symbols or pictures can be used to notate music?</li> <li>● What symbols can be used for expression in music?</li> <li>● How is music notated on the staff?</li> <li>● How can students describe what is heard in a piece of music?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	EM1A5: Read standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8 syncopation	X	
GLE	EM1B5: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff	X	
GLE	EM1C5: Identify standard symbols for dynamics, tempo and articulation: · p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, accelerando, ritardando, allegro, moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato, and legato		X

GLE	EM1D5: Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, sol-mi-la, and eighth note/rest		X
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<b>OBJECTIVE # 1</b>	Develop and apply music reading and notation skills.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>EM1A5, EM1B5, EM1C5, EM1D5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including one ledger line above and below the treble clef.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple duple and triple time signatures.</li> <li>Students will understand the relationship of solfege (sol-mi-la) to pitch notation on the treble clef.</li> <li>Students understand the <i>dynamic, tempi,</i> and expressive symbols of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, <math>\frac{3}{4}</math>, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including, solfege notes, staff, clef, ledger line, sharps, flats, and natural signs.</li> <li>Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for <i>crescendo</i>, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>largo</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, ties, slurs, <i>staccato</i> and <i>legato</i>.</li> <li>Symbols for pitch including sol-mi-la.</li> </ul>	<ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the staff involving all notes one ledger line above and one ledger line below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Read Rhythmic and Melodic phrases out loud as a group.</li> </ul>

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs/speech pieces demonstrating rhythmic notations from the academic vocabulary.</li> <li>Utilize songs/exercises demonstrating solfege.</li> <li>Utilize songs demonstrating the <i>dynamic</i>, <i>tempi</i>, and expressive symbols of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read rhythms using rhythmic syllables.</li> <li>Students will read melodies using <i>solfege</i> or note names.</li> <li>Perform a familiar melody with varying expression marks (dynamics/tempi).</li> <li>Students will read rhythms and melodies as a class.</li> </ul>	1 - 3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Observation</li> <li>Individual/group tracking exercise</li> <li>Students play or sing individually and as a group while the teacher listens for growth in imitation skills</li> <li>Written assessment of rhythmic and dynamic notation</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Formative</li> <li>Both</li> <li>Summative</li> </ul>	1 - 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary/skill.</li> <li>Modify song or speech piece by breaking down into smaller pieces.</li> <li>Teacher performs a short pattern while students determine correct rhythmic and dynamic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to identify rhythmic notation.</li> <li>Students choose correct rhythmic and dynamic notation after teacher performs short pattern.</li> <li>Work with partner to identify solfege notation.</li> </ul>	1 - 2

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Students will create a short rhythmic and solfege melody in a fill in the blank format for fellow students.</li></ul>	<ul style="list-style-type: none"><li>Students will fill in the missing rhythmic and solfege worksheet of fellow students.</li></ul>	3 - 4

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Artistic Perceptions	
<b>COURSE:</b> 5 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Music! Its Role and Importance In Our Lives - Glencoe</li> <li>• Music K-8 Magazine</li> <li>• Parachutes and Ribbons and Scarves Oh My! By Artie Almeida</li> <li>• Instrument Zoo Teacher’s Handbook by Sally K. Albrecht</li> <li>• Musical Instruments Grades K-8 - Macmillan/ McGraw Hill</li> <li>• Recordings of local performances</li> <li>• Youtube Performance Videos</li> <li>• Audio Recordings</li> <li>• Live performances of local concerts for extra credit</li> <li>• Instrument Bingo</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• Evaluate music based on critical listening and theoretical analysis developed through best musical practices.</li> <li>• Listen perceptually and respond to music intellectually and emotionally.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What do we listen for when evaluating a musical performance?</li> <li>• Can students describe a quality/non-quality musical performance using grade-level musical vocabulary?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/ STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	AP1A5: Identify and analyze forms and composition techniques: AB, ABA, canon, <i>ostinati</i> , verse/refrain, repeat sign, partner songs, rondo, first and second endings, blues, <i>coda</i> , theme and variation, <i>DC/Fine</i> , <i>DS al coda/Fine</i>	x	
GLE	AP1B5: Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.)	x	
GLE	AP2A5: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence	x	
GLE	AP2B5: Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)	x	

<b>OBJECTIVE # 1</b>	Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP1A5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that there are different forms of parts of a song.</li> <li>Students will understand the organization of sections in music.</li> </ul>	<ul style="list-style-type: none"> <li>AB</li> <li>ABA</li> <li>Canon</li> <li>Ostinati</li> <li>Verse/refrain</li> <li>Repeat Sign</li> <li>Partner Songs</li> <li>Rondo</li> <li>First and Second Endings</li> <li>Blues</li> <li>Coda</li> <li>Theme and variation</li> <li>DC/Fine</li> <li>DS al coda/ Fine</li> </ul>	<ul style="list-style-type: none"> <li>Identify same and different sections in music.</li> <li>Identify the parts of a song.</li> <li>Compare and contrast partner songs.</li> <li>Understand repeat signs and first and second endings.</li> <li>Understand and follow coda, DC, DS al coda, fine.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs/speech pieces that demonstrate the academic vocabulary.</li> <li>Students can distinguish between two different musical forms.</li> <li>Students understand the difference between a round and a canon.</li> <li>Students will understand and recognize an <i>ostinati</i>.</li> <li>Students will understand verse/refrain.</li> <li>Students will understand a partner song.</li> <li>Students understand repeat signs, first/second endings, and a coda.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, learn, and sing or play songs with same and different sections.</li> <li>Compare and contrast a song with AB form and a song with ABA form.</li> <li>Sing, play or listen to a piece in rondo form (Fur Elise - Beethoven).</li> <li>Identify when they hear a change occur in the music.</li> <li>Define a change in music as: tempo (speed), meter (2s or 3s), dynamics (volume), instrumentation, words, articulation, etc.</li> <li>Sing a round (“Row, Row, Row Your Boat”) and</li> </ul>	1 - 3

<ul style="list-style-type: none"> <li>Students understand DC/ Fine and DS al coda/ Fine.</li> </ul>	<p>a canon (“Are You Sleeping?”)</p> <ul style="list-style-type: none"> <li>Perform <i>ostinati</i> (rhythm or melody) with a song</li> <li>Sing a verse/refrain song (“Battle Hymn of the Republic”)</li> <li>Sing a partner song (“She’ll Be ‘Comin Round the Mountain” and “When the Saints Go Marchin’ In”)</li> <li>Sing or play songs with a repeat, first/second ending, and a coda.</li> </ul>	
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**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students are evaluated during class through teacher listening and observation</li> <li>Students discuss parts of a song and organization (academic vocabulary) as teacher listens for growth and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> </ul>	1 - 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary and skill.</li> <li>Modify song or speech piece by breaking down into smaller pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to listen for and discuss musical opposites.</li> </ul>	1 - 2

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Help student create short piece with set guidelines (Parts of a song, first and second ending.</li> </ul>	<ul style="list-style-type: none"> <li>Students create and perform a short piece for presentation containing the music organizational academic vocabulary.</li> </ul>	3 - 4

<b>OBJECTIVE # 2</b>	Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP1B5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will respond and move to aural examples of music forms and expressive elements.</li> <li>Students understand the difference between the sounds of voices and instruments.</li> <li>Students will visually and aurally identify instrumental families.</li> <li>Students will distinguish between methods of sound production.</li> <li>Students will differentiate between ensemble groupings (solo vs. group).</li> </ul>	<ul style="list-style-type: none"> <li>Aural (hearing) examples</li> <li>Musical forms</li> <li>Expressive elements</li> <li>Instrument families</li> <li>Sound production</li> <li>Solo</li> <li>Group</li> </ul>	<ul style="list-style-type: none"> <li>Aurally identify musical forms, expressive elements, and ensemble groupings of music.</li> <li>Visually and aurally identify instrument families and their method of sound production.</li> <li>Identify the material from which the instrument is made.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs and speech pieces that demonstrate the use of musical forms and expressive elements.</li> <li>Utilize instrumental music that highlight each of the instrument families.</li> <li>Utilize songs and speech pieces that use solo and group performances.</li> <li>Play Instrument Bingo.</li> <li>Meet the instruments book.</li> <li>Open and look into our piano lesson.</li> <li>Making homemade instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen and learn songs that demonstrate the use of musical forms and expressive elements.</li> <li>Students will listen for each of the instrument families.</li> <li>Students will listen for solo and groups.</li> <li>Students will meet each instrument within an instrument family.</li> <li>Students will circle around the acoustic piano and look inside when the teacher removes the panels. We will discuss as a class piano safety and mechanics.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will sing, play, and move individually and as a group while teacher watches for individual growth in music forms and expressive elements.</li> <li>Through discussion and written work, students will classify instruments by their sound production and appropriate families while teacher listens and watches for academic growth.</li> <li>Teacher watches for academic growth while students respond, through movement, to aural examples of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Both</li> <li>Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>Reteach/revisit academic vocabulary.</li> <li>Work one on one with student as time allows.</li> <li>Work with student on listening to and understanding the difference between instrument families and their sound production.</li> <li>Work with student on listening to solo and group performances.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to discuss and listen for musical forms and expressive elements.</li> <li>Work with partner to listen for instrument families.</li> <li>Work with partner to listen for solo or group performance.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>Help student create their own composition using academic vocabulary.</li> <li>Help student compile example recordings of instrument families to demonstrate differences.</li> <li>Help student create or select musical examples of solo and group recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Create their own composition with set guidelines demonstrating musical forms and expressive elements.</li> <li>Create musical of examples of the instrument families.</li> <li>Create musical examples of solo and group recordings.</li> </ul>	3 - 4

<b>OBJECTIVE # 3</b>	Develop and apply the knowledge and skills to evaluate music and musical performances and compositions.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP2A5, AP2B5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to academic vocabulary.</li> <li>Students will use prerequisite music terms to describe their personal response to a musical example in regards to tone and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Tone quality</li> <li>Expression/phrasing</li> <li>Rhythmic accuracy</li> <li>Pitch accuracy</li> <li>Part acquisition</li> <li>Blend/balance</li> <li>Posture/stage presence</li> <li>Timbre</li> </ul>	<ul style="list-style-type: none"> <li>Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary.</li> <li>Describe their personal response to a music example's tone quality and timbre by using previously learned music terms.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize song examples representing appropriate examples of the academic vocabulary.</li> <li>Provide examples of visual performances</li> <li>Show past school musical ensemble performances.</li> <li>Watch live music during school assemblies in which ensembles perform.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance.</li> <li>Students evaluate posture/stage presence.</li> <li>Students will use grade level music terms to describe their personal response to a musical example.</li> <li>Students will observe and analyze performances of other students of the same age at our school or live performances as they are available.</li> </ul>	1 - 3

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observation</li> <li>● Informal discussion on musical elements and stage presence.</li> <li>● Informal discussion sharing responses to musical example .</li> <li>● Concert critique reflection worksheet and/or Solo or ensemble adjudicator’s form.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Formative</li> <li>● Formative</li> <li>● Summative</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partner to role play.</li> <li>● Work with partner, discussing musical elements and stage presence.</li> <li>● Work with partner on sharing responses to musical examples.</li> </ul>	<p align="center">1 - 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help student create group performance situations on vocal productions and stage presence.</li> <li>● Help student find exemplary musical examples from a pool of recordings/videos.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partner or small groups to role play.</li> <li>● Work alone or with a group to find examples of exemplary musical performances utilizing Artistic Perceptions vocabulary.</li> </ul>	<p align="center">3 - 4</p>

<p><b>CONTENT AREA:</b> General Music</p> <p><b>COURSE:</b> 5<sup>th</sup> Grade General Music</p>	<p><b>UNIT TITLE:</b> Interdisciplinary Connections</p> <p><b>UNIT DURATION:</b> Ongoing</p>
<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Repertoire</li> <li>● Music K-8 Magazine Subscription</li> <li>● The General Music Teacher’s Calendar of Activities</li> <li>● Discover! Light &amp; Sound Reproducible pages plus teacher’s guide</li> <li>● The Science of Sound &amp; Music by Shar Levine &amp; Leslie Johnstone</li> <li>● Music! Its Role and Importance In Our Lives Book, Teaching Guide and Command Performances DVD</li> <li>● World Music, Cultural Traditions</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Relationships between music, arts, and other subjects.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are the similarities and differences between music and other subjects?</li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
<p align="center">GLE</p>	<p>IC1A5: Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast</p> <p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p>	<p align="center">x</p>	
<p align="center">GLE</p>	<p>IC1B5: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments)</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics</p>	<p align="center">x</p>	

<b>OBJECTIVE # 1</b>	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>• IDC1A5, IDC1B5</li> </ul>

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces.</li> <li>• Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.</li> <li>• Students will relate ideas learned or discussed in music to other situations in life (e.g. learn a song about imagination and talk about how imagination can help you in many ways).</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Principles</li> <li>• Disciplines</li> <li>• Imagination</li> <li>• Unity</li> <li>• Repetition</li> <li>• Compare</li> <li>• Contrast</li> <li>• Characteristic Materials of each Art: <ul style="list-style-type: none"> <li>○ Music - Sound</li> <li>○ Art - Visual Stimuli</li> <li>○ Dance - Movement</li> <li>○ Theater - Human Interrelationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast art and music pieces by using previously learned vocabulary.</li> <li>• Use grade level appropriate terms to describe how music can relate with other subjects.</li> <li>• Use grade level appropriate language to describe terms used in both music and other subject areas.</li> <li>• Transform one characteristic material from one art form into another.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Utilize songs and other art forms with similar topics, (e.g. rivers, twinkling stars).</li> <li>• Utilize songs, speech pieces, and other activities that show the relationship of music and other disciplines.</li> <li>• Utilize songs, speech pieces, and other activities that show the use of imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and learn songs which have corresponding art pieces of the same topic.</li> <li>• Discussions on how a composer and artist are presenting their thoughts about the same topic.</li> <li>• Listen to and learn songs that demonstrate the relationship between music and other subject areas.</li> <li>• Learn the relationship of music and other subject areas</li> </ul>	1 - 3

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observation</li> <li>● Students are evaluated through group discussions and responses to questions as teacher listens and observes.</li> <li>● Compare/contrast musical and art examples using Interdisciplinary Connections vocabulary.</li> <li>● Teacher watches and listens for growth in understanding of relationships between music and subject areas through informal discussions in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Both</li>   <li>● Summative</li> <li>● Both</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole groups, breaking down vocabulary and skill.</li> <li>● Modify song or speech piece by breaking down into smaller pieces.</li> <li>● Simplify examples of music and subject area relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Work/share with partner to demonstrate musical and art difference in simple examples.</li> <li>● Work/share with partner compare/contrast various musical and art pieces.</li> <li>● Work with partner to demonstrate examples of music's connections with other subject areas.</li> </ul>	<p align="center">1 - 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help student create/compile music and art examples with set guidelines.</li> <li>● Help student create written reaction of musical and art examples for presentation.</li> <li>● Help student reflect on ways each of the arts can enhance understanding and communication globally.</li> </ul>	<ul style="list-style-type: none"> <li>● Students compile or create music and art examples for presentation.</li> <li>● Student creates written reaction for presentation.</li> </ul>	<p align="center">3 - 4</p>

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Historical and Cultural Connections	
<b>COURSE:</b> 5 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Repertoire</li> <li>● Music K-8 Magazine Subscription</li> <li>● Get America Singing...Again! Set A and B by Loretta Mitchell Norgon</li> <li>● Folk Songs for Two, Folk Songs for Solo Singer Vol. 1 and 2 by Jay Althouse.</li> <li>● Standard of Excellence Book 1, Music Theory &amp; History Workbook</li> <li>● Lives of the Musicians by Kathleen Krull</li> <li>● Great Composers by Piero Ventura</li> <li>● 5 Minutes to Music History by Dr. Rick Weymuth</li> <li>● World Music, Cultural Traditions by Bob Haddad</li> <li>● Music! Words! Opera! By Clifford J. Brooks and Roger Ames</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Be acquainted with a variety of music and its role in the life of all people</li> <li>● Become lifelong learners who support music programs by participation and appreciation of school and community music events</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand musical genres and styles.</li> <li>● Develop and apply the knowledge and skills to understand stylistic practices.</li> <li>● Develop and apply the knowledge and skills to understand music's role and function in various cultures.</li> <li>● Develop and apply the knowledge and skills to understand careers in music.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● In what ways have people used music to express their values and describe their experiences?</li> <li>● How do music and history influence each other?</li> <li>● How does culture affect music?</li> <li>● How does one musical style influence another?</li> <li>● What are various jobs/careers in the music field?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	HCC1A5: Identify characteristics of teacher-selected genres or styles, Secular, Sacred, Multicultural music, American/patriotic songs, Opera, Ballet, Blues, Ragtime	X	
GLE	HCC1B5: Describe how elements of music are used in teacher-selected examples: Secular/sacred, Multicultural music, American/patriotic songs, Opera, Ballet		X
GLE	HCC1C5: Describe the function of music in various settings and cultural events: Secular/sacred, Multicultural music, American/patriotic songs, Opera, Ballet Document understanding of musical experiences through writing samples or illustrations		X
GLE	HCC1D5: Identify available music-related careers in a given setting		X

<b>OBJECTIVE # 1</b>	Develop and apply the knowledge and skills to understand musical genres, styles, and stylistic practices	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>HHC1A5, HHC1B5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will identify characteristics of teacher-selected genres or styles and describe how elements of music are utilized in each: <ul style="list-style-type: none"> <li>Secular</li> <li>Sacred</li> <li>Multicultural Music</li> <li>American/Patriotic</li> <li>Opera</li> <li>Ballet</li> <li>Blues</li> <li>Ragtime</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural music</li> <li>American/ Patriotic Songs</li> <li>Opera</li> <li>Ballet</li> <li>Blues</li> <li>Ragtime</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the traits of selected styles of music.</li> <li>Describe the function of music in various settings and cultural events.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs and speech pieces that demonstrate different styles and musical traits.</li> <li>Utilize listening and singing examples that are popular of different genres of music.</li> <li>Identify the types of characteristic instruments used to perform each genre of music.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn various genres of music.</li> <li>Students will learn games and dances to perform with specified genres.</li> <li>Students will learn and sing songs to learn how elements of music are used in various styles of music.</li> <li>Students will identify (visually and aurally) the different characteristic instruments found in each genre.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher listens for musical growth through informal discussions in class.</li> <li>Compare/contrast styles.</li> <li>Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> <li>Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary/skill.</li> <li>Modify songs and musical examples by using short, simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to share and discuss examples.</li> <li>Work with partner, discussing characteristics of styles.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Help students create a dance or game to accompany a selected song.</li> <li>Have student create a list of songs they know from each genre.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a dance or game for play party or folk music to share with other students.</li> <li>Write a brief description of a memory associated with that song.</li> </ul>	3 - 4

<b>OBJECTIVE # 2</b>	Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>HHC1C5, HHC1D5</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will describe the function of music in various settings and cultural events <ul style="list-style-type: none"> <li>Secular/ Sacred</li> <li>Multicultural Music</li> <li>American/ Patriotic</li> <li>Opera</li> <li>Ballet</li> </ul> </li> <li>Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Settings</li> <li>Musical Experience</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural Music</li> <li>American/ Patriotic</li> <li>Opera</li> <li>Ballet</li> <li>Career</li> </ul>	<ul style="list-style-type: none"> <li>Describe the function of music in various settings and cultural events.</li> <li>Discuss and demonstrate appropriate listening behavior for various types of performances.</li> <li>Document understanding of musical experiences.</li> <li>List different musical careers.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize music and musical examples used in various events and cultures.</li> <li>Demonstrate and practice best concert behavior.</li> <li>Have students experience a live musical performance.</li> <li>Invite a guest musician or student teacher to speak.</li> <li>Opera Theater St. Louis visit and do a free clinic for these classes about behind the scenes of performances.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn songs used at particular events and in various cultures.</li> <li>Watch or attend a musical concert or school assembly to observe best concert behavior.</li> <li>Listen to and ask questions of a guest musician or student teacher.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Informal discussion of how and why certain music is performed at particular events.</li> <li>● Observation</li> <li>● Compare/contrast appropriate concert behavior.</li> <li>● Compare/ contrast different musical performances and the role of the observer and overall experience.</li> <li>● KWL chart</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Both</li> <li>● Summative</li> <li>● Summative</li> <li>● Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Demonstrate inappropriate use of music at an event and explain why.</li> <li>● Practice appropriate and inappropriate concert behavior.</li> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Role play</li> <li>● Work with partner to discuss roles of composer and conductor.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help students create a mock-event and choose music for that event.</li> <li>● Write a list of concert rules to be displayed in the classroom.</li> <li>● Provide students opportunity to be a conductor.</li> <li>● Interview a musician or music teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Students role play their event with the music.</li> <li>● Students present concert rule list during their concert.</li> <li>● Students will conduct the group a short melody or rhythm.</li> <li>● Report findings of interview to the class.</li> </ul>	3 - 4

## 6th Grade General Music Curriculum



<p><b>CONTENT AREA:</b> General Music</p> <p><b>COURSE:</b> 6<sup>th</sup> Grade General Music</p>	<p><b>UNIT TITLE:</b> Product Performance</p> <p><b>UNIT DURATION:</b> Ongoing</p>
<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Music K-8 Magazine</li> <li>● Folk Songs for Solo Singers Book</li> <li>● Broadway for Teens</li> <li>● Kids Musical Theater Anthology</li> <li>● Choir Builders for Growing Voices Vol. 1 and 2</li> <li>● Blagmusic.blogspot.com</li> <li>● Get America Singing</li> <li>● Get America Singing Again</li> <li>● Classroom Guitar Book/Curriculum by Fred Willman</li> <li>● Together In Rhythm - A Facilitator's Guide to Drum Circle Music</li> <li>● Accelerated Piano Adventures by Nancy and Randall Faber</li> <li>● Mission: Composition by Matthew C. Cremisio &amp; Jennifer Lee-Alden</li> <li>● Piano and Guitar Labs</li> <li>● Drum Circle Instruments</li> <li>● Boomwhackers</li> <li>● Handbells</li> <li>● Lumi Sticks</li> <li>● Sound Equipment</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Create music independently and with others.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply singing and instrumental skills to perform and communicate through the arts.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How is sound organized to make music?</li> <li>● How are melodies created?</li> <li>● What does Harmony add to music?</li> <li>● How is rhythm created?</li> <li>● How does rhythm function within a song's style?</li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	PP1A6: Demonstrate singing skills using a singing voice		X
GLE	PP1B6: Use dynamics and phrasing to communicate an interpretation of a given style		X
GLE	PP1C6: Apply stylistic elements needed to perform the music of various *genres and cultures		X
GLE	PP1D6: Perform simple harmonic songs <ul style="list-style-type: none"> <li>· Rounds</li> <li>· Canons</li> <li>· Partner songs</li> <li>· Two-part</li> </ul>	X	
GLE	PP1E6: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble. Respond expressively to conductor's cues		X
GLE	PP2A6: Read and perform at least five (5) pitches on a melodic instrument Read and perform rhythms in simple meter <ul style="list-style-type: none"> <li>· Whole note/rest</li> <li>· Quarter note/rest</li> <li>· Half note/rest</li> <li>· Eighth note/rest</li> <li>· Dotted half note</li> <li>· Sixteenth notes</li> <li>· Dotted quarter followed by eighth</li> <li>· Syncopation</li> </ul> Read and perform a short song/ <b>piece</b> using effective expression and characteristic timbre	X	
GLE	PP2C6: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles		X
GLE	PP2D6: Echo rhythmic and melodic patterns of increasing complexity on classroom instruments		X
GLE	PP2E6: Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor		X
GLE	PP3A6: Improvise simple rhythmic variations in a consistent style and meter	X	
GLE	PP4A6: Create or arrange a short song/ <b>piece</b> or phrases using a variety of sound sources within specified guidelines	X	

<b>OBJECTIVE # 1</b>	Develop and apply singing skills.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>PP1A6, PP1B6, PP1C6, PP1D6, PP1E6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to demonstrate singing skills using a singing voice.</li> <li>Students will understand how to use vocal techniques required for expressive singing.</li> <li>Students will apply stylistic elements needed to perform the music of various genres and cultures.</li> <li>Students will understand how to perform simple harmonic songs such as rounds, canons, partner songs, and basic two part harmony.</li> <li>Students will understand how to perform as a class and respond to cues, expressiveness, dynamics, rhythmic accuracy and characteristic timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>Posture</li> <li>Head Voice</li> <li>Chest Voice</li> <li>Diaphragm Muscle</li> <li>Expressive Singing: <ul style="list-style-type: none"> <li>Dynamics - <i>piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo.</i></li> <li>Phrasing</li> </ul> </li> <li>Genre</li> <li>Style - <i>Patriotic, folk, spirituals, multicultural, Antiquity, Classical, Baroque, Renaissance</i></li> <li>Harmony - <i>rounds, canons, partner songs, and two-part harmony.</i></li> <li>Ensemble</li> <li>Timbre</li> <li>Tone Quality</li> </ul>	<ul style="list-style-type: none"> <li>Support the singing voice with appropriate singing voice.</li> <li>Perform musical phrases with correct dynamics to portray a given style of singing.</li> <li>Perform as a class and respond expressively to the conductor.</li> <li>Perform simple harmonic songs as a class.</li> <li>Apply stylistic elements needed to perform the music of various genres and cultures.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Use instructional videos and teacher modeling to demonstrate singing skills using a singing voice.</li> <li>● Utilize songs that demonstrate dynamics and phrasing to communicate an interpretation of a given style of music.</li> <li>● Utilize pieces of music that represent various genres and cultures.</li> <li>● Utilize music that represents Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs.</li> <li>● Utilize songs that review simple harmony.</li> <li>● Utilize songs that teach and review three-part harmony.</li> <li>● Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students sing as a class.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen, learn and sing songs and warm-up exercises while using singing skills.</li> <li>● Listen, learn and sing songs with dynamics and phrasing that communicate a given style in music.</li> <li>● Listen, learn and sing music from varying genres and cultures.</li> <li>● Listen, learn and sing Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs.</li> <li>● Listen, learn and sing songs with simple harmony such as rounds, canons, partner songs and simple two-part harmony.</li> <li>● Listen, learn and sing songs as a class with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor’s cues.</li> </ul>	<p align="center">1 - 3</p>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher observes student growth each class.</li> <li>● Students sing in small groups and as a class while teacher listens for growth in basic singing skills.</li> <li>● Students demonstrate application of dynamic markings while singing with appropriate phrasing for a specific style of music.</li> <li>● Students listen to different styles of music and tell the teacher how they would categorize each song’s genre.</li> <li>● Students listen to songs that are either rounds, canons, partner songs, or two-part harmony and write on their paper which type of choral piece they are listening to.</li> <li>● Students perform individually and in small groups while the teacher watches for steady beat and correct rhythms.</li> <li>● Students demonstrate expressive singing as they respond to the conductor’s cues. Teacher observes levels of expressive singing from students.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Both</li>   <li>● Summative</li>    <li>● Both</li>   <li>● Summative</li>    <li>● Both</li>   <li>● Both</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one-on-one or in small groups with student(s) as time allows.</li> <li>● Practice and reteach while group, breaking down vocabulary, notation, and skills.</li> <li>● Break songs down into smaller chunks to work on as a class.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partners or small ensembles to echo singing skills.</li> <li>● Have student record themselves and analyze/ problem solve vocal issues.</li> </ul>	<p align="center">1 – 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>• Have students who have already learned the singing skill we are working on, act as small group leaders when the class breaks into groups.</li><li>• Help students work solo on upcoming solo auditions, talent show auditions, or other advanced singing goal by recording their performance and then evaluating their areas of strength and potential growth.</li></ul>	<ul style="list-style-type: none"><li>• Students act as group leaders when the class breaks into smaller groups. These students are identified as examples to listen to and help with group blending.</li><li>• Students are expected to record their performance as if they were trying out for a solo performance and evaluate their strengths and areas to improve.</li></ul>	3 - 4

<b>OBJECTIVE # 2</b>	Develop and apply instrumental music skills.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>PP2A6, PP2C6, PP2D6, PP2E6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to read and perform at least five pitches on a melodic instrument.</li> <li>Students will understand how to read and perform rhythms in simple meter including those with syncopation.</li> <li>Students will understand how to read and perform a short piece on their instrument with effective expression, tempo, dynamics and characteristic timbre.</li> <li>Students will understand that there are various types of instrumental songs representing instrumental accompaniments, diverse cultures, genres and styles.</li> <li>Students will understand how to echo short rhythmic and melodic passages of increasing complexity on classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Melody</li> <li>Meter</li> <li>Measure</li> <li>Staff</li> <li>Barline</li> <li>Double Bar Line</li> <li>Whole note/rest</li> <li>Quarter note/rest</li> <li>Half note/rest</li> <li>Eighth note/rest</li> <li>Dotted half note</li> <li>Sixteenth notes</li> <li>Syncopation</li> <li>Expression</li> <li>Timbre</li> <li>Accompaniment</li> <li>Culture</li> <li>Genre</li> <li>Style</li> <li>Echo</li> </ul>	<ul style="list-style-type: none"> <li>Play five pitches or more on a melodic classroom instrument.</li> <li>Sight read and perform rhythms in simple meter.</li> <li>Successfully play or clap a syncopated rhythm with dotted quarter notes followed by eighth notes.</li> <li>Utilize dynamics and phrasing to portray appropriate emotion in a variety of musical styles.</li> <li>Perform as a class and respond expressively to the teacher's cues.</li> <li>Echo rhythmic passages through clapping or using an unpitched instrument.</li> <li>Echo melodic passages on a classroom instrument.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Use classroom piano lab to teach the notes C-D-E-F-G and their place on the piano. These notes are to be played with both hands in “C Position”.</li> <li>● Use staff marker board, Quaver music, Sight Reading Factory, or sight reading books to teach and practice rhythm reading in the classroom.</li> <li>● Utilize cultural repertoire and method books to teach levels of expression of musical phrases as well as characteristic timbre of the instrument.</li> <li>● Draw from a variety of repertoire including method books, videos, and authentic recordings to immerse students in a variety of musical cultures, genres and styles.</li> <li>● Utilize both pitched (piano, keyboard, handbells) and unpitched (rhythm sticks, percussion and clapping) instruments to play short rhythmic and melodic passages that students may echo back. Combine with rhythmic and melodic dictation exercises and rhythm bingo.</li> <li>● Utilize songs that demonstrate instrumental accompaniment, characteristic timbre, dynamics, and rhythm of a piece while students play in a group.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and learn to find the first note on the piano and then place all ten fingers in the correct position on the keys.</li> <li>● Listen to and attempt to play or clap the rhythms through mathematically breaking the rhythms into manageable chunks and counting out each measure.</li> <li>● Listen, learn and play instruments in class while using expression and timbre that are appropriate to the song’s specific culture, genre or style.</li> <li>● Listen and be aware of the many types of cultures, genres and styles in which music can be found.</li> <li>● Listen and echo the rhythms and melodies the teacher presents for the class through playing an instrument or clapping.</li> <li>● Listen, learn and play songs as a classroom group with instrumental accompaniment, characteristic timbre, dynamics, and rhythm while responding expressively to the conductor’s cues.</li> </ul>	<p align="center">1 - 3</p>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher observes student growth each class.</li> <li>● Students play at the piano one at a time to show their knowledge and application of the “C Position” on the keys.</li> <li>● Students clap and count rhythms learned in small groups so that teacher can assess student achievement in rhythm reading.</li> <li>● Students demonstrate application of dynamic markings while playing with appropriate phrasing for a specific style of music.</li> <li>● Students listen to different styles of music and tell the teacher how they would categorize each song’s genre, style or culture.</li> <li>● Students echo short rhythmic or melodic phrases alone or with a small group. Teacher listens and gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Summative</li>   <li>● Formative</li>   <li>● Both</li>   <li>● Both</li>   <li>● Both</li> </ul>	<p>1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one-on-one with student as time allows.</li> <li>● Practice and reteach whole group or small group of students, breaking down vocabulary, notation, and skills.</li> <li>● Teacher demonstrates the skill and then performs the skill in tandem as the student attempts it.</li> </ul>	<ul style="list-style-type: none"> <li>● Pair with a student that has mastered the current objective.</li> <li>● Move closer to the teacher to get more individualized instruction.</li> </ul>	<p>1 - 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Have students who have already learned the skill we are working on, act as small group leaders when the class breaks into groups.</li> <li>● Assign a video or live performance for students to observe and write a critique on the expression of the performers in accordance with the song's particular culture, genre or style.</li> <li>● Teacher breaks class into groups based on ability level. Students who have already learned may receive special pieces of music at a higher level to work on in addition to the page they are on in the book.</li> <li>● In the guitar unit, students are able to look up some of their favorite songs to learn chord progressions, strumming and picking patterns and learn these songs in addition to the current class objective.</li> </ul>	<ul style="list-style-type: none"> <li>● Students act as group leaders when the class breaks into smaller groups. These students are identified as examples to listen to and help with group mastery.</li> <li>● Watch and critique a recorded or live musical performance. Observe the expression of the performers in relation to the song's cultural background, genre or style.</li> <li>● Work on a new piece of music that is an increased level of difficulty with the teacher's approval and supervision.</li> <li>● Choose and work on a familiar song on the guitar while attempting the same chord progression and strumming/picking pattern.</li> </ul>	<p align="center">3 - 4</p>

<b>OBJECTIVE # 3</b>	Develop and apply composition and improvisation skills.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>PP3A6, PP4A6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to improvise short rhythmic and melodic passages.</li> <li>Students will understand composition and arranging using rhythmic and melodic ostinati and standard notation.</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation</li> <li>Rhythm</li> <li>Melody</li> <li>Ostinato</li> <li>Composition</li> <li>Arranging</li> <li>4-Bar Phrase</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and perform short rhythmic and melodic passages.</li> <li>Perform rhythmic ostinatos using standard rhythmic notation.</li> <li>Perform melodic ostinatos using standard music notation.</li> <li>Compose a short rhythmic ostinato.</li> <li>Compose a short melodic ostinato.</li> <li>Arrange a phrase from a song students already know to alter the rhythm.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs with both rhythmic and melodic ostinati.</li> <li>Review standard rhythmic and melodic notation.</li> <li>Model correct examples of improvised melodic passages for students.</li> <li>Model correct examples of improvised rhythmic passages for students.</li> <li>Listen to examples of song parody and write a song parody as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to examples of songs with rhythm ostinati in the background of the song. Talk about where we have heard examples of this in popular music.</li> <li>Listen to songs with melodic ostinati and talk about how this relates to songs we have already sung with harmony and canons.</li> <li>Listen to and perform a song with the teacher that involves taking turns clapping and singing rhythmic and melodic ostinati.</li> <li>Listen and react to changing chords from a piano and pick chordal notes that fit the chords as they change as an ensemble.</li> <li>Individually or in pairs, write a song parody.</li> </ul>	1 - 3

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observe students as they respond to rhythmic ostinati and both repeat rhythmic phrases as well as create their own in an improvisational setting both as a small group as well as individually.</li> <li>● Observe students as they take turns improvising during a class exercise involving 4 bar phrases.</li> <li>● Students are graded on both individual roles as well as group fluency with both rhythmic and melodic compositions through a “rap/speech” assignment.</li> <li>● Observe students as they listen and respond to changing piano chords and pick out notes that seem to go with each chord. Students should respond both to the piano as well as the group’s improvisation as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Formative</li> <li>● Summative</li> <li>● Both</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one-on-one or stand in close proximity to students while singing that are having a hard time hearing chord changes or correct notes for an improvisational exercise.</li> <li>● Pair students that are struggling with a certain skill with students that have mastered the skill.</li> <li>● Modify a 4-bar phrase exercise or assignment by breaking it down into individual measures.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with the teacher to clap a rhythmic ostinato.</li> <li>● Work with the teacher to sing a melodic ostinato.</li> <li>● Work with a partner or small group demonstrating improvisation in a 4-bar phrase during a class exercise.</li> <li>● Work with the teacher and practice writing a 4-bar phrase one measure at a time.</li> </ul>	<p align="center">1 - 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help students create a short piece of music with multiple 4-bar phrases by creating an introduction, verses, chorus, bridge, and outro of the song.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create and perform short pieces using multiple 4-bar phrases to compose the parts of a song including introduction, verses, chorus, bridge and outro.</li> </ul>	<p align="center">3 - 4</p>

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Elements of Music	
<b>COURSE:</b> 6 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Rhythm Bingo, Lines and Spaces Bingo, Solfege Bingo</li> <li>● Ready to Read Music by Jay Althouse</li> <li>● 60 Music Quizzes for Theory &amp; Reading by Jay Althouse</li> <li>● Sightreadingfactory.com</li> <li>● Music K-8 Magazine</li> <li>● Quaver Music</li> <li>● Standard of Excellence Book 1 - Music Theory &amp; History Workbook</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and notation of music.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to read and notate music.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in the music?</li> <li>● How is music subdivided into sounds?</li> <li>● How do time signatures impact note groupings in each musical measure?</li> <li>● How are pitch and rhythm written?</li> <li>● What are symbols of expression?</li> <li>● How is musical form notated on the staff?</li> <li>● How can personal expression be demonstrated as it relates to musical notation?</li> <li>● What symbols or pictures can be used to notate music?</li> <li>● What symbols can be used for expression in music?</li> <li>● How can students describe what is heard in a piece of music?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	EM1A6: Interpret standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation	X	
GLE	EM1B6: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff; Identify accidentals, sharps, flats and natural signs.	X	
GLE	EM1C6: Identify standard symbols for dynamics, tempo and articulation: <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>mp</i> for <i>mezzo piano</i> , <i>mf</i> for <i>mezzo forte</i> , <i>pp</i> for <i>pianissimo</i> , <i>ff</i> for <i>fortissimo</i> , <i>cresc</i> or <i>&lt;</i> for <i>crescendo</i> , <i>deces</i> or <i>&gt;</i> for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , <i>accelerando</i> , <i>ritardando</i> , <i>allegro</i> , <i>moderato</i> , <i>andante</i> , <i>largo</i> , <i>a</i>		X

	<i>tempo, accent, fermata, ties, slurs, staccato, legato</i>		
GLE	EM1D6: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures		X

<b>OBJECTIVE # 1</b>	Develop and apply music reading and notation skills.		
<b>REFERENCES/STANDARDS</b> GLE	<ul style="list-style-type: none"> <li>EM1A6, EM1B6, EM1C6, EM1D6</li> </ul>		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including one ledger line above and below the treble clef.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple duple and triple time signatures.</li> <li>Students will understand the relationship of solfege (sol-mi-la) to pitch notation on the treble clef.</li> <li>Students understand the <i>dynamic, tempi,</i> and expressive symbols of academic vocabulary.</li> <li>Students understand the importance of reading and notating music.</li> <li>Students understand that music literacy is essential when creating music.</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, ¾, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including, solfege notes, staff, clef, ledger line, sharps, flats, and natural signs.</li> <li>Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for <i>crescendo</i>, <i>decrec</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>largo</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>Symbols for pitch including sol-mi-la</li> </ul>	<ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the staff involving all notes one ledger line above and one ledger line below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Recall names of music terminology.</li> <li>Identify standard musical notation via a written assignment.</li> <li>Demonstrate an understanding of musical notation through performance.</li> </ul>	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs/speech pieces demonstrating rhythmic notations from the academic vocabulary.</li> <li>Utilize songs/exercises demonstrating solfege.</li> <li>Utilize songs demonstrating the <i>dynamic</i>, <i>tempi</i>, and expressive symbols of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read rhythms using rhythmic syllables.</li> <li>Students will read melodies using <i>solfege</i> or note names.</li> <li>Perform a familiar melody with varying expression marks (dynamics/tempi).</li> <li>Students will read rhythms and melodies as a class.</li> </ul>	1 - 3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Observation</li> <li>Individual/group tracking exercise</li> <li>Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>Written assessment of rhythmic and dynamic notation</li> <li>Written basic music theory test.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Both</li> <li>Both</li> <li>Summative</li> <li>Summative</li> </ul>	1 - 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows</li> <li>Practice and reteach whole group or small groups, breaking down vocabulary/skill.</li> <li>Modify song or speech piece by breaking down into smaller pieces.</li> <li>Teacher performs a short pattern while students determine correct rhythmic and dynamic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to identify rhythmic notation.</li> <li>Students choose correct rhythmic and dynamic notation after teacher performs short pattern.</li> <li>Work with partner to identify solfege notation.</li> </ul>	1 - 2

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Students will create a short rhythmic and solfege melody in a fill in the blank format for fellow students.</li></ul>	<ul style="list-style-type: none"><li>Students will fill in the missing rhythmic and solfege worksheet of fellow students.</li></ul>	3 - 4

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Artistic Perceptions	
<b>COURSE:</b> 6 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Music! Its Role and Importance In Our Lives - Glencoe</li> <li>• Music K-8 Magazine</li> <li>• Benjamin Britten's - The Young Person's Guide to the Orchestra</li> <li>• Musical Instruments Grades K-8 - Macmillan/ McGraw Hill</li> <li>• Recordings of local performances</li> <li>• Youtube Performance Videos</li> <li>• Audio Recordings</li> <li>• Live performances of local concerts for extra credit</li> <li>• Live performance field trip</li> <li>• Instrument Bingo</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• Evaluate music based on critical listening and theoretical analysis developed through best musical practices.</li> <li>• Listen perceptually and respond to music intellectually and emotionally.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What do we listen for when evaluating a musical performance?</li> <li>• Can students describe a quality/non-quality musical performance using grade-level musical vocabulary?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	AP1A6: Identify and analyze forms and composition techniques: AB/binary, ABA/ternary, rondo, first and second endings, repeat signs, <i>coda</i> , two-part songs, theme and variation, <i>DC/Fine</i> , <i>DS al coda/Fine</i> , AABA/song form, fugue	x	
GLE	AP1B6: Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by its intended function (purpose) and its intended audience		x
GLE	AP2A6: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence	x	
GLE	AP2B6: Demonstrate the ability to distinguish between quality and non-quality performance through listening		x

<b>OBJECTIVE # 1</b>	Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP1A6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that there are different forms of parts of a song.</li> <li>Students will understand the organization of sections in music.</li> </ul>	<ul style="list-style-type: none"> <li>AB/ binary</li> <li>ABA/ ternary</li> <li>Rondo</li> <li>First and Second Endings</li> <li>Repeat signs</li> <li>Coda</li> <li>Two-part songs</li> <li>Theme and variation</li> <li>DC/Fine</li> <li>DS al coda/ Fine</li> <li>AABA/ song form</li> <li>Fugue</li> </ul>	<ul style="list-style-type: none"> <li>Identify same and different sections in music.</li> <li>Identify the parts of a song.</li> <li>Compare and contrast partner songs.</li> <li>Understand repeat signs and first and second endings.</li> <li>Understand and follow coda, DC, DS al coda, fine</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs/speech pieces that demonstrate the academic vocabulary.</li> <li>Students can distinguish between two different musical forms.</li> <li>Students will understand verse/refrain.</li> <li>Students understand repeat signs, first/second endings, and a coda.</li> <li>Students understand DC/ Fine and DS al coda/ Fine.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, learn, sing or play songs with same and different sections.</li> <li>Compare and contrast a song with AB form and a song with ABA form.</li> <li>Sing or listen to a piece in rondo form (Fur Elise - Beethoven).</li> <li>Identify when they hear a change occur in the music.</li> <li>Define a change in music as: tempo (speed), meter (2s or 3s), dynamics (volume), instrumentation, words, articulation, etc.</li> <li>Sing or play songs with a repeat song, first/second ending, and a coda.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students are evaluated during class through teacher listening and observation</li> <li>Students discuss parts of a song and organization (academic vocabulary) as teacher listens for growth and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> <li>Summative</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary and skill.</li> <li>Modify song or speech piece by breaking down into smaller pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to listen for and discuss musical opposites.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Help student create short piece with set guidelines (Parts of a song, first and second ending.</li> </ul>	<ul style="list-style-type: none"> <li>Students create and perform a short piece for presentation containing the music organizational academic vocabulary.</li> </ul>	3 - 4

<b>OBJECTIVE # 2</b>	Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP1B6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will respond to aural examples of music forms and expressive elements.</li> <li>Students can determine the musical source and size of a group through listening.</li> <li>Students will describe the mood of a piece of music.</li> <li>Students will determine the order or organization of a piece of music.</li> <li>Students will determine the possible origin of a piece of music.</li> <li>Students will characterize the use of music by its intended function (purpose) and its intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Aural (hearing) examples</li> <li>Musical forms</li> <li>Expressive elements</li> <li>Instrument families</li> <li>Sound production</li> <li>Solo</li> <li>Group</li> <li>Musical Mood</li> <li>Song Order/ Organization</li> <li>Origin</li> <li>Intended function</li> <li>Intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Aurally identify musical forms, expressive elements, and ensemble groupings of music.</li> <li>Visually and aurally identify instrument families and their method of sound production.</li> <li>Identify the material from which the instrument is made.</li> <li>Describe the mood of a piece.</li> <li>Identify where a piece of music probably came from through aural listening.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs and speech pieces that demonstrate the use of musical forms and expressive elements.</li> <li>Utilize instrumental music that highlight each of the instrument families.</li> <li>Utilize songs and speech pieces that use solo and group performances.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen and learn songs that demonstrate the use of musical forms and expressive elements.</li> <li>Students will listen for each of the instrument families.</li> <li>Students will listen for solo and groups.</li> </ul>	1 - 3

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will sing, play and move individually and as a group while teacher watches for individual growth in music forms and expressive elements.</li> <li>Through discussion and written work, students will classify instruments by their sound production and appropriate families while teacher listens and watches for academic growth.</li> <li>Teacher watches for academic growth while students respond, through movement, to aural examples of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> <li>Both</li> </ul>	<p align="center">1 - 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Reteach/revisit academic vocabulary.</li> <li>Work one on one with student as time allows.</li> <li>Work with student on listening to and understanding the difference between instrument families and their sound production.</li> <li>Work with student on listening to solo and group performances.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to discuss and listen for musical forms and expressive elements.</li> <li>Work with partner to listen for instrument families.</li> <li>Work with partner to listen for solo or group performance.</li> </ul>	<p align="center">1 - 2</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Help student create their own composition using academic vocabulary.</li> <li>Help student compile example recordings of instrument families to demonstrate differences.</li> <li>Help student create or select musical examples of solo and group recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Create their own composition with set guidelines demonstrating musical forms and expressive elements.</li> <li>Create musical of examples of the instrument families.</li> <li>Create musical examples of solo and group recordings.</li> </ul>	<p align="center">3 - 4</p>

<b>OBJECTIVE # 3</b>	Develop and apply the knowledge and skills to evaluate music and musical performances and compositions.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>AP2A6, AP2B6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to academic vocabulary.</li> <li>Students will use prerequisite music terms to describe their personal response to a musical example in regards to tone and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Tone quality</li> <li>Expression/phrasing</li> <li>Rhythmic accuracy</li> <li>Pitch accuracy</li> <li>Part acquisition</li> <li>Blend/balance</li> <li>Posture/stage presence</li> <li>Timbre</li> <li>Style</li> <li>Quality Performance</li> </ul>	<ul style="list-style-type: none"> <li>Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary.</li> <li>Describe their personal response to a music example's tone quality and timbre by using previously learned music terms.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize song examples representing appropriate examples of the academic vocabulary.</li> <li>Provide examples of visual performances.</li> <li>Show past Jefferson Choir performances.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance.</li> <li>Students evaluate posture/stage presence.</li> <li>Students will use grade level music terms to describe their personal response to a musical example.</li> <li>Students will observe and analyze their own past performances or performances of other students at the same level for our school.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observation</li> <li>● Informal discussion on musical elements and stage presence</li> <li>● Informal discussion sharing responses to musical example</li> <li>● Concert critique reflection worksheet and/or Solo or ensemble adjudicator's form.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Formative</li> <li>● Formative</li> <li>● Summative</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partner to role play.</li> <li>● Work with partner, discussing musical elements and stage presence.</li> <li>● Work with partner on sharing responses to musical examples.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help student create group performance situations on vocal productions and stage presence.</li> <li>● Help student find exemplary musical examples from a pool of recordings/videos.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partner or small groups to role play.</li> <li>● Work alone or with a group to find examples of exemplary musical performances utilizing Artistic Perceptions vocabulary.</li> </ul>	3 - 4

<p><b>CONTENT AREA:</b> General Music</p> <p><b>COURSE:</b> 6<sup>th</sup> Grade General Music</p>	<p><b>UNIT TITLE:</b> Interdisciplinary Connections</p> <p><b>UNIT DURATION:</b> Ongoing</p>
<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Repertoire</li> <li>● Music K-8 Magazine Subscription</li> <li>● The General Music Teacher’s Calendar of Activities</li> <li>● Discover! Light &amp; Sound Reproducible pages plus teacher’s guide</li> <li>● The Science of Sound &amp; Music by Shar Levine &amp; Leslie Johnstone</li> <li>● Music! Its Role and Importance In Our Lives Book, Teaching Guide and Command Performances DVD</li> <li>● World Music, Cultural Traditions</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Relationships between music, arts, and other subjects.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are the similarities and differences between music and other subjects?</li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
<p align="center">GLE</p>	<p>IC1A6: Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally</p>	<p align="center">x</p>	
<p align="center">GLE</p>	<p>IC1B6: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p align="center">x</p>	

<b>OBJECTIVE # 1</b>	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>• IDC1A6, IDC1B6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces.</li> <li>• Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.</li> <li>• Students will relate ideas learned or discussed in music to other situations in life (e.g. learn a song about imagination and talk about how imagination can help you in many ways).</li> <li>• Students will discuss ways that each of the arts can enhance understanding and communication globally.</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Principles</li> <li>• Disciplines</li> <li>• Imagination</li> <li>• Unity</li> <li>• Repetition</li> <li>• Compare</li> <li>• Contrast</li> <li>• Characteristic Materials of each Art: <ul style="list-style-type: none"> <li>○ Music - Sound</li> <li>○ Art - Visual Stimuli</li> <li>○ Dance - Movement</li> <li>○ Theater - Human Interrelationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast art and music pieces by using previously learned vocabulary.</li> <li>• Use grade level appropriate terms to describe how music can relate with other subjects.</li> <li>• Use grade level appropriate language to describe terms used in both music and other subject areas.</li> <li>• Transform one characteristic material from one art form into another.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Utilize songs and other art forms with similar topics (e.g. rivers, twinkling stars).</li> <li>• Utilize songs and writing excerpts to distinguish between music notation and written language.</li> <li>• Utilize songs, speech pieces, and other activities that show the relationship of music and other disciplines.</li> <li>• Utilize songs, speech pieces, and other activities that show the use of imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and learn songs which have corresponding art pieces of the same topic.</li> <li>• Discussions on how a composer and artist are presenting their thoughts about the same topic.</li> <li>• Listen to and learn songs that demonstrate the relationship between music and other subject areas.</li> <li>• Learn the relationship of music and other subject areas.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Observation</li> <li>● Students are evaluated through group discussions and responses to questions as teacher listens and observes.</li> <li>● Compare/contrast musical and art examples using Interdisciplinary Connections vocabulary</li> <li>● Teacher watches and listens for growth in understanding of relationships between music and subject areas through informal discussions in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Both</li>   <li>● Summative</li> <li>● Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole groups, breaking down vocabulary and skill.</li> <li>● Modify song or speech piece by breaking down into smaller pieces.</li> <li>● Simplify examples of music and subject area relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Work/share with partner to demonstrate musical and art difference in simple examples.</li> <li>● Work/share with partner compare/contrast various musical and art pieces.</li> <li>● Work with partner to demonstrate examples of music's connections with other subject areas.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help student create/compile music and art examples with set guidelines.</li> <li>● Help student create written reaction of musical and art examples for presentation.</li> <li>● Help student reflect on ways each of the arts can enhance understanding and communication globally.</li> </ul>	<ul style="list-style-type: none"> <li>● Students compile or create music and art examples for presentation.</li> <li>● Student creates written reaction for presentation.</li> </ul>	3 - 4

<b>CONTENT AREA:</b> General Music		<b>UNIT TITLE:</b> Historical and Cultural Contexts	
<b>COURSE:</b> 6 <sup>th</sup> Grade General Music		<b>UNIT DURATION:</b> Ongoing	
<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Repertoire</li> <li>● Music K-8 Magazine Subscription</li> <li>● Get America Singing...Again! Set A and B by Loretta Mitchell Norgon</li> <li>● Folk Songs for Two, Folk Songs for Solo Singer Vol. 1 and 2 by Jay Althouse.</li> <li>● Standard of Excellence Book 1, Music Theory &amp; History Workbook</li> <li>● Lives of the Musicians by Kathleen Krull</li> <li>● Great Composers by Piero Ventura</li> <li>● 5 Minutes to Music History by Dr. Rick Weymuth</li> <li>● World Music, Cultural Traditions by Bob Haddad</li> <li>● Music! Words! Opera! By Clifford J. Brooks and Roger Ames</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Be acquainted with a variety of music and its role in the life of all people.</li> <li>● Become lifelong learners who support music programs by participation and appreciation of school and community music events.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand musical genres and styles.</li> <li>● Develop and apply the knowledge and skills to understand stylistic practices.</li> <li>● Develop and apply the knowledge and skills to understand music's role and function in various cultures.</li> <li>● Develop and apply the knowledge and skills to understand careers in music.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● In what ways have people used music to express their values and describe their experiences?</li> <li>● How do music and history influence each other?</li> <li>● How does culture affect music?</li> <li>● How does one musical style influence another?</li> <li>● What are various jobs/careers in the music field?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	HCC1A6: Identify music from various styles and historical periods by comparing and contrasting selected elements of music including Jazz, Orchestral, Classical/Contemporary, American/World, Musical Theater	X	
GLE	HCC1B6: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples		X
GLE	HCC1C6: Describe the function of music in various settings and cultural events Attend and describe live musical experiences		X
GLE	HCC1D6: Compare and contrast a variety of music and music-related vocations and avocations		X

<b>OBJECTIVE # 1</b>	Develop and apply the knowledge and skills to understand musical genres, styles, and stylistic practices.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>HHC1A6, HHC1B6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will identify characteristics of teacher-selected genres or styles and describe how elements of music are utilized in a variety of Historical Music Periods.</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural music</li> <li>Historic Music Periods</li> <li>Jazz</li> <li>Orchestral</li> <li>Classical Music and all other time periods that are often lumped into this category</li> <li>Contemporary Music and its subcategories</li> <li>American Music and its subcategories</li> <li>World Music</li> <li>Musical Theater</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the traits of selected styles of music.</li> <li>Describe the function of music in various settings and cultural events.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize songs and speech pieces that demonstrate different styles and musical traits.</li> <li>Utilize listening and singing examples that are popular of different genres of music.</li> <li>Identify the types of characteristic instruments used to perform each genre of music.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn various genres of music.</li> <li>Students will learn and sing songs to learn how elements of music are used in various styles of music.</li> <li>Students will identify (visually and aurally) the different characteristic instruments found in each genre.</li> </ul>	1- 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher listens for musical growth through informal discussions in class.</li> <li>Compare/contrast styles</li> <li>Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles.</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> <li>Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary/skill.</li> <li>Modify songs and musical examples by using short, simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partner to share and discuss examples.</li> <li>Work with partner, discussing characteristics of styles.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Help students create a dance or game to accompany a selected song.</li> <li>Have student create a list of songs they know from each genre.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a dance or game for play party or folk music to share with other students.</li> <li>Write a brief description of a memory associated with that song.</li> </ul>	3 - 4

<b>OBJECTIVE # 2</b>	Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.	
<b>REFERENCES/STANDARDS</b> <i>GLE</i>	<ul style="list-style-type: none"> <li>HHC1C6, HHC1D6</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will describe the function of music in various settings and cultural events.</li> <li>Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Settings</li> <li>Musical Experience</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural Music</li> <li>Career</li> </ul>	<ul style="list-style-type: none"> <li>Describe the function of music in various settings and cultural events.</li> <li>Discuss and demonstrate appropriate listening behavior for various types of performances.</li> <li>Document understanding of musical experiences.</li> <li>List different musical careers.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Utilize music and musical examples used in various events and cultures.</li> <li>Demonstrate and practice best concert behavior.</li> <li>Have students experience a live musical performance.</li> <li>Invite a guest musician or student teacher to speak.</li> <li>Opera Theater St. Louis could visit and do a free clinic for these classes about behind the scenes of performances.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn songs used at particular events and in various cultures.</li> <li>Watch or attend a musical concert to observe best concert behavior.</li> <li>Listen to and ask questions of a guest musician or student teacher.</li> </ul>	1 - 3

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Informal discussion of how and why certain music is performed at particular events</li> <li>● Observation</li> <li>● Compare/contrast appropriate concert behavior</li> <li>● Compare/ contrast different musical performances and the role of the observer and overall experience</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Formative</li> <li>● Formative</li> <li>● Summative</li> <li>● Summative</li> <li>● Both</li> </ul>	1 - 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Demonstrate inappropriate use of music at an event and explain why.</li> <li>● Practice appropriate and inappropriate concert behavior.</li> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Role play.</li> <li>● Work with partner to discuss roles of composer and conductor.</li> </ul>	1 - 2
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Help students create an event and choose music for that event.</li> <li>● Write a list of concert rules.</li> <li>● Provide students opportunity to be a conductor.</li> <li>● Interview a musician or music teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Students role play their event with the music.</li> <li>● Students present concert rule list during their concert.</li> <li>● Students will conduct the group a short melody or rhythm.</li> <li>● Report findings of interview to the class.</li> </ul>	3 - 4

## 5th & 6th Grade General Music Report Card Scales



<b>Strand: Performance</b>	
<b>Topic: Playing / Singing Technique</b>	
<b>Grades: 5 &amp; 6</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"> <li>● Develop alternative strategies for achieving the 3.0 content</li> <li>● Compare and contrast a performer's technique to his/her own technique</li> <li>● Individually, perform a piece of music for the class</li> </ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Sing or play with characteristic tone, appropriate posture, breath support, and proper playing technique and/or diction</li> </ul>
	<b>Score 2.5</b> <b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Demonstrate some of the following qualities: characteristic tone, appropriate posture, breath support, and proper playing technique and/or diction</li> </ul>
	<b>Score 1.5</b> <b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

<b>Strand: Skills &amp; Concepts</b>	
<b>Topic: Music Literacy</b>	
<b>Grades:5 &amp; 6</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"> <li>● Compose or arrange music using acceptable musical conventions</li> </ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Employ the conventions of music literacy in writing and speaking (i.e. analyze, interpret, and/or describe works of music)</li> <li>● Demonstrate mastery of note literacy</li> </ul>
	<b>Score 2.5</b> <b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Recognize or recall music notation symbols and terminology (i.e. symbols and vocabulary such as pitch, rhythm, dynamics, expression, form and style)</li> </ul>
	<b>Score 1.5</b> <b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

**Strand: Instrument Maintenance**

**Topic: Instrument Care & Maintenance**

**Grades:5 & 6**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"><li>● Teach other students proper instrument maintenance</li><li>● Create a presentation about instrument maintenance</li></ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>● Demonstrate proper assembly and disassembly of the instrument</li><li>● Demonstrate proper cleaning and upkeep of the instrument</li><li>● Demonstrate proper respect and care for all instruments in the classroom</li></ul>
<b>Score 2.5</b>	<b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>● Demonstrate 2 of the following:<ul style="list-style-type: none"><li>○ Demonstrate proper assembly and disassembly of the instrument</li><li>○ Demonstrate proper cleaning and upkeep of the instrument</li><li>○ Demonstrate proper respect and care for all instruments in the classroom</li></ul></li></ul>
<b>Score 1.5</b>	<b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

<b>Strand: Participation</b>	
<b>Topic: Class Participation</b>	
<b>Grades:5 &amp; 6</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"> <li>● Organize and lead a rehearsal</li> <li>● Organize and participate in additional rehearsals</li> <li>● Become a member of an after school music group or an honors group</li> </ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Always display an appropriate level of engagement and participation in class and rehearsals</li> <li>● Always be prepared and productive during class and rehearsal</li> </ul>
	<b>Score 2.5</b> <b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>● Sometimes display an appropriate level of engagement and participation in class and rehearsals</li> <li>● Sometimes be prepared and productive during class and rehearsal</li> </ul>
	<b>Score 1.5</b> <b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

**Strand: Music Criticism & Etiquette**

**Topic: Music Appreciation**

**Grades:5 & 6**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"><li>● Attend and evaluate additional concerts separate from his/her own scheduled performances</li><li>● Participate in musical events separate from his/her own scheduled performances</li><li>● Provide concert program with a parent initialled description of the concert</li></ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>● Demonstrate concert/performance etiquette skills such as punctuality, appropriate attire, stage etiquette, following the director, and arriving prepared</li><li>● Maintain voice and/or instrument by not having anything in the mouth (i.e. gum, food, candy)</li><li>● Put forth best effort during performances</li></ul>
	<b>Score 2.5</b> <b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>● Demonstrate 3 - 4 of the concert/performance etiquette skills listed in 3.0</li></ul>
	<b>Score 1.5</b> <b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

**Strand: Behavior**

**Topic: Behavior**

**Grades:5 & 6**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student may:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>• Demonstrate appropriate behavior in class and during performances (i.e. following directions, staying engaged throughout the lesson, try their best, encourage others)</li><li>• Demonstrate respect toward classmates and teacher</li></ul>
<b>Score 2.5</b>	<b>No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"><li>• Sometimes demonstrate appropriate behavior in class and during performances (i.e. following directions, staying engaged throughout the lesson, try their best, encourage others)</li><li>• Sometimes demonstrate respect toward classmates and teacher</li></ul>
<b>Score 1.5</b>	<b>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</b>
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>