



5-8 Vocal Music Curriculum

May 11, 2017 Board Approved
St. Charles R6 School District



Grades 5 - 8 Vocal Music Curriculum Committee

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Grades 5 - 8 Vocal 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 21st 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.

5-8 Vocal 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 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

5-8 Vocal Music Course Description

5th and 6th Grade

Vocal Music is a performance class that provides students with a choral ensemble experience. Various styles of music will be studied with an emphasis on music reading and part singing. Student skills in vocal production, general musicianship, and concert etiquette will be developed. Students will perform at least two times during the school year. Attendance is required at all performances.

7th and 8th Grade

Treble Choir is a choral music performance class comprised entirely of female voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three-part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience at least two times during the academic year. Attendance is required at all performances.

Men's Choir is a choral music performance class comprised entirely of male voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three-part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience at least two times during the academic year. Attendance is required at all performances.

5-8 Vocal Music Rationale

Fifth Grade Rationale

Fifth Grade students will have an opportunity to explore the various disciplines in music or to choose a singular pathway in a vocal ensemble setting. All choices will provide a variety of musical activities that will enable them to read music language, explore some areas of music history, cultural music and express themselves through vocal and instrumental performance. Students will discuss the importance of concert etiquette for the performer and the audience. Student participation in these activities will prepare them for a lifelong appreciation and participation in music.

Sixth Grade Rationale

Sixth grade students will continue to develop their musical knowledge in a variety of musical activities or to choose a singular pathway in a vocal ensemble setting. These activities will include reading musical language, musical history, and expressing themselves through vocal and instrumental performance. Students will discuss the importance of concert etiquette for the performer and the audience. Student participation in these activities will continue to prepare them for a life-long appreciation and preparation in music.

Treble Choir Rationale

Treble choir fosters growth in creative self-expression, musical literacy, and innovative thinking. It continues the development of musical knowledge and skills and encourages growth towards personal and ensemble potential. Students will advance in the areas of music literacy, multi-part singing, analysis & critique, and healthy vocal production. Organized rehearsals will incorporate multi-cultural and historical perspectives. Students learn to achieve and persist toward a common goal.

Men's Choir

Men's choir fosters growth in creative self-expression, musical literacy, and innovative thinking. It continues the development of musical knowledge and skills and encourages growth towards personal and ensemble potential. Students will advance in the areas of music literacy, multi-part singing, analysis & critique, and healthy vocal production. Organized rehearsals will incorporate multi-cultural and historical perspectives. Students learn to achieve and persist toward a common goal.

5-6 Vocal 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.

7-8 Vocal Music Program Goals

1. Throughout history, music has influenced and been influenced by society and culture.
2. Music is an international language that is expressed through standard notation, traditional terminology, and musical elements.
3. Music represents a variety of genres that require listening, analyzing, and evaluating to appreciate in its fullness.
4. Music etiquette by the performer and the audience demonstrates respect, courtesy, and appreciation.
5. Music is a form of personal expression through creating or performing, and by singing, playing, and/or moving.
6. Music can serve a variety of functions in society.
7. Music is connected and interwoven into other arts and disciplines.
8. Performing is an art involving a constant development of mental and physical skills
9. Music opportunities exist throughout life by attendance, or participation in church, community, professional bands, choirs, orchestras, and a variety of career choices.

5-8 Vocal Music Essential Learner Outcomes

Fifth Grade Learner Outcomes:

1. The learner will demonstrate knowledge of basic music notation including:
 - a. Staff System
 - b. Treble Clef
 - c. Notes and Rests
2. The learner will identify time signatures of 2/4, ¾ 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 explore the relationship of music to American history through patriotic music including the National Anthem and folk music including Spirituals.
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.

Sixth Grade Learner Outcomes:

1. The learner will demonstrate knowledge of basic music notation including:
 - a. Staff System
 - b. Treble Clef
 - c. Notes and Rests
2. The learner will identify time signatures of 2/4, ¾ and 4/4 time and basic tempo markings.
3. The learner will describe the process of singing, understand the importance of good health habits that affect the voice, and sing a variety of songs to develop correct singing technique.
4. The learner will identify and describe the soprano, alto, tenor, baritone, and bass as well as a 2-part choir, 3-part choir, 4-part choir, men's ensemble and women's ensemble.
5. The learner will be able to describe and perform half steps and whole steps as they relate to a scale by singing and/or playing instruments.
6. The learner will explore the relationship of music to history, culture, and other art forms by comparing various influential musical eras and important composers in each era.
7. The learner will describe and perform folk music and folk instruments of different cultures including American and European.
8. The Learner will create two and three part music using rounds, descants, partner songs, and/or recognized choral literature in two and three parts.
9. Students will identify and use proper concert etiquette.
10. The learner will use technology to develop music notation reading and aural skills.

Seventh and Eighth Grade Learner Outcomes:

Measurable Learner Objective #1:

The student will develop basic vocal technique and understand its relationship to health.

Measurable Learner Objective #2:

The student will read basic musical notation and apply knowledge of musical elements

Measurable Learner Objective #3:

The student will demonstrate personal responsibility in rehearsal and performance settings and understand rehearsal and concert etiquette.

Measurable Learner Objective #4:

The student will understand and recognize various musical styles, historical periods, and cultures

Measurable Learner Objective #5:

The student will develop a capacity to reflect, analyze, and evaluate individual and ensemble performances.

5-8 Vocal Music Scope & Sequence

Product Performance 1.A.: Develop and apply singing skills to perform and communicate through the arts - Independent Singing.			
5	6	7	8
<p>Match pitch in an extended range [octave]</p> <p>Use Breath control and accurate diction while singing.</p>	<p>Demonstrate singing skills using a singing voice and match pitch in an appropriate range.</p> <p>Identify and demonstrate a tonal center.</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p>	<p>Demonstrate singing skills using a singing voice and match pitch in an appropriate range</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p> <p>Develop understanding and improve application of correct vocal placement</p> <p>Shape pure vowels, create clear consonants, and perform with correct diction</p> <p>Recognize effects of good health habits on vocal wellness</p> <p>Recognize the differences and struggles that accompany the changing adolescent voice and accommodate those changes</p>	

Product Performance 1.B. : Develop and apply singing skills to perform and communicate through the arts- Expressive Singing			
5	6	7	8
<p>Use dynamics and phrasing to communicate an interpretation of a given style.</p>	<p>Use dynamics and phrasing to communicate an interpretation of a given style</p> <p>Apply vocal techniques required for expressive performance of varied literature</p>	<p>Use dynamics and phrasing to communicate an interpretation of a given style</p> <p>Apply vocal techniques required for expressive performance of varied literature</p>	

Product Performance 1.C. : Develop and apply singing skills to perform and communicate through the arts - Repertoire			
5	6	7	8
Perform a varied repertoire of songs including <ul style="list-style-type: none"> · patriotic · folk seasonal including some from memory	Apply stylistic elements needed to perform the music of various genres and cultures	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	7	8
Perform simple harmonic songs <ul style="list-style-type: none"> · rounds · canons · partner songs two-part	Perform *harmony in songs of two and three parts	Perform simple harmonic songs <ul style="list-style-type: none"> · rounds · canons · partner songs · two-part Perform *harmony in songs of two and three parts (may include: SA, TB, SSA, TTB and SAB)	Can perform two part harmony in small groups of 8 or less.

Product Performance 1.E.: Develop and apply singing skills to perform and communicate through the arts- Group Singing			
5	6	7	8
Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble	Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble	

Respond expressively to conductor's cues	glossary for *Level of Difficulty)	Respond expressively to conductor's cues Apply techniques for expressive performance of vocal literature in an ensemble
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Product Performance 3. A. : Develop and apply improvisation skills in music to communicate through the arts - Improvisation			
5	6	7	8
<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic *variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p>	<p>Improvise simple rhythmic variations in a consistent style and meter</p>	<p>Improvise simple rhythmic variations in a consistent style and meter</p>	

Product Performance 4. A. : Develop and apply skills to *compose, *arrange, and create music to communicate through the arts - Composition and Arrangement	
5	6-8
<p>Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines</p>	<p>Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines</p>

Elements of Music 1.A.: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation			
5	6	7	8
<p>Read standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> · 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 <p>syncopation</p>	<p>Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above</p>	<p>Perform standard rhythmic notation in 2/4, ¾, 4/4, and 6/8 meter signatures using bar lines consisting of:</p> <ul style="list-style-type: none"> · whole note/rest · quarter note/rest · half note/rest <ul style="list-style-type: none"> · eighth-note pairs · dotted half note · sixteenth notes <ul style="list-style-type: none"> · 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	7	8
<p>Identify standard pitch notation in the treble clef, including one ledger line above and below the staff</p> <p>Identify *accidentals</p> <ul style="list-style-type: none"> · sharps · flats <p>natural signs</p>	<p>Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and *keys</p>	<p>Employ standard pitch notation in the treble clef, including ledger lines above and below the staff</p> <p>Identify accidentals</p> <ul style="list-style-type: none"> · sharps · flats · natural signs <p>Identify Major Key Signatures</p>	

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

5	6	7	8
<p>Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> · <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 < for <i>crescendo</i> · <i>deces</i> or > for <i>decrescendo</i> · <i>dim</i> for <i>diminuendo</i> · *accelerando · *ritardando · *allegro · *moderato · *andante · *largo · *a tempo · accent · <i>fermata</i> · ties · slurs · *staccato *legato 	<p>Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> · <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 < for <i>crescendo</i> · <i>deces</i> or > 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> · accent · <i>fermata</i> · ties · slurs · <i>staccato</i> · <i>legato</i> 	<p>Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> · <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 < for <i>crescendo</i> · <i>deces</i> or > 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> · accent · <i>fermata</i> · ties · slurs · <i>staccato</i> · <i>legato</i> 	<p>Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> · <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 < for <i>crescendo</i> · <i>deces</i> or > 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> · accent · <i>fermata</i> · ties · slurs · <i>staccato</i> · <i>legato</i> <p>Use dynamics and phrasing to communicate an interpretation of a given style</p>

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	7	8
<p>Notate rhythmic patterns and dynamics presented by the teacher in 2/4, ¾ and 4/4 meter signature using bar lines</p> <ul style="list-style-type: none"> · whole note/rest · quarter note/rest · half note/rest · eighth-note pairs · dotted half note · sixteenth notes · <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>cresc</i> for <i>crescendo</i> · <i>decresc</i> for <i>decrescendo</i> · <i>dim</i> for <i>diminuendo</i> · <i>sol-mi-la</i> <p>eighth note/rest</p>	<p>Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)</p>	<p>Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)</p>	<p>Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)</p>

Elements of Music 1.E.: Develop and apply the knowledge and skills to read and notate music- Sight Reading			
5	6	7	8
<p>Independently interpret simple rhythmic and melodic notation at sight</p>	<p>Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]</p>	<p>Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]</p>	<p>Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]</p>

Artistic Perceptions 1.A.: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical *Forms			
5	6	7	8
Identify and analyze forms and composition techniques <ul style="list-style-type: none"> · AB · ABA · canon · <i>ostinati</i> · verse/refrain · repeat sign · partner songs · rondo · first and second endings · blues · <i>coda</i> · theme and variation · *DC/*Fine · *DS al coda/*Fine 	Identify forms used in selected ensemble repertoire	Identify forms used in selected ensemble repertoire	Identify forms used in selected ensemble repertoire

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	
5	6-8
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.)	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

Artistic Perceptions 2.A.: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions	
5	6-8
Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> · tone quality · expression/phrasing · rhythmic accuracy · pitch accuracy · part acquisition · blend/balance · diction/articulation · posture/stage presence 	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> · tone quality · expression/phrasing · rhythmic accuracy · pitch accuracy · part acquisition · blend/balance · diction/articulation · style · posture/stage 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	7	8
Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement

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	7	8
<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>	<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>	<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	7	8
Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music
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)	Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.	Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.	Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.
Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics	Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)	Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)	Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

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	6-8
Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> · *Secular · *Sacred · Multicultural music · American/*patriotic songs · Opera · Ballet · Blues *Ragtime 	Identify genre or style from various historical periods through listening to selected ensemble repertoire

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	6-8
Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> · Secular/sacred · Multicultural music · American/patriotic songs · Opera · Ballet 	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	6-8
Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> · Secular/sacred · Multicultural music · American/patriotic songs · Opera · Ballet 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	6	7	8
Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations	Attend and describe live musical experiences	Compare and contrast a variety of music and music-related vocations and avocations

Fifth Grade

CONTENT AREA: Vocal Music	UNIT TITLE: 5th Grade Vocal Music (Product Performance)
COURSE: 5th Grade Choir	UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> ● Repertoire ● The Complete Choral Warm-Up Book by Russell Robinson and Jay Althouse. ● Choir Builders for Growing Voices Vol. 1 and 2 ● Come Join In, 52 New Rounds, Partner Songs and short songs by Elizabeth Gipatrick ● Folk Songs for Solo Singers, Vol. 1 and Vol. 2 by Jay Althouse ● Folk Songs for Two by Jay Althouse ● Blagmusic.blogspot.com ● Get America Singing ● Get America Singing Again 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> ● Create music independently and with others.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● Develop and apply singing skills to perform and communicate through the arts. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● How is sound organized to make music? ● How are melodies created? ● What does harmony add to music? ● How does rhythm function with a song's style? ● What is appropriate vocal technique?

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	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

OBJECTIVE # 1	Develop and apply singing skills	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> ● PP1A5, PP1B5, PP1C5, PP1D5, PP1E5 	
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"> ● Students will understand how to use breath control and accurate diction while singing. ● Students will understand how to use dynamics and phrasing to correctly interpret a given style of music. ● Students will understand that there are various types of songs and music. ● Students will understand the basic building blocks of singing with harmony including <i>rounds, canons, partner songs, and two-part harmony</i>. ● Students will understand how to perform in an ensemble and respond to cues, tempo, expressiveness, dynamics, rhythmic accuracy and characteristic timbre. 	<ul style="list-style-type: none"> ● Pitch ● Posture ● Solfege Syllables ● Range ● Breath control ● Diction ● Expressive Singing: <ul style="list-style-type: none"> ○ Dynamics - <i>piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo.</i> ○ Phrasing ● Style - <i>Patriotic, folk, spirituals, multicultural, etc.</i> ● Tempo - <i>Speed of music</i> ● Harmony - <i>rounds, canons, partner songs, and two-part harmony.</i> ● Ensemble ● Timbre 	<ul style="list-style-type: none"> ● Support the singing voice with appropriate breath control. ● Perform musical phrases with diction as an ensemble and alone. ● Utilize dynamics and phrasing to portray emotion in a variety of musical styles. ● Sing beginning-level 2-part harmony through practice from rounds, canons and partner songs. ● Perform in an ensemble and respond expressively to the conductor.

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"> ● Use instructional videos and teacher modeling to demonstrate breathing techniques, breath control, and appropriate diction while singing. ● Utilize songs that demonstrate dynamics and phrasing to communicate an interpretation of a given style of music. ● Utilize pieces of music that represent patriotic, folk, and seasonal songs. ● Utilize songs that review rounds, canons, and partner songs and that introduce simple two-part harmony. ● Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students sing in an ensemble. 	<ul style="list-style-type: none"> ● Listen, learn and sing songs and warm-up exercises while using breath control and appropriate diction. ● Listen, learn and sing songs with dynamics and phrasing that communicate a given style in music. ● Listen, learn and sing patriotic, folk and seasonal songs. ● Listen, learn, and sings songs with rounds, canons, partner songs, and simple two-part harmony. ● Listen, learn and sing songs as an ensemble group with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor’s cues. 	1, 2, 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"> ● Teacher observes student growth each class. ● Students sing individually and in groups while teacher listens for growth in breath control and diction. ● Students demonstrate application of dynamic markings while singing with appropriate phrasing for a specific style of music. ● Students listen to different styles of music and tell the teacher how they would categorize each song’s genre. ● 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. ● Students perform individually and in small groups while the teacher watches for steady beat and correct rhythms. ● Students demonstrate expressive singing as they respond to the conductor’s cues. Teacher observes levels of expressive singing from students. 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> • Work one-on-one with student as time allows. • Practice and reteach while group, breaking down vocabulary, notation, and skills. • Break songs down into smaller chunks to work on as a class. 	<ul style="list-style-type: none"> • Work with partners or small ensembles to echo singing skills. 	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Have students who have already learned the singing skill we are working on, act as small group leaders when the class breaks into groups. • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	1,2,3,4

OBJECTIVE # 2	Develop and apply composition and Improvisation skills.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> PP3A5, PP4A5 	
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"> Students will understand how to improvise short rhythmic and melodic passages. Students will understand composition and arranging using rhythmic and melodic ostinati and standard notation. 	<ul style="list-style-type: none"> Improvisation Rhythm Melody Ostinato Composition Arranging 4-Bar Phrase 	<ul style="list-style-type: none"> Improvise and perform short rhythmic and melodic passages. Perform rhythmic vocal ostinatos using standard rhythmic notation. Perform melodic ostinatos using standard music notation. Compose a short rhythmic ostinato. Compose a short melodic ostinato. Arrange a phrase from a song students already know to alter the rhythm.
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"> Utilize songs with both rhythmic and melodic ostinati. Review standard rhythmic and melodic notation. Model correct examples of improvised melodic passages for students. Model correct examples of improvised rhythmic passages for students. Listen to examples of song parody and write a song parody as a class 	<ul style="list-style-type: none"> 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. Listen to songs with melodic ostinati and talk about how this relates to songs we have already sung with harmony and canons. Listen to and perform a song with the teacher that involves taking turns clapping and singing rhythmic and melodic ostinati. Listen and react to changing chords from a piano and pick chordal notes that fit the chords as they change as an ensemble. Individually or in pairs, write a song parody 	1,2,3,4

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"> 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. Observe students as they take turns improvising during a class exercise involving 4 bar phrases. Students are graded on both individual roles as well as group fluency with both rhythmic and melodic compositions through a “rap/speech” assignment. 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. 	Formative	1,2,3
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"> 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. Pair students that are struggling with a certain skill with students that have mastered the skill. Modify a 4-bar phrase exercise or assignment by breaking it down into individual measures. 	<ul style="list-style-type: none"> Work with the teacher to clap a rhythmic ostinato. Work with the teacher to sing a melodic ostinato. Work with a partner or small group demonstrating improvisation in a 4-bar phrase during a class exercise. Work with the teacher and practice writing a 4-bar phrase one measure at a time. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	1,2,3,4



CONTENT AREA: Vocal Music

COURSE: 5th Grade Choir

UNIT TITLE: 5th Grade Vocal Music (Elements of Music)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- The Sight Singer - Volume 1 by Audrey Snyder
 - Unison/Two-Part Treble Voices
- Repertoire
- Patterns of Sound Vol. 1 by Joyce Eilers Bacak and Emily Crocker.
- Successful Sight Singing, Book 1 by Nancy Telfer
- One Minute Theory by Ronald Slabbinck and Holly Shaw-Slabbinck
- Essential Musicianship, Book One by Emily Crocker and John Leavitt
- Rhythm Bingo, Lines and Spaces Bingo, Solfege Bingo
- Ready to Read Music by Jay Althouse
- 60 Music Quizzes for Theory & Reading by Jay Althouse

BIG IDEA(S):

- Have an understanding of the vocabulary and notation of music.

ENDURING UNDERSTANDINGS:

- Develop and apply the knowledge and skills to read and notate music.

ESSENTIAL QUESTIONS:

- What symbols are used to represent the sounds in the music?
- How is music subdivided into sounds?
- How do time signatures impact note groupings in each musical measure?
- What symbols or pictures can be used to notate music?
- What symbols can be used for expression in music?
- How is music notated on the staff?
- How can students describe what is heard in a piece of music?

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	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, ¾ 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
GLE	EM1E5: Independently interpret simple rhythmic and melodic notation at sight		X

OBJECTIVE # 1	Develop and apply music reading and notation skills	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> EM1A5, EM1B5, EM1C5, EM1D5, EM1E5 	
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"> Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures. Students will understand how to read and notate standard Pitch Notation including one ledger line above and below the treble clef. Students can describe the function of accidentals. Students will understand the number of counts in simple duple and triple time signatures. Students will understand the relationship of solfege (sol-mi-la) to pitch notation on the treble clef. Students understand the <i>dynamic, tempi,</i> and expressive symbols of academic vocabulary. Students understand how to sight read notes and rhythms in a short piece of music using standard music notation. 	<ul style="list-style-type: none"> 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. Accidentals (Including sharp, flat, and natural). Time signatures in 2/4, ¾, 4/4, and 6/8 meter. Syncopation Pitch Notation including, solfege notes, staff, clef, ledger line, sharps, flats, and natural signs. 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 < for <i>crescendo</i>, <i>decresc</i> or > 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>. Symbols for pitch including sol-mi-la Sight Reading 	<ul style="list-style-type: none"> Identify terms from Rhythmic Notation. Identify the number of counts in simple duple and triple time signatures. Count and clap a 4-bar phrase of rhythms that employ syncopation. Identify symbols for musical expression. Read and notate rhythmic patterns presented by teacher. Read and notate pitches on the staff involving all notes one ledger line above and one ledger line below the staff. Read and notate dynamic symbols. Sight read rhythmic patterns as an ensemble. Sight read a combination of rhythmic and melodic patterns as an ensemble.

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"> Utilize songs/speech pieces demonstrating rhythmic notations from the academic vocabulary. Utilize songs/exercises demonstrating solfege. Utilize songs demonstrating the <i>dynamic</i>, <i>tempi</i>, and expressive symbols of academic vocabulary. Utilize songs and exercises to rehearse sight reading of notes and rhythms. 	<ul style="list-style-type: none"> Students will read rhythms using rhythmic syllables. Students will read melodies using <i>solfege</i> or note names. Perform a familiar melody with varying expression marks (dynamics/tempi). Students will sight read rhythms and melodies as a class. 	1,2,3

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"> Observation Individual/group tracking exercise Students play individually and as a group while the teacher listens for growth in imitation skills Written assessment of rhythmic and dynamic notation 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary/skill Modify song or speech piece by breaking down into smaller pieces Teacher performs a short pattern while students determine correct rhythmic and dynamic notation Review Kodaly solfege hand signs and implement those into the daily sight-reading practice 	<ul style="list-style-type: none"> Work with partner to identify rhythmic notation Students choose correct rhythmic and dynamic notation after teacher performs short pattern Work with partner to identify solfege notation Students perform sight singing activities with Kodaly hand signs 	1,2,3

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

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



CONTENT AREA: Vocal Music

COURSE: 5th Grade Choir

UNIT TITLE: 5th Grade Vocal Music (Artistic Perceptions)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Repertoire
- YouTube Choir Performance Videos
- Audio Recordings
- Instrument Bingo

BIG IDEA(S):

- Evaluate music based on critical listening and theoretical analysis developed through best musical practices.
- Listen perceptually and respond to music intellectually and emotionally.

ENDURING UNDERSTANDINGS:

- Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.

ESSENTIAL QUESTIONS:

- What do we listen for when evaluating a musical performance?
- Can students describe a quality/non-quality musical performance using grade-level musical vocabulary?

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	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	

OBJECTIVE # 1	Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> AP1A5 	
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"> Students will understand that there are different forms of parts of a song. Students will understand the organization of sections in music. 	<ul style="list-style-type: none"> AB ABA Canon Ostinati Verse/refrain Repeat Sign Partner Songs Rondo First and Second Endings Blues Coda Theme and variation DC/Fine DS al coda/ Fine 	<ul style="list-style-type: none"> Identify same and different sections in music Identify the parts of a song. Compare and contrast partner songs. Understand repeat signs and first and second endings. Understand and follow coda, DC, DS al coda, fine
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"> Utilize songs/speech pieces that demonstrate the academic vocabulary Students can distinguish between two different musical forms. Students understand the difference between a round and a canon Students will understand and recognize an <i>ostinati</i> Students will understand verse/refrain Students will understand a partner song Students understand repeat signs, first/second endings, and a coda Students understand DC/ Fine and DS al coda/ Fine 	<ul style="list-style-type: none"> Listen, learn, and sing songs with same and different sections Compare and contrast a song with AB form and a song with ABA form. Sing or listen to a piece in rondo form (Für Elise - Beethoven) Identify when they hear a change occur in the music Define a change in music as: tempo (speed), meter (2s or 3s), dynamics (volume), instrumentation, words, articulation, etc. Sing a round (“Row, Row, Row Your Boat”) and a canon (“Are You Sleeping?”) Perform <i>ostinati</i> (rhythm or melody) with a song Sing a verse/refrain song (“Battle Hymn of 	1,2,3

	<ul style="list-style-type: none"> the Republic") Sing a partner song ("She'll Be 'Comin Round the Mountain" and "When the Saints Go Marchin' In") Sing songs with a repeat song, first/second ending, and a coda. 	
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"> Students are evaluated during class through teacher listening and observation Students discuss parts of a song and organization (academic vocabulary) as teacher listens for growth and making connections. 	Formative Summative	1,2,3
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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary and skill Modify song or speech piece by breaking down into smaller pieces 	<ul style="list-style-type: none"> Work with partner to listen for and discuss musical opposites 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help student create short piece with set guidelines (Parts of a song, first and second ending, 	<ul style="list-style-type: none"> Students create and perform a short piece for presentation containing the music organizational academic vocabulary 	4

OBJECTIVE # 2	Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors		
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> AP1B5 		
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"> Students will respond and move to aural examples of music forms and expressive elements Students understand the difference between the sounds of voices and instruments Students will visually and aurally identify instrumental families Students will distinguish between methods of sound production Students will differentiate between ensemble groupings (solo vs. group) 	<ul style="list-style-type: none"> Aural (hearing) examples Musical forms Expressive elements Instrument families Sound production Solo Group 	<ul style="list-style-type: none"> Aurally identify musical forms, expressive elements, and ensemble groupings of music Visually and aurally identify instrument families and their method of sound production Identify the material from which the instrument is made 	
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"> Utilize songs and speech pieces that demonstrate the use of musical forms and expressive elements Utilize instrumental music that highlight each of the instrument families Utilize songs and speech pieces that use solo and group performances Play Instrument Bingo 	<ul style="list-style-type: none"> Students will listen and learn songs that demonstrate the use of musical forms and expressive elements Students will listen for each of the instrument families Students will listen for solo and groups 	1,2,3	
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"> Students will sing, play, and move individually and as a group while teacher watches for individual growth in music forms and expressive elements Through discussion and written work, students will classify instruments by their sound production and appropriate families while teacher listens and watches for academic growth Teacher watches for academic growth while students respond, through movement, 	Formative Summative	1,2,3	

to aural examples of instruments		
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> • Reteach/revisit academic vocabulary • Work one on one with student as time allows • Work with student on listening to and understanding the difference between instrument families and their sound production • Work with student on listening to solo and group performances 	<ul style="list-style-type: none"> • Work with partner to discuss and listen for musical forms and expressive elements • Work with partner to listen for instrument families • Work with partner to listen for solo or group performance 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> • Help student create their own composition using academic vocabulary • Help student compile example recordings of instrument families to demonstrate differences • Help student create or select musical examples of solo and group recordings 	<ul style="list-style-type: none"> • Create their own composition with set guidelines demonstrating musical forms and expressive elements • Create musical of examples of the instrument families • Create musical examples of solo and group recordings 	4

OBJECTIVE # 3	Develop and apply the knowledge and skills to evaluate music and musical performances and compositions	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> • AP2A5, AP2B5 	
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"> • Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to academic vocabulary • Students will use prerequisite music terms to describe their personal response to a musical example in regards to tone and timbre 	<ul style="list-style-type: none"> • Tone quality • Expression/phrasing • Rhythmic accuracy • Pitch accuracy • Part acquisition • Blend/balance • Posture/stage presence • Timbre 	<ul style="list-style-type: none"> • Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary • Describe their personal response to a music example's tone quality and timbre by using previously learned music terms

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"> Utilize song examples representing appropriate examples of the academic vocabulary Provide examples of visual performances Show past Jefferson Choir performances. 	<ul style="list-style-type: none"> Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance Students evaluate posture/stage presence Students will use grade level music terms to describe their personal response to a musical example Students will observe and analyze their own past performances or performances of other students at the same level for our school. 	<p>1,2,3</p> <p>1,2</p>

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"> Observation Informal discussion on musical elements and stage presence Informal discussion sharing responses to musical example Concert self and group critique reflection worksheet. 	Formative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary and skill 	<ul style="list-style-type: none"> Work with partner to role play Work with partner, discussing musical elements and stage presence Work with partner on sharing responses to musical examples 	1,2,3

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

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



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 5th Grade Choir</p>	<p>UNIT TITLE: 5th Vocal Music (Interdisciplinary Connections)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Repertoire • Music K-8 Magazine Subscription 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Relationships between music, arts, and other subjects
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the similarities and differences between music and other subjects?

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	IC1A5: Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast 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	x	
GLE	IC1B5: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music 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) Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics	x	

OBJECTIVE # 1	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> • IDC1A5, IDC1B5 	
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"> • Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces. • Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music • 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) 	<ul style="list-style-type: none"> • Arts • Principles • Disciplines • Imagination • Unity • Repetition • Compare • Contrast • Characteristic Materials of each Art: <ul style="list-style-type: none"> ○ Music - Sound ○ Art - Visual Stimuli ○ Dance - Movement ○ Theater - Human Interrelationships 	<ul style="list-style-type: none"> • Compare and contrast art and music pieces by using previously learned vocabulary. • Use grade level appropriate terms to describe how music can relate with other subjects • Use grade level appropriate language to describe terms used in both music and other subject areas • Transform one characteristic material from one art form into another
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"> • Utilize songs and other art forms with similar topics, e.g. rivers, twinkling stars • Utilize songs, speech pieces, and other activities that show the relationship of music and other disciplines • Utilize songs, speech pieces, and other activities that show the use of imagination 	<ul style="list-style-type: none"> • Listen to and learn songs which have corresponding art pieces of the same topic. • Discussions on how a composer and artist are presenting their thoughts about the same topic. • Listen to and learn songs that demonstrate the relationship between music and other subject areas • Learn the relationship of music and other subject areas 	1,2,3,4

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"> • Observation • Students are evaluated through group discussions and responses to questions as teacher listens and observes. • Compare/contrast musical and art examples using Interdisciplinary Connections vocabulary • Teacher watches and listens for growth in understanding of relationships between music and subject areas through informal discussions in class. 	Formative Summative	1,2,3,4
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"> • Work one on one with student as time allows • Practice and reteach whole groups, breaking down vocabulary and skill • Modify song or speech piece by breaking down into smaller pieces • Simplify examples of music and subject area relationships. 	<ul style="list-style-type: none"> • Work/share with partner to demonstrate musical and art difference in simple examples • Work/share with partner compare/contrast various musical and art pieces • Work with partner to demonstrate examples of music's connections with other subject areas 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help student create/compile music and art examples with set guidelines • Help student create written reaction of musical and art examples for presentation • Help student reflect on ways each of the arts can enhance understanding and communication globally. 	<ul style="list-style-type: none"> • Students compile or create music and art examples for presentation • Student creates written reaction for presentation 	1,2,3,4



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 5th Grade Choir</p>	<p>UNIT TITLE: 5th Vocal Music (Historical and Cultural Contexts)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> ● Repertoire ● Music K-8 Magazine Subscription ● Get America Singing...Again! Set A and B by Loretta Mitchell Norgon ● Folk Songs for Two, Folk Songs for Solo Singer Vol. 1 and 2 by Jay Althouse. ● Choral Connections for Treble Voices Level 1 - Glencoe/ McGraw-Hill 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> ● Be acquainted with a variety of music and its role in the life of all people ● Become lifelong learners who support music programs by participation and appreciation of school and community music events
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● Develop and apply the knowledge and skills to understand musical genres and styles ● Develop and apply the knowledge and skills to understand stylistic practices ● Develop and apply the knowledge and skills to understand music's role and function in various cultures ● Develop and apply the knowledge and skills to understand careers in music 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● In what ways have people used music to express their values and describe their experiences? ● How do music and history influence each other? ● How does culture affect music? ● How does one musical style influence another? ● What are various jobs/careers in the music field?

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	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

OBJECTIVE # 1	Develop and apply the knowledge and skills to understand musical genres, styles, and stylistic practices	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> HHC1A5, HHC1B5 	
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"> 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"> Secular Sacred Multicultural Music American/Patriotic Opera Ballet Blues Ragtime 	<ul style="list-style-type: none"> Genre Style Secular Sacred Multicultural music American/ Patriotic Songs Opera Ballet Blues Ragtime 	<ul style="list-style-type: none"> Students will learn the traits of selected styles of music Describe the function of music in various settings and cultural events
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"> Utilize songs and speech pieces that demonstrate different styles and musical traits Utilize listening and singing examples that are popular of different genres of music Identify the types of characteristic instruments used to perform each genre of music 	<ul style="list-style-type: none"> Students will learn various genres of music Students will learn games and dances to perform with specified genres Students will learn and sing songs to learn how elements of music are used in various styles of music. Students will identify (visually and aurally) the different characteristic instruments found in each genre 	1,2,3
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"> Teacher listens for musical growth through informal discussions in class. Compare/contrast styles Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles. 	Formative Summative	1,2,3

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"> • Work one on one with student as time allows • Practice and reteach whole group, breaking down vocabulary/skill • Modify songs and musical examples by using short, simple examples 	<ul style="list-style-type: none"> • Work with partner to share and discuss examples • Work with partner, discussing characteristics of styles 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help students create a dance or game to accompany a selected song • Have student create a list of songs they know from each genre. 	<ul style="list-style-type: none"> • Students will create a dance or game for play party or folk music to share with other students • Write a brief description of a memory associated with that song 	1, 2, 4

OBJECTIVE # 2	Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> • HHC1C5, HHC1D5 	
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"> • Students will describe the function of music in various settings and cultural events <ul style="list-style-type: none"> ○ Secular/ Sacred ○ Multicultural Music ○ American/ Patriotic ○ Opera ○ Ballet • Students will understand differing listening behaviors and what a musical experience for a particular genre would be like. • Students will understand that people earn a living through music and that education and musical skills are requirements for that career. 	<ul style="list-style-type: none"> • Cultural Settings • Musical Experience • Secular • Sacred • Multicultural Music • American/ Patriotic • Opera • Ballet • Career 	<ul style="list-style-type: none"> • Describe the function of music in various settings and cultural events. • Discuss and demonstrate appropriate listening behavior for various types of performances. • Document understanding of musical experiences. • List different musical careers.

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"> ● Utilize music and musical examples used in various events and cultures. ● Demonstrate and practice best concert behavior. ● Have students experience a live musical performance ● Invite a guest musician or guest speaker 	<ul style="list-style-type: none"> ● Listen to and learn songs used at particular events and in various cultures. ● Watch or attend a musical concert to observe best concert behavior. ● Listen to and ask questions of a guest musician or student teacher 	1,2

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"> ● Informal discussion of how and why certain music is performed at particular events ● Observation ● Compare/contrast appropriate concert behavior ● Compare/ contrast different musical performances and the role of the observer and overall experience 	Formative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> ● Demonstrate inappropriate use of music at an event and explain why ● Practice appropriate and inappropriate concert behavior ● Work one on one with student as time allows. ● Practice and reteach whole group, breaking down vocabulary and skill. 	<ul style="list-style-type: none"> ● Role play ● Work with partner to discuss roles of composer and conductor 	1,2,3

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

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• Help students create an event and choose music for that event.• Write a list of concert rules.• Provide students opportunity to be a conductor• Interview a musician or music teacher	<ul style="list-style-type: none">• Students role play their event with the music.• Students present concert rule list during their concert• Students will conduct the group a short melody or rhythm• Report findings of interview to the class	1,2,3,4

Sixth Grade



CONTENT AREA: Vocal Music

COURSE: 6th Grade Choir

UNIT TITLE: 6th Grade Vocal Music (Product Performance)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Repertoire
- The Complete Choral Warm-Up Book by Russell Robinson and Jay Althouse.
- Choir Builders for Growing Voices Vol. 1 and 2
- Come Join In, 52 New Rounds, Partner Songs and short songs by Elizabeth Gipatrick
- Folk Songs for Solo Singers, Vol. 1 and Vol. 2 by Jay Althouse
- Folk Songs for Two by Jay Althouse
- Blagmusic.blogspot.com
- Get America Singing
- Get America Singing Again

BIG IDEA(S):

- Create music independently and with others.

ENDURING UNDERSTANDINGS:

- Develop and apply singing skills to perform and communicate through the arts.

ESSENTIAL QUESTIONS:

- How is sound organized to make music?
- How are melodies created?
- What does 2 and 3 part Harmony add to music?
- How does rhythm function with a song's style?
- What is appropriate vocal technique?

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 and match pitch in an appropriate range Demonstrate appropriate singing posture, breath support, and diction	X	
GLE	PP1B6: Apply vocal techniques required for expressive performance of varied literature	X	
GLE	PP1C6: Apply stylistic elements needed to perform the music of various genres and cultures	X	
GLE	PP1D6: Perform *harmony in songs of two and three parts.	X	
GLE	PP1E6: Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble	X	

GLE	PP3A6: Improvise simple rhythmic variations in a consistent style and meter		X
GLE	PP4A6: Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines		X

OBJECTIVE # 1	Develop and apply singing skills
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> PP1A6, PP1B6, PP1C6, PP1D6, PP1E6

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"> Students will understand how to demonstrate singing skills using a singing voice and matching pitch in an appropriate range Students will demonstrate appropriate singing posture, breath support, and diction. Students will understand how to use vocal techniques required for expressive singing in varied literature Students will apply stylistic elements needed to perform the music of various genres and cultures Students will understand how to sing in 2 and 3 part harmony Students will understand how to perform in an ensemble and respond to cues, tempo, expressiveness, dynamics, rhythmic accuracy and characteristic timbre. 	<ul style="list-style-type: none"> Pitch Posture Solfege Syllables Range Breath control Singing Voice Diction Expressive Singing: <ul style="list-style-type: none"> Dynamics - <i>piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo.</i> Phrasing Style - <i>Patriotic, folk, spirituals, multicultural, etc. Antiquity, Classical, Baroque, Renaissance</i> Tempo - <i>Speed of music</i> Harmony - <i>rounds, canons, partner songs, and two-part harmony.</i> Ensemble Timbre Tone Quality 	<ul style="list-style-type: none"> Support the singing voice with appropriate singing voice, pitch and range. Support the singing voice with appropriate singing posture, breath support and diction. Utilize dynamics and phrasing to portray emotion in a variety of musical styles. Sing 2 and 3 part harmony in a large ensemble Perform in an ensemble and respond expressively to the conductor. Apply stylistic elements needed to perform the music of various genres and cultures.

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,
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<ul style="list-style-type: none"> ● Use instructional videos and teacher modeling to demonstrate breathing techniques, breath control, and appropriate diction while singing. ● Utilize songs that demonstrate dynamics and phrasing to communicate an interpretation of a given style of music. ● Utilize pieces of music that represent patriotic, folk, and seasonal songs. ● Utilize music that represents Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs. ● Utilize songs that review simple two-part harmony. ● Utilize songs that teach and review three-part harmony ● Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students sing in an ensemble. 	<ul style="list-style-type: none"> ● Listen, learn and sing songs and warm-up exercises while using breath control and appropriate diction. ● Listen, learn and sing songs with dynamics and phrasing that communicate a given style in music. ● Listen, learn and sing patriotic, folk and seasonal songs. ● Listen, learn and sing Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs. ● Listen, learn and sing songs with 2 and 3 part harmony ● Listen, learn and sing songs as an ensemble group with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor's cues. 	<p style="text-align: right;">4=Extended Thinking)</p> <p>1, 2, 3</p>
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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"> ● Teacher observes student growth each class. ● Students sing individually and in groups while teacher listens for growth in breath control and diction. ● Students demonstrate application of dynamic markings while singing with appropriate phrasing for a specific style of music. ● Students listen to different styles of music and tell the teacher how they would categorize each song's genre. ● Students listen to songs that are rounds, canons, partner songs, or two-part harmony and write on their paper which type of choral piece they are listening to. ● Students perform individually and in small groups while the teacher watches for steady beat and correct rhythms. ● Students demonstrate expressive singing as they respond to the conductor's cues. Teacher observes levels of expressive singing from students. 	<p>Formative Summative</p>	<p>1,2,3</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> • Work one-on-one with student as time allows. • Practice and reteach while group, breaking down vocabulary, notation, and skills. • Break songs down into smaller chunks to work on as a class 	<ul style="list-style-type: none"> • Work with partners or small ensembles to echo singing skills. • Have student record themselves and analyze/ problem solve vocal issues 	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Have students who have already learned the singing skill we are working on, act as small group leaders when the class breaks into groups. • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	1,2,3,4

OBJECTIVE # 2	Develop and apply composition and improvisation skills.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> PP3A6, PP4A6 	
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"> Students will understand how to improvise short rhythmic and melodic passages Students will understand composition and arranging using a variety of sound sources within specified guidelines 	<ul style="list-style-type: none"> Improvisation Rhythm Melody Ostinato Composition Arranging 4-Bar Phrase 	<ul style="list-style-type: none"> Improvise and perform short rhythmic and melodic passages. Perform rhythmic vocal ostinatos using standard rhythmic notation. Perform melodic ostinatos using standard music notation. Compose a short rhythmic ostinato. Compose a short melodic ostinato. Arrange a phrase from a song students already know to alter the rhythm. Create/ arrange phrases using a variety of sound sources.
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"> Utilize songs with both rhythmic and melodic ostinati. Review standard rhythmic and melodic notation. Model correct examples of improvised melodic passages for students. Model correct examples of improvised rhythmic passages for students. Listen to examples of song parody and write a song parody as a class 	<ul style="list-style-type: none"> 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. Listen to songs with melodic ostinati and talk about how this relates to songs we have already sung with harmony and canons. Listen to and perform a song with the teacher that involves taking turns clapping and singing rhythmic and melodic ostinati. Listen and react to changing chords from a piano and pick chordal notes that fit the chords as they change as an ensemble. Individually or in pairs, write a song parody 	1,2,3,4

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"> 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. Observe students as they take turns improvising during a class exercise involving 4 bar phrases. Students are graded on both individual roles as well as group fluency with both rhythmic and melodic compositions through a “rap/speech” assignment. 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. 	Formative	1,2,3
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"> 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. Pair students that are struggling with a certain skill with students that have mastered the skill. Modify a 4-bar phrase exercise or assignment by breaking it down into individual measures. 	<ul style="list-style-type: none"> Work with the teacher to clap a rhythmic ostinato. Work with the teacher to sing a melodic ostinato. Work with a partner or small group demonstrating improvisation in a 4-bar phrase during a class exercise. Work with the teacher and practice writing a 4-bar phrase one measure at a time. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	1,2,3,4



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 6th Grade Choir</p>	<p>UNIT TITLE: 6th Grade Vocal Music (Elements of Music)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> ● The Sight Singer - Volume 1 by Audrey Snyder <ul style="list-style-type: none"> ○ Unison/Two-Part Treble Voices ● Repertoire ● Patterns of Sound Vol. 1 by Joyce Eilers Bacak and Emily Crocker. ● Successful Sight Singing, Book 1 by Nancy Telfer ● One Minute Theory by Ronald Slabbinck and Holly Shaw-Slabbinck ● Essential Musicianship, Book One by Emily Crocker and John Leavitt ● Rhythm Bingo, Lines and Spaces Bingo, Solfege Bingo ● Ready to Read Music by Jay Althouse ● 60 Music Quizzes for Theory & Reading by Jay Althouse ● Sightreadingfactory.com 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> ● Have an understanding of the vocabulary and notation of music.
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<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● Develop and apply the knowledge and skills to read and notate music. ● The learner will be able to read through a piece of music without prior preparation time of learning the music 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● What symbols are used to represent the sounds in the music? ● How is music subdivided into sounds? ● How do time signatures impact note groupings in each musical measure? ● How is music properly notated? ● How are pitch and rhythm written? ● What are symbols of expression? ● How is musical form notated on the staff? ● How can personal expression be demonstrated as it relates to musical notation? ● What symbols or pictures can be used to notate music? ● What symbols can be used for expression in music? ● How can students describe what is heard in a piece of music?
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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	EM1A6: Perform 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: Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and keys	X	

	Identify accidentals (sharps, flats & natural signs)		
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><</i> for <i>crescendo</i> , <i>deces</i> or <i>></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 tempo</i> , accent, <i>fermata</i> , ties, slurs, <i>staccato</i> , <i>legato</i>		X
GLE	EM1D6: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice		X
GLE	EM1E6: Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, key, and meter; modest ranges]		X

OBJECTIVE # 1	Develop and apply music reading and notation skills		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> EM1A6, EM1B6, EM1C6, EM1D6, EM1E6 		
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"> Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures. Students will understand how to read and notate standard Pitch Notation including one ledger line above and below the treble clef. Students can describe the function of accidentals. Students will understand the number of counts in simple duple and triple time signatures. Students will understand the relationship of solfege (sol-mi-la) to pitch notation on the treble clef. Students understand the <i>dynamic</i>, <i>tempi</i>, and expressive symbols of academic vocabulary. Students understand how to sight read notes and rhythms in a short piece of music using standard music notation. Students understand the importance of reading and notating music Students understand that music literacy is 	<ul style="list-style-type: none"> 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. Accidentals (Including sharp, flat, and natural). Time signatures in 2/4, 3/4, 4/4, and 6/8 meter. Syncopation Pitch Notation including, solfege notes, staff, clef, ledger line, sharps, flats, and natural signs. 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 <i><</i> for <i>crescendo</i>, <i>decesc</i> or <i>></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 tempo</i>, accent, <i>fermata</i>, 	<ul style="list-style-type: none"> Identify terms from Rhythmic Notation. Identify the number of counts in simple duple and triple time signatures. Count and clap a 4-bar phrase of rhythms that employ syncopation. Identify symbols for musical expression. Read and notate rhythmic patterns presented by teacher. Read and notate pitches on the staff involving all notes one ledger line above and one ledger line below the staff. Read and notate dynamic symbols. Sight read rhythmic patterns as an ensemble. Sight read a combination of rhythmic and melodic patterns as an ensemble. Sing a musical example by themselves on sight without prior preparation Recall names of music terminology Identify standard musical notation via a written assignment Demonstrate an understanding of musical 	

essential when creating music	<ul style="list-style-type: none"> ties, slurs, <i>staccato</i> and <i>legato</i>. Symbols for pitch including sol-mi-la Sight Reading 	notation through performance
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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"> Utilize songs/speech pieces demonstrating rhythmic notations from the academic vocabulary. Utilize songs/exercises demonstrating solfege. Utilize songs demonstrating the <i>dynamic</i>, <i>tempi</i>, and expressive symbols of academic vocabulary. Utilize songs and exercises to rehearse sight reading of notes and rhythms. Daily group sight reading activities of 4-8 measures progressing from stepwise motion, to skips and then to leaps Demonstrate how to identify key signatures 	<ul style="list-style-type: none"> Students will read rhythms using rhythmic syllables. Students will read melodies using <i>solfege</i> or note names. Perform a familiar melody with varying expression marks (dynamics/tempi). Students will sight read rhythms and melodies as a class. Sight-read 4-8 measures in all major keys Identify major key signatures 	1,2,3

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"> Observation Individual/group tracking exercise Students play individually and as a group while the teacher listens for growth in imitation skills Written assessment of rhythmic and dynamic notation Use individual and group sight-reading tests Written basic music theory tests 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?
Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
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		4=Extended Thinking)
<ul style="list-style-type: none"> • Work one on one with student as time allows • Practice and reteach whole group, breaking down vocabulary/skill • Modify song or speech piece by breaking down into smaller pieces • Teacher performs a short pattern while students determine correct rhythmic and dynamic notation • Review Kodaly solfege hand signs and implement those into the daily sight-reading practice 	<ul style="list-style-type: none"> • Work with partner to identify rhythmic notation • Students choose correct rhythmic and dynamic notation after teacher performs short pattern • Work with partner to identify solfege notation • Students perform sight singing activities with Kodaly hand signs 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Students will create a short rhythmic and solfege melody in a fill in the blank format for fellow students • Sight read in 2 or more parts • Sight read entire new pieces of music 	<ul style="list-style-type: none"> • Students will fill in the missing rhythmic and solfege worksheet of fellow students • Sight read own voice part simultaneously with another voice part • Sight read all new music with 80% accuracy 	1,2,3,4



CONTENT AREA: Vocal Music	UNIT TITLE: 6th Grade Vocal Music (Artistic Perceptions)
COURSE: 6th Grade Choir	UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> ● Repertoire ● YouTube Choir Performance Videos ● Audio Recordings ● Instrument Bingo 	BIG IDEA(S): <ul style="list-style-type: none"> ● Evaluate music based on critical listening and theoretical analysis developed through best musical practices. ● Listen perceptually and respond to music intellectually and emotionally.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> ● Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> ● What do we listen for when evaluating a musical performance? ● Can students describe a quality/non-quality musical performance using grade-level musical vocabulary?

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	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 Identify forms used in selected ensemble repertoire	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, performing, self-assessment, and offer suggestions for improvement	x	

OBJECTIVE # 1	Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> AP1A6 	
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"> Students will understand that there are different forms of parts of a song. Students will understand the organization of sections in music. 	<ul style="list-style-type: none"> AB/ binary ABA/ ternary Rondo First and Second Endings Repeat signs Coda Two-part songs Theme and variation DC/Fine DS al coda/ Fine AABA/ song form Fugue 	<ul style="list-style-type: none"> Identify same and different sections in music Identify the parts of a song. Compare and contrast partner songs. Understand repeat signs and first and second endings. Understand and follow coda, DC, DS al coda, fine
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"> Utilize songs/speech pieces that demonstrate the academic vocabulary Students can distinguish between two different musical forms. Students will understand verse/refrain Students understand repeat signs, first/second endings, and a coda Students understand DC/ Fine and DS al coda/ Fine 	<ul style="list-style-type: none"> Listen, learn, and sing songs with same and different sections Compare and contrast a song with AB form and a song with ABA form. Sing or listen to a piece in rondo form (Für Elise - Beethoven) Identify when they hear a change occur in the music Define a change in music as: tempo (speed), meter (2s or 3s), dynamics (volume), instrumentation, words, articulation, etc. Sing songs with a repeat song, first/second ending, and a coda. 	1,2,3

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"> Students are evaluated during class through teacher listening and observation Students discuss parts of a song and organization (academic vocabulary) as teacher listens for growth and making connections. 	Formative Summative	1,2,3
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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary and skill Modify song or speech piece by breaking down into smaller pieces 	<ul style="list-style-type: none"> Work with partner to listen for and discuss musical opposites 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help student create short piece with set guidelines (Parts of a song, first and second ending, 	<ul style="list-style-type: none"> Students create and perform a short piece for presentation containing the music organizational academic vocabulary 	4

OBJECTIVE # 2	Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> AP1B6 	
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"> Students will respond to aural examples of music forms and expressive elements Students can determine the musical source and size of a group through listening Students will describe the mood of a piece of music Students will determine the order or organization of a piece of music Students will determine the possible origin of a piece of music Students will characterize the use of music by its intended function (purpose) and its intended audience. 	<ul style="list-style-type: none"> Aural (hearing) examples Musical forms Expressive elements Instrument families Sound production Solo Group Musical Mood Song Order/ Organization Origin Intended function Intended audience 	<ul style="list-style-type: none"> Aurally identify musical forms, expressive elements, and ensemble groupings of music Visually and aurally identify instrument families and their method of sound production Identify the material from which the instrument is made Describe the mood of a piece Identify where a piece of music probably came from through aural listening
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"> Utilize songs and speech pieces that demonstrate the use of musical forms and expressive elements Utilize instrumental music that highlight each of the instrument families Utilize songs and speech pieces that use solo and group performances 	<ul style="list-style-type: none"> Students will listen and learn songs that demonstrate the use of musical forms and expressive elements Students will listen for each of the instrument families Students will listen for solo and groups 	1,2,3

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"> Students will sing individually and as a group while teacher watches for individual growth in music forms and expressive elements Through discussion and written work, students will classify instruments by their sound production and appropriate families while teacher listens and watches for academic growth Teacher watches for academic growth while students respond, through movement, to aural examples of instruments 	Formative Summative	1,2,3
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"> Reteach/revisit academic vocabulary Work one on one with student as time allows Work with student on listening to and understanding the difference between instrument families and their sound production Work with student on listening to solo and group performances 	<ul style="list-style-type: none"> Work with partner to discuss and listen for musical forms and expressive elements Work with partner to listen for instrument families Work with partner to listen for solo or group performance 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help student create their own composition using academic vocabulary Help student compile example recordings of instrument families to demonstrate differences Help student create or select musical examples of solo and group recordings 	<ul style="list-style-type: none"> Create their own composition with set guidelines demonstrating musical forms and expressive elements Create musical of examples of the instrument families Create musical examples of solo and group recordings 	4

OBJECTIVE # 3	Develop and apply the knowledge and skills to evaluate music and musical performances and compositions	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> AP2A6, AP2B6 	
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"> Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to academic vocabulary Students will use prerequisite music terms to describe their personal response to a musical example in regards to tone and timbre 	<ul style="list-style-type: none"> Tone quality Expression/phrasing Rhythmic accuracy Pitch accuracy Part acquisition Blend/balance Posture/stage presence Timbre Quality Performance 	<ul style="list-style-type: none"> Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary Describe their personal response to a music example's tone quality and timbre by using previously learned music terms
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"> Utilize song examples representing appropriate examples of the academic vocabulary Provide examples of visual performances Show past Jefferson Choir performances. 	<ul style="list-style-type: none"> Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance Students evaluate posture/stage presence Students will use grade level music terms to describe their personal response to a musical example Students will observe and analyze their own past performances or performances of other students at the same level for our school. 	<p>1,2,3</p> <p>1,2</p>

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"> • Observation • Informal discussion on musical elements and stage presence • Informal discussion sharing responses to musical example • Concert self and group critique reflection worksheet. 	Formative	1,2,3
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"> • Work one on one with student as time allows • Practice and reteach whole group, breaking down vocabulary and skill 	<ul style="list-style-type: none"> • Work with partner to role play • Work with partner, discussing musical elements and stage presence • Work with partner on sharing responses to musical examples 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help student create group performance situations on vocal productions and stage presence • Help student find exemplary musical examples from a pool of recordings/videos. 	<ul style="list-style-type: none"> • Work with partner or small groups to role play • Work alone or with a group to find examples of exemplary musical performances utilizing Artistic Perceptions vocabulary. 	3,4



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 6th Grade Choir</p>	<p>UNIT TITLE: 6th Grade Vocal Music (Interdisciplinary Connections)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Repertoire • Music K-8 Magazine Subscription 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Relationships between music, arts, and other subjects
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the similarities and differences between music and other subjects?

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	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 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally	x	
GLE	IC1B6: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)	x	

OBJECTIVE # 1	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> • IDC1A6, IDC1B6 	
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"> • Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces. • Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music • 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) • Students will discuss ways that each of the arts can enhance understanding and communication globally 	<ul style="list-style-type: none"> • Arts • Principles • Disciplines • Imagination • Unity • Repetition • Compare • Contrast • Characteristic Materials of each Art: <ul style="list-style-type: none"> ○ Music - Sound ○ Art - Visual Stimuli ○ Dance - Movement ○ Theater - Human Interrelationships 	<ul style="list-style-type: none"> • Compare and contrast art and music pieces by using previously learned vocabulary. • Use grade level appropriate terms to describe how music can relate with other subjects • Use grade level appropriate language to describe terms used in both music and other subject areas • Transform one characteristic material from one art form into another
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"> • Utilize songs and other art forms with similar topics, e.g. rivers, twinkling stars • Utilize songs and writing excerpts to distinguish between music notation and written language • Utilize songs, speech pieces, and other activities that show the relationship of music and other disciplines • Utilize songs, speech pieces, and other activities that show the use of imagination 	<ul style="list-style-type: none"> • Listen to and learn songs which have corresponding art pieces of the same topic. • Discussions on how a composer and artist are presenting their thoughts about the same topic. • Listen to and learn songs that demonstrate the relationship between music and other subject areas • Learn the relationship of music and other subject areas 	1,2,3,4

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"> • Observation • Students are evaluated through group discussions and responses to questions as teacher listens and observes. • Compare/contrast musical and art examples using Interdisciplinary Connections vocabulary • Teacher watches and listens for growth in understanding of relationships between music and subject areas through informal discussions in class. 	Formative Summative	1,2,3,4
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"> • Work one on one with student as time allows • Practice and reteach whole groups, breaking down vocabulary and skill • Modify song or speech piece by breaking down into smaller pieces • Simplify examples of music and subject area relationships. 	<ul style="list-style-type: none"> • Work/share with partner to demonstrate musical and art difference in simple examples • Work/share with partner compare/contrast various musical and art pieces • Work with partner to demonstrate examples of music's connections with other subject areas 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help student create/compile music and art examples with set guidelines • Help student create written reaction of musical and art examples for presentation • Help student reflect on ways each of the arts can enhance understanding and communication globally. 	<ul style="list-style-type: none"> • Students compile or create music and art examples for presentation • Student creates written reaction for presentation 	1,2,3,4



CONTENT AREA: Vocal Music

COURSE: 6th Grade Choir

UNIT TITLE: 6th Grade Vocal Music (Historical and Cultural Contexts)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Repertoire
- Music K-8 Magazine Subscription
- Get America Singing...Again! Set A and B by Loretta Mitchell Norgon
- Folk Songs for Two, Folk Songs for Solo Singer Vol. 1 and 2 by Jay Althouse.
- Choral Connections for Treble Voices Level 1 - Glencoe/ McGraw-Hill

BIG IDEA(S):

- Be acquainted with a variety of music and its role in the life of all people
- Become lifelong learners who support music programs by participation and appreciation of school and community music events

ENDING UNDERSTANDINGS:

- Develop and apply the knowledge and skills to understand musical genres and styles
- Develop and apply the knowledge and skills to understand stylistic practices
- Develop and apply the knowledge and skills to understand music's role and function in various cultures
- Develop and apply the knowledge and skills to understand careers in music

ESSENTIAL QUESTIONS:

- In what ways have people used music to express their values and describe their experiences?
- How do music and history influence each other?
- How does culture affect music?
- How does one musical style influence another?
- What are various jobs/careers in the music field?

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	HCC1A6: Identify genre or style from various historical periods through listening to selected ensemble repertoire	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

OBJECTIVE # 1	Develop and apply the knowledge and skills to understand musical genres, styles, and stylistic practices	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> HHC1A6, HHC1B6 	
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"> 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 	<ul style="list-style-type: none"> Genre Style Secular Sacred Multicultural music Historic Music Periods 	<ul style="list-style-type: none"> Students will learn the traits of selected styles of music Describe the function of music in various settings and cultural events
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"> Utilize songs and speech pieces that demonstrate different styles and musical traits Utilize listening and singing examples that are popular of different genres of music Identify the types of characteristic instruments used to perform each genre of music 	<ul style="list-style-type: none"> Students will learn various genres of music Students will learn and sing songs to learn how elements of music are used in various styles of music. Students will identify (visually and aurally) the different characteristic instruments found in each genre 	1,2,3
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"> Teacher listens for musical growth through informal discussions in class. Compare/contrast styles Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles. 	Formative Summative	1,2,3

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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary/skill Modify songs and musical examples by using short, simple examples 	<ul style="list-style-type: none"> Work with partner to share and discuss examples Work with partner, discussing characteristics of styles 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help students create a dance or game to accompany a selected song Have student create a list of songs they know from each genre. 	<ul style="list-style-type: none"> Students will create a dance or game for play party or folk music to share with other students Write a brief description of a memory associated with that song 	1, 2, 4

OBJECTIVE # 2	Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> HHC1C6, HHC1D6 	
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"> Students will describe the function of music in various settings and cultural events Students will understand differing listening behaviors and what a musical experience for a particular genre would be like. Students will understand that people earn a living through music and that education and musical skills are requirements for that career. 	<ul style="list-style-type: none"> Cultural Settings Musical Experience Secular Sacred Multicultural Music Career 	<ul style="list-style-type: none"> Describe the function of music in various settings and cultural events Discuss and demonstrate appropriate listening behavior for various types of performances Document understanding of musical experiences. List different musical careers.

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"> Utilize music and musical examples used in various events and cultures. Demonstrate and practice best concert behavior. Have students experience a live musical performance Invite a guest musician or student teacher to speak 	<ul style="list-style-type: none"> Listen to and learn songs used at particular events and in various cultures. Watch or attend a musical concert to observe best concert behavior. Listen to and ask questions of a guest musician or student teacher 	1,2

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"> Informal discussion of how and why certain music is performed at particular events Observation Compare/contrast appropriate concert behavior Compare/ contrast different musical performances and the role of the observer and overall experience 	Formative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> Demonstrate inappropriate use of music at an event and explain why Practice appropriate and inappropriate concert behavior Work one on one with student as time allows. Practice and reteach whole group, breaking down vocabulary and skill. 	<ul style="list-style-type: none"> Role play Work with partner to discuss roles of composer and conductor 	1,2,3

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

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• Help students create an event and choose music for that event.• Write a list of concert rules.• Provide students opportunity to be a conductor• Interview a musician or music teacher	<ul style="list-style-type: none">• Students role play their event with the music.• Students present concert rule list during their concert• Students will conduct the group a short melody or rhythm• Report findings of interview to the class	1,2,3,4

Seventh and Eighth Grade



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 7th-8th Grade Choir (All Courses)</p>	<p>UNIT TITLE: 7th -8th Grade Vocal Music (Product Performance)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> ● Repertoire ● The Complete Choral Warm-Up Book by Russell Robinson and Jay Althouse. ● Choir Builders for Growing Voices Vol. 1 and 2 ● Come Join In, 52 New Rounds, Partner Songs and short songs by Elizabeth Gipatrick ● Folk Songs for Solo Singers, Vol. 1 and Vol. 2 by Jay Althouse ● 26 Italian Songs and Arias by John Glenn Paton ● 15 American Folk Songs by Gary Arvin ● The “For Two” series by Alfred Publishing ● Broadway repertoire (both past and current) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> ● Create music independently and with others.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● Develop and apply singing skills to perform and communicate through the arts. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● How is sound organized to make music? ● How are melodies created? ● What does Harmony add to music? ● How does rhythm function with a song’s style? ● What is appropriate vocal technique?

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	<p>PP1A7-8:</p> <ul style="list-style-type: none"> ● Demonstrate singing skills using a singing voice and match pitch in an appropriate range. ● Demonstrate appropriate singing posture, breath support, and diction. ● Develop understanding and improve application of correct vocal placement. ● Shape pure vowels, create clear consonants, and perform with correct diction. ● Recognize effects of good health habits on vocal wellness. ● Recognize the differences and struggles that accompany the changing adolescent voice and 	X	

	accommodate those changes.		
GLE	PP1B7-8: <ul style="list-style-type: none"> ● Use dynamics and phrasing to communicate an interpretation of a given style. ● Apply vocal techniques required for expressive performance of varied literature. 	X	
GLE	PP1C7-8: Apply stylistic elements needed to perform the music of various genres and cultures.	X	
GLE	PP1D7-8: <ul style="list-style-type: none"> ● Perform simple harmonic songs including rounds, canons, partner songs and two-part. ● Perform *harmony in songs of two and three parts (may include: SA, TB, SSA, TTB and SAB). ● Can perform two part harmony in small groups of 8 or less. 	X	
GLE	PP1E7-8: <ul style="list-style-type: none"> ● Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble. ● Respond expressively to conductor's cues. ● Apply techniques for expressive performance of vocal literature in an ensemble. 	X	
GLE	PP3A6: Improvise short rhythmic and melodic patterns.		X
GLE	PP4A7-8: Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines.		X

OBJECTIVE # 1	Develop and apply singing skills.
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> ● PP1A7-8, PP1B7-8, PP1C7-8, PP1D7-8, PP1E7-8

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"> ● Students will understand how to use breath control and accurate diction while singing. ● Students will understand how to use dynamics and phrasing to correctly interpret a given style of music. ● Students will understand that there are various types of songs and music. ● Students will understand the basic building blocks of singing with harmony including <i>rounds, canons, partner songs, and two-part harmony</i>. ● Students will understand how to perform in an ensemble and respond to cues, tempo, expressiveness, dynamics, rhythmic accuracy 	<ul style="list-style-type: none"> ● Pitch ● Posture ● Solfege Syllables ● Range ● Breath control ● Singing Voice ● Diction ● Expressive Singing: <ul style="list-style-type: none"> ○ Dynamics - <i>piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo.</i> ○ Phrasing ● Style - <i>Patriotic, folk, spirituals, multicultural,</i> 	<ul style="list-style-type: none"> ● Support the singing voice with appropriate breath control. ● Perform musical phrases with diction as an ensemble and alone. ● Utilize dynamics and phrasing to portray emotion in a variety of musical styles. ● Sing beginning-level 2-part harmony through practice from rounds, canons and partner songs in small groups of 2-8 students. ● Sing 3 part music in a large ensemble. ● Perform in an ensemble and respond expressively to the conductor.

and characteristic timbre.	<p><i>etc. Antiquity, Classical, Baroque, Renaissance</i></p> <ul style="list-style-type: none"> ● Tempo - <i>Speed of music</i> ● Harmony - <i>rounds, canons, partner songs, and two-part harmony.</i> ● Ensemble ● Timbre ● Vibrato ● Straight Tone ● Tone Quality 	
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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"> ● Use instructional videos and teacher modeling to demonstrate breathing techniques, breath control, and appropriate diction while singing. ● Utilize songs that demonstrate dynamics and phrasing to communicate an interpretation of a given style of music. ● Utilize pieces of music that represent patriotic, folk, and seasonal songs. ● Utilize music that represents Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs. ● Utilize songs that review rounds, canons, and partner songs and that introduce simple two-part harmony. ● Utilize songs that teach and review three-part harmony. ● Utilize songs that demonstrate characteristic timbre, dynamics, and rhythm of a piece while students sing in an ensemble. 	<ul style="list-style-type: none"> ● Listen, learn and sing songs and warm-up exercises while using breath control and appropriate diction. ● Listen, learn and sing songs with dynamics and phrasing that communicate a given style in music. ● Listen, learn and sing patriotic, folk and seasonal songs. ● Listen, learn and sing Broadway, seasonal, patriotic, folk, classical, Renaissance, baroque, multicultural and contemporary songs. ● Listen, learn, and sings songs with rounds, canons, partner songs, and simple two-part harmony. ● Listen, learn and sing songs with three-part harmony. ● Listen, learn and sing songs as an ensemble group with characteristic timbre, dynamics, and rhythm while responding expressively to the conductor’s cues. 	1, 2, 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"> • Teacher observes student growth each class. • Students sing individually and in groups while teacher listens for growth in breath control and diction. • Students demonstrate application of dynamic markings while singing with appropriate phrasing for a specific style of music. • Students listen to different styles of music and tell the teacher how they would categorize each song's genre. • 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. • Students perform individually and in small groups while the teacher watches for steady beat and correct rhythms. • Students demonstrate expressive singing as they respond to the conductor's cues. Teacher observes levels of expressive singing from students. 	Formative Summative	1,2,3
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"> • Work one-on-one with student as time allows. • Practice and reteach while group, breaking down vocabulary, notation, and skills. • Break songs down into smaller chunks to work on as a class. 	<ul style="list-style-type: none"> • Work with partners or small ensembles to echo singing skills. • Have student record themselves and analyze/ problem solve vocal issues. 	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Have students who have already learned the singing skill we are working on, act as small group leaders when the class breaks into groups. 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. 	<ul style="list-style-type: none"> 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. 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. 	1,2,3,4

OBJECTIVE # 2	Develop and apply composition and Improvisation skills.
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> PP3A6, PP4A6

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"> Students will understand how to improvise short rhythmic and melodic passages. Students will understand composition and arranging using rhythmic and melodic ostinati and standard notation. 	<ul style="list-style-type: none"> Improvisation Rhythm Melody Ostinato Composition Arranging 4-Bar Phrase 	<ul style="list-style-type: none"> Improvise and perform short rhythmic and melodic passages. Perform rhythmic vocal ostinatos using standard rhythmic notation. Perform melodic ostinatos using standard music notation. Compose a short rhythmic ostinato. Compose a short melodic ostinato. Arrange a phrase from a song students already know to alter the rhythm.

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"> ● Utilize songs with both rhythmic and melodic ostinati. ● Review standard rhythmic and melodic notation. ● Model correct examples of improvised melodic passages for students. ● Model correct examples of improvised rhythmic passages for students. ● Listen to examples of song parody and write a song parody as a class. 	<ul style="list-style-type: none"> ● 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. ● Listen to songs with melodic ostinati and talk about how this relates to songs we have already sung with harmony and canons. ● Listen to and perform a song with the teacher that involves taking turns clapping and singing rhythmic and melodic ostinati. ● Listen and react to changing chords from a piano and pick chordal notes that fit the chords as they change as an ensemble. ● Individually or in pairs, write a song parody 	1,2,3,4

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"> ● 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. ● Observe students as they take turns improvising during a class exercise involving 4 bar phrases. ● Students are graded on both individual roles as well as group fluency with both rhythmic and melodic compositions through a “rap/speech” assignment. ● 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. 	Formative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> • 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. • Pair students that are struggling with a certain skill with students that have mastered the skill. • Modify a 4-bar phrase exercise or assignment by breaking it down into individual measures. 	<ul style="list-style-type: none"> • Work with the teacher to clap a rhythmic ostinato. • Work with the teacher to sing a melodic ostinato. • Work with a partner or small group demonstrating improvisation in a 4-bar phrase during a class exercise. • Work with the teacher and practice writing a 4-bar phrase one measure at a time. 	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	1,2,3,4



CONTENT AREA: Vocal Music

COURSE: 7th-8th Grade Choir (All Courses)

UNIT TITLE: 7th-8th Grade Vocal Music (elements of Music)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- The Sight Singer - Volume 1 by Audrey Snyder
 - Unison/Two-Part Treble Voices
- Repertoire
- Patterns of Sound Vol. 1 by Joyce Eilers Bacak and Emily Crocker.
- Successful Sight Singing, Book 1 by Nancy Telfer
- One Minute Theory by Ronald Slabbinck and Holly Shaw-Slabbinck
- Essential Musicianship, Book One by Emily Crocker and John Leavitt
- Rhythm Bingo, Lines and Spaces Bingo, Solfege Bingo
- Ready to Read Music by Jay Althouse
- 60 Music Quizzes for Theory & Reading by Jay Althouse
- Sightreadingfactory.com

BIG IDEA(S):

- Have an understanding of the vocabulary and notation of music
- People should be able to read music
- People should understand music as a written language

ENDURING UNDERSTANDINGS:

- Develop and apply the knowledge and skills to read and notate music
- The learner will be able to read musical notation
- The learner will be able demonstrate an understanding of musical notation through performance
- The learner will be able to read through a piece of music without prior preparation time of learning the music

ESSENTIAL QUESTIONS:

- What symbols are used to represent the sounds in the music?
- How is music subdivided into sounds?
- How do time signatures impact note groupings in each musical measure?
- How is music properly notated?
- How are pitch and rhythm written?
- What symbols or pictures can be used to notate music?
- What symbols can be used for expression in music?
- How is music notated on the staff?
- How can you describe what is heard in a piece of music?
- How is musical form notated?
- How can personal expression be demonstrated as it relates to musical notation?

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	EM1A7-8: Read standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> · 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	EM1B 7-8: <ul style="list-style-type: none"> ● Identify standard pitch notation in the treble clef, including ledger lines above and below the staff ● Identify all Major key signatures ● Identify accidentals (sharps, flats & natural signs) 	X	
GLE	EM1C7-8: Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> · <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 < for <i>crescendo</i> · <i>decrec</i> or > 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> · accent · <i>fermata</i> · ties · slurs 		X

	<p style="text-align: center;">· <i>*staccato</i> <i>*legato</i></p>		
GLE	<p>EM1D7-8:</p> <ul style="list-style-type: none"> ● Notate rhythmic patterns and dynamics presented by the teacher in 2/4, ¾ and 4/4 meter signature using bar lines <ul style="list-style-type: none"> ○ whole note/rest ○ · quarter note/rest ○ · half note/rest ○ · eighth-note pairs ○ · dotted half note ○ · sixteenth notes ○ · <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>cresc</i> for <i>crescendo</i> ○ · <i>decresc</i> for <i>decrescendo</i> ○ · <i>dim</i> for <i>diminuendo</i> ○ · <i>sol-mi-la</i> ○ · eighth note/rest ● Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures 		X
GLE	<p>EM1E7-8: Sight read standard musical notation at beginning intermediate level (may include changes of tempo, *key, and meter; modest ranges, step-wise motion and the “do” to “mi” skip)</p>		X

OBJECTIVE # 1	Develop and apply music reading and notation skills.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> EM1A7-8, EM1B7-8, EM1C7-8, EM1D7-8, EM1E7-8 	
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"> Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures. Students will understand how to read and notate standard Pitch Notation including one ledger line above and below the treble clef. Students can describe the function of accidentals. Students will understand the number of counts in simple duple and triple time signatures. Students will understand the relationship of solfege (sol-mi-la) to pitch notation on the treble clef. Students understand the <i>dynamic, tempi</i>, and expressive symbols of academic vocabulary. Students understand how to sight read notes and rhythms in a short piece of music using standard music notation. Students understand the importance of reading and notating music. Students understand that music literacy is essential when creating music. 	<ul style="list-style-type: none"> 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 Accidentals (Including sharp, flat, and natural) Time signatures in 2/4, 3/4, 4/4, and 6/8 meter Syncopation Pitch Notation including, solfege notes, staff, clef, ledger line, sharps, flats, and natural signs 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 <i><</i> for <i>crescendo</i>, <i>decresc</i> or <i>></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 tempo</i>, <i>accent</i>, <i>fermata</i>, ties, slurs, <i>staccato</i> and <i>legato</i> Symbols for pitch including sol-mi-la Sight Reading 	<ul style="list-style-type: none"> Identify terms from Rhythmic Notation. Identify the number of counts in simple duple and triple time signatures. Count and clap a 4-bar phrase of rhythms that employ syncopation. Identify symbols for musical expression. Read and notate rhythmic patterns presented by teacher. Read and notate pitches on the staff involving all notes one ledger line above and one ledger line below the staff. Read and notate dynamic symbols. Sight read rhythmic patterns as an ensemble. Sight read a combination of rhythmic and melodic patterns as an ensemble. Sing a musical example by themselves on sight without prior preparation. Recall names of music terminology. Identify standard musical notation via a written assignment. Demonstrate an understanding of musical notation through performance.

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"> ● Utilize songs/speech pieces demonstrating rhythmic notations from the academic vocabulary. ● Utilize songs/exercises demonstrating solfege. ● Utilize songs demonstrating the <i>dynamic, tempi</i>, and expressive symbols of academic vocabulary. ● Utilize songs and exercises to rehearse sight reading of notes and rhythms. ● Daily group sight reading activities of 4-8 measures progressing from stepwise motion, to skips and then to leaps. ● Demonstrate how to identify key signatures. 	<ul style="list-style-type: none"> ● Students will read rhythms using rhythmic syllables. ● Students will read melodies using <i>solfege</i> or note names. ● Perform a familiar melody with varying expression marks (dynamics/tempi). ● Students will sight read rhythms and melodies as a class. ● Sight-read 4-8 measures in all major keys ● Identify major key signatures. 	1,2,3

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"> ● Observation ● Individual/group tracking exercise ● Written assessment of rhythmic and dynamic notation ● Use individual and group sight-reading tests ● Written basic music theory tests 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> ● Work one on one with student as time allows ● Practice and reteach whole group, breaking down vocabulary/skill ● Modify song or speech piece by breaking down into smaller pieces ● Teacher performs a short pattern while students determine correct rhythmic and dynamic notation ● Review Kodaly solfege hand signs and implement those into the daily sight-reading practice 	<ul style="list-style-type: none"> ● Work with partner to identify rhythmic notation ● Students choose correct rhythmic and dynamic notation after teacher performs short pattern ● Work with partner to identify solfege notation ● Students perform sight singing activities with Kodaly hand signs ● Students practice sight reading activities at home using on-line resources such as sightreadingfactory.com 	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Students will create a short rhythmic and solfege melody in a fill in the blank format for fellow students ● Sight read in 2 or more parts ● Sight read entire new pieces of music 	<ul style="list-style-type: none"> ● Students will fill in the missing rhythmic and solfege worksheet of fellow students ● Sight read own voice part simultaneously with another voice part ● Sight read all new music with 80% accuracy 	1,2,3,4



CONTENT AREA: Vocal Music

COURSE: 7th-8th Grade Choir (All Courses)

UNIT TITLE: 7th-8th Grade Vocal Music (Artistic Perceptions)

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Repertoire • Reference recordings via CD, DVD, Youtube.com, etc. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Evaluate music based on critical listening and theoretical analysis developed through best musical practices. • Listen perceptually and respond to music intellectually and emotionally.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What do we listen for when evaluating a musical performance? • Can students describe a quality/non-quality musical performance using grade-level musical vocabulary?

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

Standards, Concepts, Content, Skills, Products, Vocabulary

<p>REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i></p>	<p>STANDARDS: Content specific standards that will be addressed in this unit.</p>	<p>MAJOR STANDARD</p>	<p>SUPPORTING STANDARD</p>
<p>GLE</p>	<p>AP1A7-8: Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> · 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> 	<p align="center">x</p>	
<p>GLE</p>	<p>AP1B7-8:</p> <ul style="list-style-type: none"> • 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 	<p align="center">x</p>	
<p>GLE</p>	<p>AP2A7-8: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p>	<p align="center">x</p>	

	<ul style="list-style-type: none"> · tone quality · expression/phrasing · rhythmic accuracy · pitch accuracy · part acquisition · blend/balance · diction/articulation · style · posture/stage presence 		
GLE	AP2B7-8: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	x	

OBJECTIVE # 1	Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> • AP1A7-8 		
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"> • Students will understand that there are different forms of parts of a song. • Students will understand the organization of sections in music. 	<ul style="list-style-type: none"> • AB • ABA • Canon • Ostinati • Verse/refrain • Repeat Sign • Partner Songs • Rondo • First and Second Endings • Blues • Coda • Theme and variation • DC/Fine • DS al coda/ Fine 	<ul style="list-style-type: none"> • Identify same and different sections in music. • Identify the parts of a song. • Compare and contrast partner songs. • Understand repeat signs and first and second endings. • Understand and follow coda, DC, DS al coda, fine. 	

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"> Utilize songs/speech pieces that demonstrate the academic vocabulary. Students can distinguish between two different musical forms. Students understand the difference between a round and a canon. Students will understand and recognize an <i>ostinati</i>. Students will understand verse/refrain. Students will understand a partner song. Students understand repeat signs, first/second endings, and a coda. Students understand DC/ Fine and DS al coda/ Fine. 	<ul style="list-style-type: none"> Listen, learn, and sing songs with same and different sections. Compare and contrast a song with AB form and a song with ABA form. Sing or listen to a piece in rondo form (Fur Elise - Beethoven). Identify when they hear a change occur in the music. Define a change in music as: tempo (speed), meter (2s or 3s), dynamics (volume), instrumentation, words, articulation, etc. Sing a round (“Row, Row, Row Your Boat”) and a canon (“Are You Sleeping?”). Perform <i>ostinati</i> (rhythm or melody) with a song. Sing a verse/refrain song (“Battle Hymn of the Republic”). Sing a partner song (“She’ll Be ‘Comin Round the Mountain” and “When the Saints Go Marchin’ In”). Sing songs with a repeat song, first/second ending, and a coda. 	1,2,3

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"> Students are evaluated during class through teacher listening and observation. Students discuss parts of a song and organization (academic vocabulary) as teacher listens for growth and making connections. 	Formative Summative	1,2,3

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"> Work one on one with student as time allows. Practice and reteach whole group, breaking down vocabulary and skill. Modify song or speech piece by breaking down into smaller pieces. 	<ul style="list-style-type: none"> Work with partner to listen for and discuss musical opposites. 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help student create short piece with set guidelines (Parts of a song, first and second ending. 	<ul style="list-style-type: none"> Students create and perform a short piece for presentation containing the music organizational academic vocabulary. 	4

OBJECTIVE # 2	Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors.
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> AP1B7-8

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"> Students will respond and move to aural examples of music forms and expressive elements. Students understand the difference between the sounds of voices and instruments. Students will visually and aurally identify instrumental families. Students will distinguish between methods of sound production. Students will differentiate between ensemble groupings (solo vs. group). 	<ul style="list-style-type: none"> Aural (hearing) examples Musical forms Expressive elements Instrument families Sound production Solo Group 	<ul style="list-style-type: none"> Aurally identify musical forms, expressive elements, and ensemble groupings of music. Visually and aurally identify instrument families and their method of sound production. Identify the material from which the instrument is made.

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"> Utilize songs and speech pieces that demonstrate the use of musical forms and expressive elements. Utilize instrumental music that highlight each of the instrument families. Utilize songs and speech pieces that use solo and group performances. Play Instrument Bingo. 	<ul style="list-style-type: none"> Students will listen and learn songs that demonstrate the use of musical forms and expressive elements. Students will listen for each of the instrument families. Students will listen for solo and groups. 	1,2,3

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"> Students will sing, play, and move individually and as a group while teacher watches for individual growth in music forms and expressive elements. Through discussion and written work, students will classify instruments by their sound production and appropriate families while teacher listens and watches for academic growth. Teacher watches for academic growth while students respond, through movement, to aural examples of instruments. 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> Reteach/revisit academic vocabulary. Work one on one with student as time allows. Work with student on listening to and understanding the difference between instrument families and their sound production. Work with student on listening to solo and group performances. 	<ul style="list-style-type: none"> Work with partner to discuss and listen for musical forms and expressive elements. Work with partner to listen for instrument families. Work with partner to listen for solo or group performance. 	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

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

OBJECTIVE # 3	Develop and apply the knowledge and skills to evaluate music and musical performances and compositions.
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> AP2A7-8 AP2B7-8

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"> Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to academic vocabulary. Students will use prerequisite music terms to describe their personal response to a musical example in regards to tone and timbre. 	<ul style="list-style-type: none"> Tone quality Expression/phrasing Rhythmic accuracy Pitch accuracy Part acquisition Blend/balance Posture/stage presence Timbre 	<ul style="list-style-type: none"> Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary. Describe their personal response to a music example's tone quality and timbre by using previously learned music terms.

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"> Utilize song examples representing appropriate examples of the academic vocabulary. Provide examples of visual performances. Show past Hardin Choir performances. 	<ul style="list-style-type: none"> Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance. Students evaluate posture/stage presence. Students will use grade level music terms to 	1,2,3

	<p>describe their personal response to a musical example.</p> <ul style="list-style-type: none"> Students will observe and analyze their own past performances or performances of other students at the same level for our school. Critique a performance using appropriate grade level vocabulary. 	1,2
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"> Observation Informal discussion on musical elements and stage presence Informal discussion sharing responses to musical example Concert self and group critique reflection worksheet. Students compare and contrast 2 performances of the same piece of music 	Formative	1,2,3
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"> Work one on one with student as time allows. Practice and reteach whole group, breaking down vocabulary and skill. 	<ul style="list-style-type: none"> Work with partner to role play. Work with partner, discussing musical elements and stage presence. Work with partner on sharing responses to musical examples. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help student create group performance situations on vocal productions and stage presence. Help student find exemplary musical examples from a pool of recordings/videos. 	<ul style="list-style-type: none"> Work with partner or small groups to role play. Work alone or with a group to find examples of exemplary musical performances utilizing Artistic Perceptions vocabulary. 	3,4



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 7th-8th Grade Choir (All Courses)</p>	<p>UNIT TITLE: 7th-8th Grade Vocal Music (Interdisciplinary Connections)</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Repertoire 		<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Relationships between music, arts, and other subjects. 		
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts. 		<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What are the similarities and differences between music and other subjects? 		
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.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.		MAJOR STANDARD	SUPPORTING STANDARD
GLE	<p>IC1A7-8:</p> <ul style="list-style-type: none"> Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast 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 Discuss ways that each of the arts can enhance understanding and communication globally 		x	
GLE	<p>IC1B7-8:</p> <ul style="list-style-type: none"> Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language) 		x	

OBJECTIVE # 1	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • IDC1A7-8, IDC1B7-8 	
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"> • Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces. • Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music. • 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). 	<ul style="list-style-type: none"> • Arts • Principles • Disciplines • Imagination • Unity • Repetition • Compare • Contrast • Characteristic Materials of each Art: <ul style="list-style-type: none"> ○ Music - Sound ○ Art - Visual Stimuli ○ Dance - Movement ○ Theater - Human Interrelationships 	<ul style="list-style-type: none"> • Compare and contrast art and music pieces by using previously learned vocabulary. • Use grade level appropriate terms to describe how music can relate with other subjects. • Use grade level appropriate language to describe terms used in both music and other subject areas. • Transform one characteristic material from one art form into another.
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"> • Utilize songs and other art forms with similar topics, e.g. rivers, twinkling stars. • Utilize songs, speech pieces, and other activities that show the relationship of music and other disciplines. • Utilize songs, speech pieces, and other activities that show the use of imagination. 	<ul style="list-style-type: none"> • Listen to and learn songs which have corresponding art pieces of the same topic. • Discussions on how a composer and artist are presenting their thoughts about the same topic. • Listen to and learn songs that demonstrate the relationship between music and other subject areas. • Learn the relationship of music and other subject areas. 	1,2,3,4

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"> • Observation • Students are evaluated through group discussions and responses to questions as teacher listens and observes. • Compare/contrast musical and art examples using Interdisciplinary Connections vocabulary • Teacher watches and listens for growth in understanding of relationships between music and subject areas through informal discussions in class. 	Formative Summative	1,2,3,4
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"> • Work one on one with student as time allows. • Practice and reteach whole groups, breaking down vocabulary and skill. • Modify song or speech piece by breaking down into smaller pieces. • Simplify examples of music and subject area relationships. 	<ul style="list-style-type: none"> • Work/share with partner to demonstrate musical and art difference in simple examples. • Work/share with partner compare/contrast various musical and art pieces. • Work with partner to demonstrate examples of music's connections with other subject areas. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help student create/compile music and art examples with set guidelines. • Help student create written reaction of musical and art examples for presentation. • Help student reflect on ways each of the arts can enhance understanding and communication globally. 	<ul style="list-style-type: none"> • Students compile or create music and art examples for presentation. • Student creates written reaction for presentation. 	1,2,3,4



CONTENT AREA: Vocal Music

COURSE: 7th-8th Grade Choir (All Courses)

UNIT TITLE: 7th-8th Grade Vocal Music (Historical and Cultural Contexts)

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Repertoire
- Get America Singing...Again! Set A and B by Loretta Mitchell Norgon
- Folk Songs for Solo Singer Vol. 1 and 2 by Jay Althouse.
- The Essential Repertoire Collections (Levels 1-4, SSA, TTB, and SATB settings) by Hal Leonard publishing
- 26 Italian Songs and Arias by John Glenn Paton
- 15 American Folk Songs by Gary Arvin
- The "For Two" series by Alfred Publishing
- Broadway repertoire (both past and current)

BIG IDEA(S):

- Be acquainted with a variety of music and its role in the life of all people.
- Become lifelong learners who support music programs by participation and appreciation of school and community music events.

ENDURING UNDERSTANDINGS:

- Develop and apply the knowledge and skills to understand musical genres and styles.
- Develop and apply the knowledge and skills to understand stylistic practices.
- Develop and apply the knowledge and skills to understand music's role and function in various cultures.
- Develop and apply the knowledge and skills to understand careers in music.

ESSENTIAL QUESTIONS:

- In what ways have people used music to express their values and describe their experiences?
- How do music and history influence each other?
- How does culture affect music?
- How does one musical style influence another?
- What are various jobs/careers in the music field?

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	HCC1A7-8: Identify characteristics of teacher-selected genres or styles · *Secular · *Sacred · Multicultural music · American/ *patriotic songs · Opera · Ballet · Blues *Ragtime	X	
GLE	HCC1B7-8: Describe how elements of music are used in teacher-selected examples:	X	

	<ul style="list-style-type: none"> · Secular/sacred · Multicultural music · American/patriotic songs · Opera · Ballet 		
GLE	<p>HCC1C7-8:</p> <ul style="list-style-type: none"> ● Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> ○ · Secular/sacred ○ · Multicultural music ○ · American/patriotic songs ○ · Opera ○ · Ballet ● Document understanding of musical experiences through writing samples or illustrations 	X	
GLE	HCC1D7-8: Attend and describe live musical experiences	X	

OBJECTIVE # 1	Develop and apply the knowledge and skills to understand musical genres, styles, and stylistic practices.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> ● HHC1A7-8, HHC1B7-8 		
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"> ● 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"> ○ Secular ○ Sacred ○ Multicultural Music ○ American/Patriotic ○ Opera ○ Ballet ○ Blues ○ Ragtime 	<ul style="list-style-type: none"> ● Genre ● Style ● Secular ● Sacred ● Multicultural music ● American/ Patriotic Songs ● Opera ● Ballet ● Blues ● Ragtime 	<ul style="list-style-type: none"> ● Students will learn the traits of selected styles of music. ● Describe the function of music in various settings and cultural events. 	

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"> Utilize songs and speech pieces that demonstrate different styles and musical traits. Utilize listening and singing examples that are popular of different genres of music. Identify the types of characteristic instruments used to perform each genre of music. 	<ul style="list-style-type: none"> Students will learn various genres of music. Students will learn games and dances to perform with specified genres. Students will learn and sing songs to learn how elements of music are used in various styles of music. Students will identify (visually and aurally) the different characteristic instruments found in each genre. 	1,2,3

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"> Teacher listens for musical growth through informal discussions in class. Compare/contrast styles. Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles. 	Formative Summative	1,2,3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

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"> Work one on one with student as time allows. Practice and reteach whole group, breaking down vocabulary/skill. Modify songs and musical examples by using short, simple examples. 	<ul style="list-style-type: none"> Work with partner to share and discuss examples . Work with partner, discussing characteristics of styles. 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Help students create a dance or game to accompany a selected song. Have student create a list of songs they know from each genre. 	<ul style="list-style-type: none"> Students will create a dance or game for play party or folk music to share with other students. Write a brief description of a memory associated with that song. 	1, 2, 4

OBJECTIVE # 2	Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> HHC1C7-8, HHC1D7-8 	
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"> Students will describe the function of music in various settings and cultural events <ul style="list-style-type: none"> Secular/ Sacred Multicultural Music American/ Patriotic Opera Ballet Students will understand differing listening behaviors and what a musical experience for a particular genre would be like. Students will understand that people earn a living through music and that education and musical skills are requirements for that career. 	<ul style="list-style-type: none"> Cultural Settings Musical Experience Secular Sacred Multicultural Music American/ Patriotic Opera Ballet Career 	<ul style="list-style-type: none"> Describe the function of music in various settings and cultural events. Discuss and demonstrate appropriate listening behavior for various types of performances. Document understanding of musical experiences. List different musical careers.
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"> Utilize music and musical examples used in various events and cultures. Demonstrate and practice best concert behavior. Have students experience a live musical performance. Invite a guest musician or student teacher to speak. 	<ul style="list-style-type: none"> Listen to and learn songs used at particular events and in various cultures. Watch or attend a musical concert to observe best concert behavior. Listen to and ask questions of a guest musician or student teacher. 	1,2

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"> • Informal discussion of how and why certain music is performed at particular events • Observation • Compare/contrast appropriate concert behavior • Compare/ contrast different musical performances and the role of the observer and overall experience 	Formative	1,2,3
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"> • Demonstrate inappropriate use of music at an event and explain why. • Practice appropriate and inappropriate concert behavior. • Work one on one with student as time allows. • Practice and reteach whole group, breaking down vocabulary and skill. 	<ul style="list-style-type: none"> • Role play • Work with partner to discuss roles of composer and conductor 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Help students create an event and choose music for that event. • Write a list of concert rules. • Provide students opportunity to be a conductor. • Interview a musician or music teacher. 	<ul style="list-style-type: none"> • Students role play their event with the music. • Students present concert rule list during their concert. • Students will conduct the group a short melody or rhythm. • Report findings of interview to the class. 	1,2,3,4

MUSIC

GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education
May, 2007

MUSIC GRADE LEVEL EXPECTATIONS

The Music Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to the nine standards from *MENC: The National Association for Music Education*.

The following coding system should be used to reference the Music GLEs:

STRANDS:

PP = Product/Performance

EP = Elements and Principles of Music

AP = Artistic Perceptions

IC = Interdisciplinary Connections

HC = Historic and Cultural Contexts

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify standard pitch notation in the treble clef" can be found in the *Elements of Music* strand (EP), under the first Big Idea – *Develop and apply the knowledge and skills to read and notate music (1)*, in the concept *Melodic Notation (A)*, in grade 4. Therefore, the code for that particular GLE is: **EP1A4**. Generally avoid the use of periods or dashes in the coding.

Elements of Music

1. Develop and apply singing skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Independent Singing	Use singing, speaking, whispering and shouting voices	<p>Reproduce/echo melodies in limited range [sol-mi, la-sol-mi]</p> <p>Use a singing voice with a head tone</p>	<p>Apply accurate *pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do]</p> <p>Demonstrate appropriate singing posture</p>	<p>Apply accurate pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do]</p>	<p>Match pitch in an extended range [octave]</p>	<p>Use breath control and accurate *diction while singing</p>	<p><u>General Music Classes:</u> Demonstrate singing skills using a singing voice</p> <p>[Reasoning: Some MS classes are part of an exploratory wheel – may be keyboards only, world music, etc.)</p> <p><u>Vocal Classes</u> Demonstrate singing skills using a singing voice and match pitch in an appropriate range</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p>	<p><u>General Music/Instrumental Classes:</u> Demonstrate singing skills and match pitch in an appropriate range</p> <p><u>Vocal Performance Classes:</u> <u>Proficient</u> Demonstrate proper fundamental singing technique when performing music of moderate *technical demands, expanded range, and varied interpretations</p> <p><u>Advanced</u> Demonstrate proper singing technique in the following:</p> <ul style="list-style-type: none"> • *intonation • tone quality • breathing • diction • *rhythm • note accuracy • posture • memorization
National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply singing skills to perform and communicate through the arts									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Expressive Singing		Demonstrate fast and slow *tempo	Demonstrate loud and soft *dynamics [<i>p</i> , <i>f</i>] and fast and slow tempo	<p style="text-align: center;">Demonstrate dynamics [<i>p</i>, <i>f</i>, <i>*crescendo</i>, <i>*decrescendo/diminuendo</i>] and tempi [fast, slow, <i>*ritardando</i>]</p> <p style="text-align: center;">Interpret expressive markings [accent, <i>*fermata</i>]</p>		Use dynamics and *phrasing to communicate an interpretation of a given *style	<u>General Music Classes:</u> Use dynamics and phrasing to communicate an interpretation of a given style <u>Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature	<u>General Music/Choir and Instrumental Classes:</u> <u>Proficient</u> Apply vocal techniques required for expressive performance of varied literature <u>Advanced Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature	
	National Standards		MU 1	MU 1	MU 1		MU 1	MU 1	MU 1
	Content Standards		FA 1	FA 1	FA 1		FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply singing skills to perform and communicate through the arts								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Repertoire	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 				Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals • multicultural 	Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal including some from memory 	<u>General Music Classes:</u> Apply stylistic elements needed to perform the music of various *genres and cultures <u>Vocal Performance Classes:</u> Apply stylistic elements needed to perform the music of various genres and cultures	<u>Vocal Performance Classes:</u> <u>Proficient</u> Apply stylistic elements needed to perform the music of various genres and cultures <u>Advanced</u> Apply stylistic elements needed to perform the music of various genres and cultures
National Standards	MU 1				MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1				FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply singing skills to perform and communicate through the arts									
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Part Singing			Perform <i>*ostinati</i>	Perform <i>ostinati</i> and *rounds	Perform <i>ostinati</i> , rounds , canons and partner songs	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part 	<u>General Music Classes:</u> Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part <u>Vocal Performance Classes:</u> Perform *harmony in songs of two and three parts	<u>Vocal Performance Classes:</u> <u>Proficient</u> Perform one on a part in various arrangements for two or more voice parts <i>*a cappella</i> and with *accompaniment <u>Advanced</u> Perform one on a part in various four or more voice part arrangements <i>a cappella</i> and with accompaniment	
	National Standards			MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards			FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply singing skills to perform and communicate through the arts									
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Group Singing	Perform in groups following cues of the *conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor	Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Demonstrate characteristic *timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble Respond expressively to conductor's cues	<u>General Music Classes:</u> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Respond expressively to conductor's cues <u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to glossary for *Level of Difficulty)	<u>Vocal Performance Classes:</u> <u>Proficient</u> Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble (refer to glossary for grade-level definitions) <u>Advanced</u> Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)	
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

2. Develop and apply instrumental music skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Instrumental Performance Skills	<p>Perform using two dynamic levels—soft and loud</p> <p>Echoes simple rhythms (long and short sounds)</p>	<p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p>	<p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs 	<p>Read and perform at least three (3) pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes 	<p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple *meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation 	<p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple *meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation 	<p><u>General Music Classes:</u> Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • Syncopation <p>Read and perform a short song/piece using effective expression and characteristic timbre</p> <p><u>Instrumental Performance Classes:</u> Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)</p> <p>Demonstrate instrument maintenance and care</p>	<p><u>General Music/Vocal Music Classes:</u> Demonstrate basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion, drum, guitar)</p> <p><u>Instrumental Performance Classes:</u> <u>Proficient</u> Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature</p> <p>Demonstrate instrument maintenance and care</p> <p>Apply the ability to adjust the pitch to a given standard during performance (play in tune)</p> <p><u>Advanced</u> Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature</p>
National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

2. Develop and apply instrumental music skills to perform and communicate through the arts								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Expression and Technical Skills		Demonstrate fast and slow tempi	Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi	Interpret expressive markings [<i>accent</i> , <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow]	Interpret expressive markings [<i>accent</i> , <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , <i>crescendo</i> , <i>decrescendo/dim-inuendo</i>] and tempi [fast, slow, <i>ritardando</i>]	Read and perform a short song using effective *expression and characteristic timbre	<u>Instrumental Performance Classes:</u> Read and perform music notation at a “beginning” to 2 grade-level (refer to glossary for Level of Difficulty) Read and perform a short song/ piece using effective expression and characteristic timbre	<u>Instrumental Performance Classes:</u> <u>Proficient</u> Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty) <u>Advanced</u> Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
National Standards		MU 1	MU 1	MU 1	MU 1	MU 2	MU 2	MU 2
Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

2. Develop and apply instrumental music skills to perform and communicate through the arts									
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Repertoire	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles						<u>General Music Classes:</u> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	<u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles	<u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles
							Apply stylistic elements needed to perform the music of various cultures, genres and styles	Apply stylistic elements needed to perform the music of various cultures, genres and styles	
National Standards	MU 2						MU 2	MU 2	
Content Standards	FA 1						FA 1	FA 1	

Elements of Music

2. Develop and apply instrumental music skills to perform and communicate through the arts								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Imitation (play by ear)	Echo short rhythmic patterns on rhythm instruments and/or body percussion			Echo short rhythmic and melodic patterns on *classroom instruments			<u>General Music Classes:</u> Echo rhythmic and melodic patterns of increasing complexity on classroom instruments <u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	<u>Instrumental Performance Classes:</u> Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument <u>Advanced</u> Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument
	National Standards	MU 2			MU 2			MU 2
Content Standards	FA 1			FA 1			FA 1	FA 1

Elements of Music

2. Develop and apply instrumental music skills to perform and communicate through the arts								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Group Playing	Perform in groups following cues of the conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor	Perform in groups matching tempo and dynamic changes, and following the cues of the conductor	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>General Music Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor <u>Instrumental Performance Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>Instrumental Performance Classes:</u> Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation <u>Advanced</u> Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos , chamber ensembles, and large groups
National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

3. Develop and apply improvisation skills in music to communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Improvisation		* Improvise short rhythmic patterns	Improvise short rhythmic and melodic patterns	Improvise simple rhythmic and melodic ostinati accompaniments	Improvise simple rhythmic and melodic ostinati accompaniments	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic *variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p>	<p><u>General Music Classes:</u> Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p> <p><u>Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic variations in a consistent style and meter</p>	<p><u>General Music/Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic and/or melodic variations in a consistent style and meter</p> <p><u>Vocal (Show Choir) and Instrumental (*Jazz) Performance Classes:</u> Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality</p>
National Standards	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Composition and Arrangement		Create a single tone or non-pitched accompaniment for songs and stories	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms	Create a rhythmic and/or melodic composition using icons	Create rhythmic and/or melodic <i>ostinati</i> and *soundscapes	Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines	<u>General Music Classes:</u> Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines <u>Vocal and Instrumental Performance Classes:</u> Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines	<u>General Music/Vocal and Instrumental Performance Classes:</u> <u>Proficient</u> Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines <u>Advanced</u> Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition)	
	National Standards	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Rhythmic *Notation	Read icons for long and short sounds and silence in duple meter	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note 	Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes 	Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation 	<u>General Music Classes:</u> Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: <ul style="list-style-type: none"> • 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 <u>Vocal and Instrumental Performance Classes:</u> Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above	<u>General Music Classes:</u> Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using <ul style="list-style-type: none"> • 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 <u>Vocal and Instrumental Performance Classes:</u> Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add <ul style="list-style-type: none"> • *syncopation • *alla breve
National Standards	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and *notate music									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Melodic Notation		Identify icons for high and low sounds	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line *staff)	Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef	Identify standard pitch notation in the treble clef	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify *accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs 	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and *keys	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys	
	National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Symbols of Expression		Recognize fast and slow tempi	Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decescend</i> <i>do</i> • <i>dim</i> for <i>diminuend</i> <i>o</i> • fast • slow • <i>ritardando</i> • *accent 	Identify standard symbols <ul style="list-style-type: none"> • <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>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decescend</i> <i>do</i> • <i>dim</i> for <i>diminuend</i> <i>o</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • *ties • *slurs 	Identify standard symbols <ul style="list-style-type: none"> • <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 < for <i>crescendo</i> • <i>deces</i> or > for <i>decescend</i> <i>do</i> • <i>dim</i> for <i>diminuendo</i> • *accelerando • *ritardando • *allegro • *moderato • *andante • *largo • *a tempo • accent • <i>fermata</i> • ties • slurs • *staccato • *legato 	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <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 < for <i>crescendo</i> • <i>deces</i> or > for <i>decescend</i> <i>do</i> • <i>dim</i> for <i>diminuendo</i> • *accelerando • *ritardando • *allegro • *moderato • *andante • *largo • *a tempo • accent • <i>fermata</i> • ties • slurs • *staccato • *legato 	<u>General Music Classes:</u> Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <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 < for <i>crescendo</i> • <i>deces</i> or > for <i>decescend</i> <i>do</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> • accent • <i>fermata</i> • ties • slurs • <i>staccato</i> • <i>legato</i> <u>Vocal and Instrumental Performance Classes:</u> Apply standard listed for General Music classes, adding <i>marcato</i> and full complement of dynamic range including <i>sfz</i>
National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 9-12
Symbols for Rhythm, Pitch, and Expressive Elements				Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> 	Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> 	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • <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>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>sol-mi-la</i> • eighth note/rest 	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
National Standards				MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards				FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Sight Reading						<u>Vocal and Instrumental Performance Classes:</u> Independently interpret simple rhythmic and melodic notation at sight	<u>Vocal and Instrumental Performance Classes:</u> Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]	<u>Vocal and Instrumental Performance Classes:</u> <u>Proficient</u> Sight read standard musical notation at level 3 difficulty [Level 3- -Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements] <u>Advanced</u> Sight read standard musical notation at level 4 difficulty [Level 4— moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
National Standards						MU 5	MU 5	MU 5
Content Standards						FA 2	FA 2	FA 2

Interdisciplinary Connections

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Musical *Forms	Distinguish between same and different	Distinguish between music opposites <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • canon • ABA • introduction/*interlude 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • *coda • *blues 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • blues • <i>coda</i> • theme and variation • *DC/ *Fine • *DS al coda/ *Fine 	<u>General Music Classes:</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • 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 <u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire	<u>General Music Classes:</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • theme and variation • <i>DC/Fine</i> • <i>DS al coda/Fine</i> • AB/binary • ABA/ternary • song form • <i>sonata</i> • rondo • fugue • opera • ballet • *musical theatre • symphonic • Jazz • *sonata <u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire
National Standards	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Musical Characteristics, Events, and Descriptors	<p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> • sound and silence <p>Differentiate between nature, man-made, and animal sounds</p> <p>Differentiate between various vocal productions:</p> <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	<p>Demonstrate through movement musical opposites</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/separated • soft/loud • same/different • up/down • beat/no beat <p>Differentiate between male, female, and children's voices</p> <p>Differentiate between accompanied and unaccompanied</p>	<p>Demonstrate through movement musical opposites and basic forms</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/separated • soft/loud • same/different • up/down • question/answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain <p>Differentiate between classroom pitched/non-pitched percussion instruments</p>	<p>Demonstrate and/or respond through movement to aural examples of music</p> <ul style="list-style-type: none"> • music forms • expressive elements <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p>	<p>Distinguish between vocal ensemble groupings and orchestral instruments</p> <p>Identify instruments as representative of various cultures</p>	<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><u>General Music Classes and Vocal and Instrumental Performance Classes:</u></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>	
	National Standards	MU 6	MU 6	MU 6	MU 6	MU 7	MU 7	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	

Interdisciplinary Connections

2. Develop and apply the knowledge and skills to evaluate music and musical performance								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Criteria for Musical Performances and Compositions	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 			Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence 		Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence 		<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence
National Standards	MU 7			MU 7		MU 7		MU 7
Content Standards	FA 3			FA 3		FA 3		FA 3

Interdisciplinary Connections

2. Develop and apply the knowledge and skills to evaluate music and musical performance								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Critique Musical Performances and Compositions	Use prerequisite music terms to describe their personal response to a musical example (feelings)	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)	Use prerequisite music terms to describe their personal response to a musical example (tempo)	Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)	Use prerequisite music terms to describe their personal response to a musical example (function/style)	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment Use musical terminology to describe their personal response to musical example
National Standards	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Connections Between Music and Related Arts and Humanities	Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	<p>Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different</p> <p>Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet</p>	Tell how concepts such as repetition and contrast are used in the fine arts	Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition	<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><u>General Music/Vocal and Instrumental Performance Classes:</u> 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><u>General Music Classes:</u> Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines</p> <p><u>Vocal and Instrumental Performance Classes:</u> Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</p> <p>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p>
National Standards	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Connections Between Music and Non-Arts Disciplines		<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>List common themes found in all subject areas (e.g., repetition)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>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)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p>	<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><u>General Music/Vocal and Instrumental Performance Classes:</u> 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><u>General Music Classes:</u> Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</p> <p>Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences</p> <p><u>Vocal and Instrumental Performance Classes:</u> List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</p>
National Standards		MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards		FA 4	FA 4	FA 4	FA 4	FA 4, 1.6	FA 4, 1.10	FA 4, 1.10

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Genres and Styles	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Play party • Folk dances/folk music Identify "The Star-Spangled Banner" as the National Anthem	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Work songs • Cowboy songs • Square dances • *Spirituals • *Blues Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Secular • *Sacred • Multicultural music • American/*patriotic songs • Opera • Ballet • Blues • *Ragtime 	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <ul style="list-style-type: none"> • Jazz • *Orchestral • Classical/contemporary • American/world • Musical Theater <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire	
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
	Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Stylistic Practices	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	<u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	<u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
	<ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	<ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	<ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games 	<ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem 	<ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues 	<ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	<u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	<u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples Describe the historical significance of selected musical literature
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place									
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Music's Role and Function in Various Cultures	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	Describe the function of music in various settings and cultural events	<u>General Music Classes:</u> Describe the effects of society, culture and technology on music	
	<ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	<ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	<ul style="list-style-type: none"> • patriotic American • Native American • African American • Singing Games 	<ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem 	<ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues 	<ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	<ul style="list-style-type: none"> • Opera • Ballet 	Attend and describe live musical experiences	<u>Vocal and Instrumental Performance Classes:</u> <u>Proficient and Advanced</u> Categorize the function of music being performed in relation to its function in society or history
	Identify and demonstrate appropriate listening behavior during a classroom or outside performance	Discuss and demonstrate appropriate listening behavior for various types of performances	Discuss and demonstrate appropriate listening behavior for various types of performances	Discuss and demonstrate appropriate listening behavior for various types of performances	Discuss and demonstrate appropriate listening behavior for various types of performances	Discuss and demonstrate appropriate listening behavior for various types of performances	Document understanding of musical experiences through writing samples or illustrations		
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Careers in Music	Identify responsibilities of a music leader and group participants in a classroom setting	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting	Identify responsibilities of an accompanist and soloist	Identify responsibilities of a *composer and conductor	Identify available music-related careers in a give setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations	<u>General Music Classes:</u> Discuss musical figures and their role as composers/performers/innovators <u>Vocal and Instrumental Performance Classes:</u> Compare and contrast music and music-related vocations and avocations Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire Cite well-known performers specific to student’s instrument and/or voice
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5